

# Granite Pointe Elementary

2900 Berkshire Rd. • Bakersfield, CA, 93313 • 661.837.6040 • Grades K-5

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<https://granitepointe.gfusd.net>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Greenfield Union School District

1624 Fairview Rd.  
Bakersfield, CA 93307  
(661) 837-6000  
<https://www.gfusd.net>

#### District Governing Board

Mike Shaw  
Kyle Wylie  
Richard Saldana  
Dr. Ricardo Herrera  
Melinda Long

#### District Administration

Ramon Hendrix  
**Superintendent**  
Sarah Dawson  
**Assistant Superintendent  
Curriculum**  
  
Lucas Hogue  
**Assistant Superintendent  
Personnel**  
  
Rebecca Thomas/TBD  
**Assistant Superintendent  
Business**

### School Description

Granite Pointe Elementary School was built in 2008 and is located at the southern edge of Kern County, in Bakersfield California. Granite Pointe is one of twelve schools in the Greenfield Union School District, which consists of eight K-5 schools, three middle schools and one community school. Granite Pointe is a Title I School, which the focus is to use all funds available in a combined effort to provide the most effective programs to ensure equal education for all students to achieve grade level standards and experience enrichment opportunities.

Granite Pointe has a current enrollment of 981 students and maintains 40 self-contained grades TK - 5 classrooms, 1 TK-3 Learning Center / RSP class and 1 4-5 Learning Center / RSP class. Through the Community Eligibility Provision, 100% of our students participate in the free or reduced lunch program. Granite Pointe's SARC contains detailed reports on demographic, behavioral, and achievement data. Transitional Kindergarten through Second Grade students attend 370 minutes and 4-5 students 390 minutes on non minimum days. The district provides minimum days to accommodate Professional Learning Communities (PLCs) for grade level meetings and data analysis teams. The staff of Granite Pointe is committed to serving the students, parents, and community by improving academic achievement and creating life-long experiences to make our students successful.

#### Vision:

Granite Pointe Elementary staff believe that all children can learn and gain new skills to improve their academic, social, and emotional well being.

#### Mission:

The dedicated staff at Granite Pointe Elementary is committed to ensuring the success of each student by providing effective instruction, progress monitoring, and environmental supports that adjust as individual progress is made.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	179
Grade 1	135
Grade 2	179
Grade 3	154
Grade 4	144
Grade 5	153
<b>Total Enrollment</b>	<b>944</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.0
Asian	1.9
Filipino	0.4
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0.0
White	11.2
Socioeconomically Disadvantaged	82.2
English Learners	19.7
Students with Disabilities	8.4
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Granite Pointe Elementary	16-17	17-18	18-19
With Full Credential	39	37	38
Without Full Credential	1	0	3.5
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	52
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Granite Pointe Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Granite Pointe uses board and state adopted curriculum to assist students in mastering Common Core State Standards in all content areas. Tiered Intervention systems are utilized to address specific academic needs at various levels. Fourth and Fifth grade students performing two or more years below grade level are placed in the Read 180 Intensive Intervention reading program in addition to accessing all core curriculum.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK-5 McGraw Hill Wonders, adopted 2016-2017 Read 180 used as a core replacement and intensive intervention Gr. 4-5, adopted 2016-2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson- enVisionMath, Gr. K-5 -California Common Core, adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin: Gr. K-5 California Science, adopted 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson - My World Interactive, adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Greenfield Union School District has a five year maintenance plan for deferred maintenance to keep the building and school grounds in good condition. Granite Pointe opened for the 2008-2009 school year and is in excellent condition. The school site is properly maintained and safe. Bathrooms are cleaned on a daily basis- more frequently as needed. Air conditioning, heating units, lighting, and electrical systems are checked on a regular basis for safety and maintenance purposes. In 2017-18, several trees were removed that were damaging concrete and creating a safety hazard. The school has low incidence of vandalism – approximately one incident per year. A district-wide reporting system via the internet has been developed to allow school sites to notify the district's Maintenance, Operation, and Transportation Department immediately when a repair is needed to ensure a safe environment from the students and staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/5/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	62.0	42.0	48.0	48.0	50.0
Math	42.0	44.0	32.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	458	99.35	62.01
Male	235	234	99.57	56.41
Female	226	224	99.12	67.86
Black or African American	26	26	100.00	30.77
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	373	370	99.20	63.51
White	49	49	100.00	65.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	406	403	99.26	59.31
English Learners	205	202	98.54	64.36
Students with Disabilities	33	33	100.00	12.12
Students Receiving Migrant Education Services	17	15	88.24	40.00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.1	17.9	26.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	456	99.35	43.64
Male	233	231	99.14	45.02
Female	226	225	99.56	42.22
Black or African American	26	24	92.31	29.17
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	371	370	99.73	44.05
White	49	49	100	40.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	404	401	99.26	42.64
English Learners	205	204	99.51	47.55
Students with Disabilities	32	32	100	9.38
Students Receiving Migrant Education Services	17	17	100	29.41
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Granite Pointe Elementary School fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making both aware of school discipline policies and procedures at the beginning of the year. All parents acknowledge receipt of the Parent-Student Handbook and are invited to the Back to School Night - Title I Annual Meeting. School-Parent Compacts identify shared expectations, goals, and focus areas. Parents are encouraged to become involved in their child's education by attending parent workshops and conferences. Other school activities may include, but are not limited to, School Site Council, English Language Advisory Committee, Parent Institute for Quality Education (PIQE), Positive Behavioral Interventions & Supports, field trips, awards assemblies, and student performances.

Granite Pointe staff participate in the District Parent Engagement Committee to develop an action plan to improve parent relationships and seek opportunities to solicit input from all stakeholders. The school website provides access to news, announcements with a link to the Parent Portal to view report cards, homework assignments, and student activities. Granite Pointe invites parents to participate in other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. We invite parents to numerous site events including Back to School, picnics, assemblies, academic updates, sporting events, and performing arts.

For calendar and school events, see website link: <http://granitepointe.gfusd.net/>

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

Granite Pointe’s Safety Plan is current and updated annually. The overall goal of the plan is to maintain a safe and orderly school environment conducive to student learning. School facilities must be clean, safe, and maintained in good repair. The staff and students take great pride in maintaining school grounds that are free from litter and graffiti. The custodial staff and the District’s Maintenance, Operation and Transportation Department (MOT) work to keep the school buildings clean, safe, and maintained in good repair (Williams Act). The School Safety Plan calls for monthly fire drills, as well as periodic disaster and bus evacuation drills. State guidelines are followed for the storage of dangerous chemicals.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.8	1.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.5
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	17.0
Average Number of Students per Staff Member	
Academic Counselor	

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	24	26				8	7	7			
1	27	23	27				5	8	5			
2	20	24	26	1			6	6	7			
3	23	23	22			1	6	6	6			
4	24	30	28	1			6	5	5			
5	27	25	26		1	1	6	5	5			
Other		3			1							

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

**Professional Development provided for Teachers**

District provides 38 weekly minimum day collaboration days for staff to meet and develop as professional learning communities, perform data analysis, evaluate student performance, and improve instructional practices.

The focus throughout the school year is to continue implementing and monitoring Professional Learning Communities (PLC), Data Analysis, as well as deepen knowledge of the Common Core State Standards (CCSS). Curriculum Specialists and Academic Coaches provide district-wide training's in CCSS for ELA and Math as well as the Next Generation Science Standards (NGSS). Each site has an Academic Coach who provides teacher support and professional development. Sites offered many teachers the opportunity to attend various conferences and workshops locally and outside Bakersfield through the year, including SELPA for both administrators and special education teachers. District also offered technology training for Smartboards and IO System, which has replaced Data Director using in-house staff or outside consultants.

First and second year teachers participate in the Teacher Induction Program (TIP), which is a comprehensive, standards-based program that guides and supports beginning teachers through their first years of teaching with the assistance of a Support Provider.

The paraprofessional staff receive training in reading strategies and working with small groups instruction. Professional development needs for non-instructional support staff (clerical and custodial) occurs at the district level.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,606.29	\$738.86	\$5,867.43	\$79,188.32
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-17.5	8.2
Percent Difference: School Site/ State			-19.4	-2.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Granite Pointe Elementary utilizes this money to pay for additional people and materials that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance. Teachers and instructional assistants received professional development in Common Core State Standards, Rigorous Curriculum Designed units and Data Teams.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. Granite Pointe Elementary utilizes this money to pay a portion of the bilingual assistant’s salary who provide individual and small group instructional and academic support in the classroom.

LCFF funds are used based on school goals with input from all stakeholders. These funds pay for technology, classified instructional staff, intervention programs, and supplemental materials for core academics and for positive behavior interventions and supports.

#### Resource Specialist Program

- Intervention instruction by the RSP teacher takes place in classrooms and in the Learning Center
- Tier II intervention for selected students based on data (fluid based on need).

Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.

#### After School Success Program

- Homework Club

\* Academic interventions which correlate to the regular day program

\*Extra curricular programs - supervised sports and enrichment activities

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.