SARC 2024-25 School Accountability Report Card
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Le Grand Elementary School

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Grades K-8 ▪ CDS Code 24-65722-6025498

All In, All Year!

Le Grand Union Elementary School District

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Principal's Message

At Le Grand Union Elementary School, we are proud to be a close-knit learning community committed to nurturing confident, capable scholars. Every decision we make—academically, socially, and emotionally—is grounded in what is best for our students and their future.

A cornerstone of our instructional program is our robust Response to Intervention (RTI) system. In every kindergarten through sixth-grade classroom, students receive daily small-group, differentiated instruction designed to meet their specific learning needs. This intentional structure allows teachers to provide targeted support, extend learning for students who are ready for enrichment, and ensure that every scholar receives the right instruction at the right time. Our RTI model reflects our belief that all students can learn and grow when instruction is responsive, purposeful, and personalized.

We are also incredibly proud of our Expanded Learning Opportunities Program (ELOP), known in our community as Viking Discovery. This program expands learning beyond the traditional school day and gives our scholars the opportunity to explore new interests, discover hidden talents, and develop skills in engaging, hands-on ways. From piano, guitar, drama, and art to pottery, sewing, gardening, and LEGO animation, Viking Discovery offers a wide range of experiences that inspire creativity, curiosity, and confidence. These opportunities help students see learning as something joyful, meaningful, and connected to the world around them.

In our classrooms, we continue to place a strong emphasis on improving mathematical practices. Our focus goes beyond simply finding correct answers; we are committed to building thinkers, not just solvers. Through rich mathematical discourse, problem-solving tasks, and instructional strategies that promote reasoning and collaboration, students are encouraged to explain their thinking, make connections, and persevere through challenges. This approach helps develop a deep understanding and prepares students to apply their learning in new and complex situations.

Le Grand Union Elementary School is a place where students are known, supported, and challenged to grow. We are grateful for the partnership of our families and community, and we remain committed to continuous improvement as we work together to ensure success for every Viking scholar.

Core Values

In the Le Grand Union Elementary School District, we value our ...

Scholars—

We believe all scholars should feel safe and cared for.

We believe all scholars can learn at high levels.

We believe all scholars should have the opportunity to expand and enrich their learning.

We believe all scholars have unique needs and strengths that need to be addressed.

Staff—

We believe all staff members should feel safe and cared for.

We believe all staff members should be treated with, and treat others with, fairness and respect.

We believe all staff members should be highly trained and proficient.

We believe all staff members are a valued member of this learning community.

Community—

We value the vital role of the parent/guardian as their child's first and most important teacher.

We value the cultures and traditions of our community.

We value accessibility and open communication.

We value partnerships with our community.

Parental Involvement

Le Grand Elementary parents have numerous opportunities to be involved in the school. Parents have access to the school website, app, and social media accounts where photos of events and announcements are posted daily. Additionally, parents can serve on the English Learner Advisory Committee (ELAC), School Site Council (SSC) and Parent Booster Club. Parent support classes are offered periodically through the school counselor's office designed to target specific skills necessary to help students and families thrive. Finally, family engagement activities occur regularly. Events such as Back-to-School Night, Trunk-or-Treat, Movie Nights, Craft Nights, Winter Festival and Open House are designed to provide families an opportunity to interact with other families and school staff in a more informal setting. Le Grand Union Elementary School District is the center of town and we value our families and communities greatly. Parents are always welcome! Contact parent club president Melissa Hagloff through the school office at (209) 389-4515.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

Le Grand Union Elementary School District is A Community Committed to Nurturing Confident Scholars.

School Vision Statement

Le Grand Union Elementary School District is a community of highly trained professionals committed to ensuring every scholar is adequately prepared for college and/or career by providing engaging and relevant instruction in a safe and nurturing environment.

Governing Board

Freddy Torres, President

Roger Valladao, Clerk

Freddie Chavez

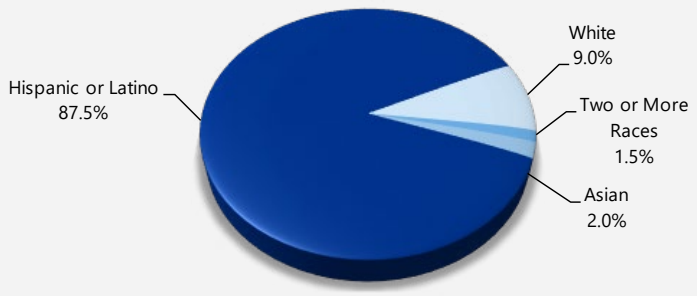
Bethany Fausone

Adam Shasky

Enrollment by Student Group

The total enrollment at the school was 344 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



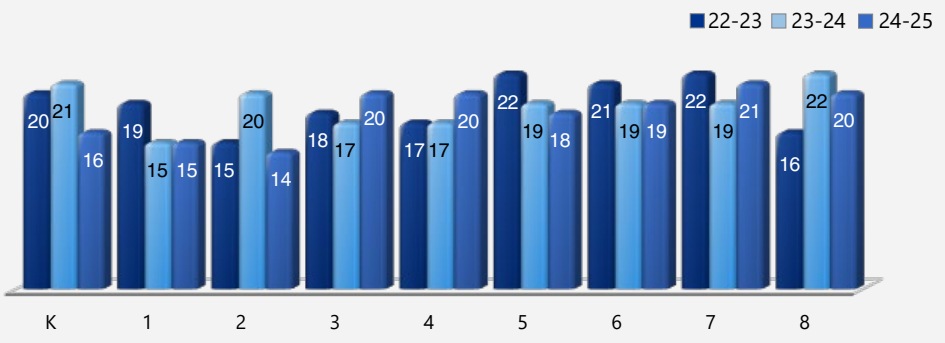
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	46.20%
Male	53.80%
Non-Binary	0.00%
English Learners	39.50%
Foster Youth	0.00%
Homeless	0.00%
Migrant	1.70%
Socioeconomically Disadvantaged	79.40%
Students with Disabilities	8.40%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

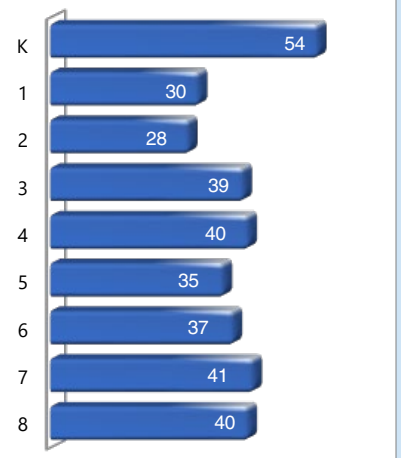
Average Class Size (Three-Year Data)



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	**Number of Students**								
	1-20	**21-32**	**33+**	**1-20**	**21-32**	**33+**	**1-20**	**21-32**	**33+**
K	2				2		2		
1	2			2			2		
2	2			2			2		
3	2			2			1	1	
4	2			2			2		
5		2		2			2		
6		2		2			2		
7		2		2			1	1	
8	2				2		2		

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Le Grand ES			Le Grand Union ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.90%	1.50%	4.90%	0.90%	1.50%	4.90%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.90%	0.00%
Female	4.80%	0.00%
Male	5.10%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.40%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.90%	0.00%
English Learners	5.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.30%	0.00%

School Safety

Student and staff safety is a primary concern of Le Grand Union Elementary School. Through the curriculum, instruction and discipline policies, students are provided both a safe and positive learning environment. Le Grand Elementary School maintains an excellent rapport with the Merced County Sheriff's department in issues of campus safety. The campus is properly supervised by teachers, administrators, and the campus supervisors before and after school, and during breaks.

California Education Code Section 32286 requires our school site to review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure we are up-to-date and complete. Our plan contains policies and procedures addressing critical issues including: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

Emphasis on the importance of including mental health programs in the school safety plans has increased over recent years. SSCs and/or Safety Planning Committees have worked with county mental health program providers to develop policies to refer children who may have mental health issues to the appropriate services. Partnerships between Le Grand Elementary, families and our community can help address the mental health needs of students as a strategy in school safety planning.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2026.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	97%	97%	95%	92%
7	88%	93%	93%	93%	93%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	354	43	12.10%
Female	168	164	21	12.80%
Male	197	190	22	11.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	318	310	33	10.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	34	32	6	18.80%
English Learners	140	139	11	7.90%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	288	280	38	13.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	41	39	7	17.90%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Types of Services Funded

The Le Grand Elementary Parents Club network holds fundraisers to support our programs. The club's main fundraiser supports our field trips, athletic programs, outdoor education camp, Academic Pentathlon and a variety of other projects.

Unrestricted sources fund the basic programs. Teacher salaries, instructional materials and basic operating expenses are paid for with these funds. Restricted funds are used to provide supplemental services such as reading tutorial from the reading specialist, instructional aides in the classrooms and after-school academic tutoring.

Professional Development

Professional Development Days

	Number of school days dedicated to staff development and continuous improvement
2023-24	4
2024-25	4
2025-26	4

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).

CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Le Grand ES		Le Grand Union ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	15.38%	9.21%	15.38%	9.21%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Le Grand ES		Le Grand Union ESD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	33%	41%	33%	41%	46%	48%
Mathematics	18%	27%	18%	27%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	76	76	100.00%	0.00%	9.21%
Female	35	35	100.00%	0.00%	14.29%
Male	41	41	100.00%	0.00%	4.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	67	67	100.00%	0.00%	4.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	65	65	100.00%	0.00%	7.69%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	233	231	99.14%	0.86%	41.13%
Female	111	111	100.00%	0.00%	46.85%
Male	122	120	98.36%	1.64%	35.83%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	204	203	99.51%	0.49%	39.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	19	18	94.74%	5.26%	55.56%
English Learners	81	81	100.00%	0.00%	20.99%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	191	189	98.95%	1.05%	34.92%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	24	22	91.67%	8.33%	22.73%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	233	227	97.42%	2.58%	26.99%
Female	111	109	98.20%	1.80%	25.69%
Male	122	118	96.72%	3.28%	28.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	204	199	97.55%	2.45%	23.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	19	18	94.74%	5.26%	52.94%
English Learners	81	81	100.00%	0.00%	16.05%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	191	185	96.86%	3.14%	21.74%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	24	22	91.67%	8.33%	18.18%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Textbooks and Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Le Grand Union Elementary School thoroughly inspected each of its classrooms at the start of the 2025-26 school year to determine whether or not each class had sufficient and good quality textbooks and instructional materials. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at Le Grand Union Elementary School are in adequate supply and in fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Journeys, Houghton Mifflin (K-5)	2022
Reading/language arts	Amplify (6-8)	2022
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-8)	2018
Science	Macmillan/McGraw-Hill (K-5)	2008
Science	Inspire, McGraw-Hill (K-8)	2024
History/social science	Studies Weekly (K-8)	2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public 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.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year	
Data collection date	9/9/2025

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Poor
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	9/24/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Flooring/carpet needs replacing, wall tiles need replacing, and paint touch up. All work has been completed.
Electrical	Lights needed replacing, faulty GFI outlet, and light diffusers/lenses need replacing. All work has been completed.
Restrooms/fountains	Hand sanitizer and towel dispenser needed replacing. Broken urinal. All work has been completed.
External	Broken window. All work has been completed.

School Facilities

Le Grand Elementary School was built in 1953. Under normal circumstances, over 400 students and staff occupy our school. The overall condition of our buildings is good. Our school grounds are well-groomed, and our front parking lot was recently paved. We employ seven janitorial staff members who work during and after school hours. Our classrooms, maintenance buildings, projects office, and staff workroom have ample shelving and storage, and our portable classrooms are in moderate condition. Most portables have new roofs. Our campus includes an updated security system. Light filters in the new library/multimedia center provide excellent lighting, while classroom lighting is sufficient. The boys' and girls' primary restrooms are in good repair.

The district has a security gate installed at the front of the school and has updated and expanded the video security monitoring system. The district encourages attendance for all students. Being respectful and responsible are traits expected of all students. Students are rewarded with Viking shields when they are caught being respectful and responsible. The school library is open Monday-Thursday. Classrooms in grades K-6 have scheduled weekly visits. Grades 7-8 schedule visits as needed. Our automated system allows students, parents and staff to locate books, videos, e-books and teacher resources. We allocate funds to improve the library collection each year.

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School Facilities

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We have 400 Chromebooks available for student use, which means that, on average, there is one device for every student. There are 19 classrooms connected to the internet. Students have access to Google apps, PowerPoint programs and the Waterford, which helps with reading, math, Science and English.

Our expanded learning program is designed to provide our students with enriching and diverse opportunities that go beyond the classroom. One of our standout initiatives is the Viking Explorer program, where students benefit from homework support, physical education, and a range of enrichment activities. But that's just the beginning! Through our Discovery Academy, students have the incredible chance to learn new and exciting skills such as pottery, drama, pickleball, yoga, Cricut design, guitar, and even drone racing among so many others. These unique offerings not only engage students but also help them discover their passions.

Beyond our daily programs, we also provide Saturday field trips and break camps, ensuring that our students are always learning, exploring, and growing, even outside of school hours. We're proud to offer such a well-rounded and engaging program that truly enriches the lives of our students.

Our K-6 students get daily W.I.N. time, which stands for "What I Need." This is a dedicated period within the school day where students receive personalized instruction or support based on their individual needs. This time is typically used for targeted interventions, enrichment activities, or skill development, depending on what each student requires to succeed.

Our little school received recognition from the State of California for our Robotics Team!

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.0	94.4%	17.0	94.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	1.0	5.6%	1.0	5.6%	15,831.9	5.7%
Total Teaching Positions	18.0	100.0%	18.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.0	77.8%	14.0	77.8%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	11.1%	2.0	11.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
Unknown	2.0	11.1%	2.0	11.1%	14,303.8	5.2%
Total Teaching Positions	18.0	100.0%	18.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.8	66.1%	12.8	66.1%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	4.0	20.5%	4.0	20.5%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	8.2%	1.6	8.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	5.1%	1.0	5.1%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	19.5	100.0%	19.5	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	2.0	0.0
Misassignments	0.0	0.0	1.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	2.0	1.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	1.0
Total Out-of-Field Teachers	0.0	0.0	1.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	8.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.33
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.26
Resource specialist (nonteaching)	1.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2023-24 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)

	Le Grand Union ESD	Similar Sized District
Beginning teacher salary	$61,363	$55,247
Midrange teacher salary	$87,846	$80,745
Highest teacher salary	$104,579	$109,655
Average elementary school principal salary	✪	$133,828
Superintendent salary	$156,631	$155,953
Teacher salaries: percentage of budget	26.12%	25.26%
Administrative salaries: percentage of budget	3.46%	6.12%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Le Grand ES	$14,967	$82,756
Le Grand Union ESD	$14,967	$82,756
California	$11,146	$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+34.3%	-3.0%

✪ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	$23,242
Expenditures per pupil from restricted sources	$8,275
Expenditures per pupil from unrestricted sources	$14,967
Annual average teacher salary	$82,756

Expenditures Per Pupil

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.