

the district office. With two campuses, the district employs three full-time custodial and maintenance professionals. The district works proactively to provide safe, clean, and adequate facilities. Deferred Maintenance projects are continually planned and executed (such as replacement of student restroom stalls, toilets, and tile as needed on both campuses. Classroom carpet replacement, painting, blacktop and striping of parking lots are just a few of the other ongoing projects.

We have had a modernization or new building project (to remove and replace old modular units) at one of the campuses every summer for the last several years. In 2012 the district passed a General Obligation Bond for a new building project at the Hillcrest Middle School campus and modernization project at Gravenstein Elementary. The Gravenstein Elementary School modernization project is in progress. Phase 1, which was completed in August of 2015, included new roofing, sidewalks, and ADA compliance construction. Phase 2 of the modernization began in June of 2016. This part of the modernization includes a complete renovation of the student restrooms, heating and lighting in most classrooms, and changes to the district and school offices.

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR/Kitchen: Scheduled for stage 3 modernization. Includes roof, and reconfigure of kitchen. Rm 16: Received new fire alarm for modernization. Last modernized in 2007. Received carpet in 2016 Rm 22: Modular dated 2013. Received new fire alarm for modernization in 2016.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			MPR/Kitchen: Scheduled for stage 3 modernization. Includes roof, and reconfigure of kitchen. Rm 8: Part of modernization in 2016. Lighting, hvac, new sink, refinished cabinets, fire alarm
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All Gravenstein School student restrooms will be renovated with modernization this June, 2016.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			MPR/Kitchen: Scheduled for stage 3 modernization. Includes roof, and reconfigure of kitchen.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	27	29	46
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)		♦
Psychologist	0.08	♦
Social Worker		♦
Nurse	0.82	♦
Speech/Language/Hearing Specialist	0.535	♦
Resource Specialist (non-teaching)		♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: January 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine It - Kindergarten through Grade 5 The special education program uses Language! Live in ELA IXL adopted in 2016-17, as a supplemental ELA curriculum which is CCSS aligned	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Adopted - Harcourt Math 2001-Grades K-5 Piloted - SRA-McGraw Hill - My Math -Grades K-5 for 2014-15 (not satisfied) All grade levels/classes are piloting (using) Houghton Mifflin/Harcourt Go Math - 2015 series for the 2015-16 school year. This textbook series is State Board approved and Common Core aligned. IXL adopted in 2016-17, as a supplemental math curriculum which is CCSS aligned	Yes	0
Science	Glencoe-McGraw Hill (K-5)	Yes	0
History-Social Science	Harcourt (K-5)	Yes	0
Foreign Language	Wright Group (K-5) Spanish	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	7,216.36	\$1061	6,159.83	60,182.51
District	♦	♦	\$2256	55,912.55
Percent Difference: School Site and District	♦	♦	173.0	7.6
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site and State	♦	♦	8.5	-1.3

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Gravenstein Elementary School is NOT in Program Improvement status. Regardless, Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math were utilized for students who are achieving two grade levels or more below their grade level during the 2015-16 school year.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

There are 16 professional development days during a school year. Two of the days are full days at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus. The teachers received training in the areas of Math and Language Arts with the new Common Core State Standards. At least 6 after school workshops on early release days were utilized during the 2013-14 school year for Common Core training in Math and Language Arts. During the 2014-15 school year the teachers piloted new math textbooks. They reviewed and discussed these textbooks during their early release day time. During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

The teachers are also encouraged to attend trainings outside of the district in the areas of GATE education (CAG conferences). Special Education trainings, additional Common Core and Leadership training, etc. We also have many teachers attending computer workshops in order to utilize their new Chromebook computers.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the 16-17 school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2016-17, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; and integrating a mindfulness program into their classroom culture.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

CDE is not providing data for these areas.

DTS has copied previous year data for your review/update.

Average Class Size and Class Size Distribution (Elementary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	2		18	4	1					
1	18	2			21	1	1					
2	18	2	2		16	2	1					
3	22	1	2		17	2	2					
4	23		3		22		3					
5	20	1	2		19	1	3					
Other	5	1			18	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Advanced Placement (AP) Courses (School Year 2015-16)

Please review data copied from last year's SARC for you by DTS.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

◆ means data is not required. The fields are intentionally not provided.

2016 SARC

Gravenstein First

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include current School Contact Information for your school.

School Information	
School Name	Gravenstein Elementary School
Street	3840 Twig Ave.
City, State, Zip	Sebastopol, Ca, 95472-5750
Phone Number	707-823-5361
Principal	Jennifer Schwinn, Principal
E-mail Address	jschwinn@grav.k12.ca.us
School Website	http://www.grav.k12.ca.us
CDS Code	49707146051742

District Contact Information

Please review and update the information below as needed. This section should include current District Contact Information for your district.

District Information	
District Name	
City, State, Zip	
Phone Number	
Superintendent	
Web Site	
E-mail Address	

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

School Profiles

Gravenstein Union School District is a Kindergarten through 8th grade school district with an enrollment of approximately 750 students, most of who come from English speaking homes. The district is located in the western rural section of Sebastopol in Western Sonoma County. The district serves a primarily rural population in an area of limited growth. Approximately ninety four percent of the property located within the school district boundaries is zoned "rural residential" in the Sonoma County General Plan. This zoning classification affects the number of students living within the district. Approximately 65% of the students attending our schools live outside of the original district boundaries.

There are four schools in the district. Gravenstein School is a K-5 charter school with the exception of some first grade classes (called Gravenstein First School).

Hillcrest Middle School is a 6th - 8th grade middle school which is a charter school, and the district also has a Community Day School. The district has a K-8 Magnet/GATE Program at both campuses (ENRICH!).

The sites reflect the rural nature of the community. The relatively small enrollment at each site, excellent staff and very involved parents have worked together to establish a student body that has achieved some of the highest API and testing scores in Sonoma County for the last 15 years.

All classes K-6 are self-contained. Primary classes (K-3) have an approximate ratio of 20-1 and middle grades average an approximate ratio of 25-1. Instructional and temporary support assistants, paid by categorical monies, are utilized in Grades K-8 according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs at both campuses. The Learning Labs are operated through state and federal funding to serve students who need intervention or tutoring. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below -grade-level students. Other services available to Gravenstein Union School District students (on both campuses) include the Speech and Language Program and a school psychologist. The same services are available at the middle school campus.

Students in grades K through 5 receive music instruction one day per week and additional band time by the district's music specialist. Visual art is also part of the Gravenstein School program. Classroom teachers and an

art specialist provide this program. Hillcrest Middle School has a variety of scheduled music, art and drama programs. Our Grade K-8 Magnet/GATE Program does include additional field trips and visual and enrichment classes. The school district utilizes a social emotional learning program (SEL) entitled Second Step. Empathy, Emotion Management, Impulse Control, Problem Solving and Anger Management are some of the topics covered.

Thank you for your interest in our schools.

Jennifer Schwinn, Superintendent

There are four schools within Gravenstein Union School District. They are: Gravenstein Elementary, Gravenstein First, Hillcrest Middle School and Gravenstein Community Day School.

We are convinced that all students can learn and that our mission is to ensure that each child masters the knowledge and develops the attitudes and skills necessary to become a contributing and productive citizen. We believe the education of our children is a cooperative effort of home, school and community. We provide a comprehensive program of education for grades K-8 and are grateful for our very supportive and caring parents.

Mission Statement

We, the Gravenstein Union School District, are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

The Gravenstein Schools Foundation (GSF), Magnet Parent Foundation (MPF), School Site Council, volunteering in classrooms, and field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, chef/cook, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students.

During the 2013-14 school year the Board of Trustees, Site Council/LCAP Committee, Leadership, and all teachers were introduced to the LCFF /LCAP throughout the fall. The LCAP was revised and adopted by the board for 2014-15, 2015-16, and 2016-17.

The Trustees and the Superintendent attended county office workshops regarding LCFF and LCAP. Input on the LCAP was solicited via Monday Messages to the Superintendent and a series of meetings. It was decided to include individual responses to questions to include people who could not attend meetings.

1. Videos, written information, and websites were provided at LCAP meetings.
2. Parent, staff, board, and administrative LCAP meetings held 5-6 times throughout the year.

3. Questions about involving the 8 priorities were emailed to all staff, parents, and school board members inviting responses.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, a review of the fire alarm system, and workshops attended by some of the district's safety committee.

The safety plan is reviewed by the Site Council and approved by the school board every year prior to March 1. It was reviewed by the school board at the February 10, 2016 board meeting.

The safety plan was reviewed in its entirety with the staff on August 18, 2014. This review included sections covering child abuse, disaster and crisis response, new policies, such as Suspension and Expulsion, the Temporary Removal and Removal of students, sexual harassment of students and personnel, hate crime, and more. Fire and Disaster Response, Hazardous Materials, and more was covered with the assistance of a local Fire Battalion Chief. We also reviewed new safety measures taken over the summer, such as new door locks installed at the Gravenstein campus. The safety plan was reviewed again in August of 2015 and 2016.

New alarms were placed in all classrooms at Gravenstein during the summer and fall of 2015. The fire prevention system was updated in 2016-17, including the installation of a large water tank on the Gravenstein Elementary campus.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report:

This section should be kept to 1-2 paragraphs.

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating				

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	2	2	2	46
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)		♦
Psychologist	0.02	♦
Social Worker		♦
Nurse		♦
Speech/Language/Hearing Specialist	0.05	♦
Resource Specialist (non-teaching)		♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected:

This section should be kept to 1-2 paragraphs.

Please see Gravenstein Elementary's SARC for a complete list of materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts			
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, highlighted yellow, are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	9,626.75	1,114.81	8,511.94	49,393.00
District	♦	♦	8,704.11	55,912.55
Percent Difference: School Site and District	♦	♦	-2.2	-11.7
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site and State	♦	♦	49.9	-19.0

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Gravenstein Elementary School is NOT in Program Improvement status. Regardless, Federal and State funding is utilized to pay for Learning Labs (LL) and Teaching Assistants (TAs) at both campuses. The TAs spend the majority of their time working with low performing students. State adopted Intervention Programs (Language!) for English Language Arts and (Fast Forward) for Math were utilized for students who are achieving two grade levels or more below their grade level during the 2015-16 school year.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

There are 16 professional development days during a school year. Two of the days are full days at the beginning of the year. The other days are spread monthly throughout the year as Early Release Days for students. Teachers meet as grade level groups for planning or they have professional development brought to them on a school campus. The teachers received training in the areas of Math and Language Arts with the new Common Core State Standards. At least 6 after school workshops on early release days were utilized during the 2013-14 school year for Common Core training in Math and Language Arts. During the 2014-15 school year the teachers piloted new math textbooks. They reviewed and discussed these textbooks during their early release day time. During the 2015-16 school year, the teachers piloted a different math textbook. They continue to utilize the early release days to discuss this math program by grade levels.

The teachers are also encouraged to attend trainings outside of the district in the areas of GATE education (CAG conferences). Special Education trainings, additional Common Core and Leadership training, etc. We also have many teachers attending computer workshops in order to utilize their new Chromebook computers.

New teachers also attend BTSA training with district mentor teachers.

Additional professional development is provided at staff meetings with teachers teaching teachers through demonstration lessons.

Teachers on cycle for evaluation in the 16-17 school year met with their site administrator and set professional development goals, and were offered opportunities to attend professional development workshops tied to their chosen goals. Teachers were successful in fulfilling their professional development goals for 2016-17, which ranged from the following examples: developing a Google classroom; offering a science program aligned with the NGSS; and integrating a mindfulness program into their classroom culture.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.

If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

CDE is not providing data for these areas.

DTS has copied previous year data for your review/update.

Average Class Size and Class Size Distribution (Elementary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
1	14	2		18	2		20	2				

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Advanced Placement (AP) Courses (School Year 2015-16)

Please review data copied from last year's SARC for you by DTS.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

♦ means data is not required. The fields are intentionally not provided.