

Dana Gray Elementary School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

School		District	
School Name	Dana Gray Elementary	District Name	Fort Bragg Unified
Street	1197 East Chestnut St.	Phone Number	(707)961-2850
City, State, Zip	Fort Bragg, CA 95437-4503	Web Site	http://www.fbusd.org
Phone Number	(707)961-2865	Superintendent	Steve Lund
Principal	Marcus Bibbens	E-mail Address	slund@mcoe.us
E-mail Address	mbibbens@mcoe.us	---	---

School Description and Mission Statement

Dana Gray School is located in the small town of Fort Bragg on the north coast of California. The community has traditionally identified timber and fishing as the basis of the economy. In recent years there has been a transition to a more tourist-based economy. The school community includes about 400 students in grades three, four, and five. About 30% of the students in our schools have Spanish as their primary language. Dana Gray has qualified, caring, progressive staff who share the vision that we are all here to help every child succeed; they enjoy a great deal of respect and admiration in the community as a result of their dedication to the profession of teaching. The instructional staff is comprised of 18 classroom teachers. Our support staff includes a psychologist, music teacher, a facilitator for Success For All (SFA), a speech therapist, two resources specialists, one special day class instructor, two bilingual instructional aides, and seven instructional aides working the special education programs.

MISSION:

The mission of Dana Gray School is to develop caring, socially responsible students who acquire basic academic skills, and who can use critical thinking/problem solving strategies in individual and group situations. Dana Gray School will ensure that all children have access to the total curriculum, acquire an appreciation for the Arts, and continue preparation for participation in the democratic society of the 21st century.

GOALS:

Dana Gray School will meet or exceed the API/AYP

- Targets by 24.4% or more of Hispanic/Latino and English Language Learners will score Proficient or Advanced on the CST in English/Language Arts.
- Students will improve writing scores on the school writing assessment by at least one point as defined by the writing rubric. This goal is established to support the STAR writing Assessment for grades 4 and 7.
- During three years of attendance at Dana Gray School English Language Learners at level 1 and 2 will grow by at least two proficiency levels as measured by CELDT. Level 3 and 4 ELL students will grow by at least one level. The 3rd grade CELDT test will be the benchmark and the 6th grade CELDT test will determine achievement.

All students will receive regular art and music instruction in compliance with the California Department of Education's Framework and Content Standards for the Visual and Performing Arts.

Opportunities for Parental Involvement

An active PTA supports the enrichment activities offered our students by raising over \$10,000 annually to provide for field trips and assemblies, extra playground equipment, the support of our Poets in the School program, and “extras” for our art and music programs, including purchasing twenty musical keyboards to set up a class to teach piano fundamentals. Our school site plan and related budget approvals are made by our School Site Council which always includes parent members. Parents provide countless hours of volunteer help. To find out how you can volunteer at our school please contact our school office at 961-2865.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 3	152
Grade 4	126
Grade 5	152
Total Enrollment	430

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.9	White (not Hispanic)	54.4
American Indian or Alaska Native	1.2	Multiple or No Response	5.1
Asian	0.9	Socioeconomically Disadvantaged	57.6
Filipino	0.0	English Learners	29.0
Hispanic or Latino	37.0	Students with Disabilities	5.0
Pacific Islander	0.5	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	19.9	7	1		19.0	7			16.4	9		
4	28.5		6		24.3		6		27.8		4	
5	26.5		6		27.4		5		26.8		5	
6												
K-3												
3-4												
4-8									13.5	2		
Other												

Average Class Size and Class Size Distribution (Secondary)

No data are available for this section

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K			
1			
2			
3	100%	100%	100%

II. School Climate

School Safety Plan

We have three school-wide rules: Be Safe, Be Responsible, Be Respectful. These standards are enforced by all adults in the school. Dana Gray has very few suspensions; our playground is remarkably free from conflict. To ensure school safety we reviewed our Safety Plan in 05-06, and staff has received training to better respond to bullying and gang related issues. Safety rules and fire and earthquake drills are practiced with students regularly.

School Discipline Practices

Dana Gray rewards positive behavior with "Gotcha Being Good" coupons. At the end of each month one name per grade is drawn to have a special photo opportunity to be displayed in the cafeteria for the year.

Homework is assigned Monday through Thursday. Third grade expects 25-45 minutes per night; Fourth expects 35-50 minutes per night; fifth grade expects 45-60 minutes per night. Homework is designed so that students can work independently. Students are participating in Kudos for Kids, an after school program sponsored by the Mendocino Coast Parks and Recreation Department.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	10	27	10	644	545	647
Expulsions	0	0	0	4	3	3

III. School Facilities

School Facility Conditions and Improvements

For a facility that is over fifty years old, this school is in fine condition. The buildings, corridors, cafeteria and playground are clean and safe. Dana Gray is in line for a State funded remodeling project

within the next five years. The only buildings of concern are some of the portable buildings which have been on-site for ten years or more. The District has established a time-line for the removal and replacement of these worn out portable buildings; some portables were removed

School Facility Conditions Good Repair Status

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	√		
Mechanical Systems	√		
Windows/Doors/Gates (interior and exterior)	√		
Interior Surfaces (walls, floors, and ceilings)		√	Multipurpose room storage area needs holes in sheet rock filled
Hazardous Materials (interior and exterior)	√		
Structural Damage		√	South wing appears to have some dry-rot at the bottom of siding on west end.
Fire Safety	√		
Electrical (interior and exterior)	√		
Pest/Vermin Infestation		√	No apparent pests but Multipurpose room storage area needs holes in sheet rock filled
Drinking Fountains (inside and outside)	√		
Restrooms	√		
Sewer	√		
Playground/School Grounds	√		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	29	25	26	120
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.0	6.0
High-Poverty Schools in District	87.0	13.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

Frequently there is a shortage of substitute teachers and in those instances non instructional staff, i.e. principal, reading facilitator will teach the class.

Teacher Evaluation Process

Tenured teachers are evaluated every other year and probationary teachers are evaluated yearly for the first two years. Goals are set at the beginning of the year and observations are made by supervising administrators then reviewed at the year-end evaluation conference. The BTSA (Beginning Teacher Support and Assistance) Program, where veteran teachers mentor beginning or new-to-grade-level colleagues, is available to teachers new to the profession. Weekly collaborative grade level meetings also give support to new or new-to-grade-level teachers and the Peer Assistance and Review Program is available to veteran teachers to upgrade their skills.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SFA Reading Program – Locally Board Adopted 2000 Houghton Mifflin Reading (2002) – State Board Adopted K-2 Hampton Brown Avenues ELD program (2002) Locally Board Adopted Houghton Mifflin Spelling and Vocabulary – Locally Board Adopted 2001	0%
Mathematics	Scott Foresman California Mathematics – State Board Adopted 2001.	0%
Science	Harcourt Science – State Board Adopted 2000.	0%
History-Social Science	Houghton Mifflin History/Social Program (1991). This text has been locally standards aligned. To be replaced with State Board Adopted Scott Foresman Program in 2006/07	0%
Foreign Language	N/A	
Health	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6396	\$2099	\$4297	\$54533
District	---	---	\$5489	\$49,212
Percent Difference - School Site and District	---	---	28%	-10%
State	---	---	\$4743	\$54823
Percent Difference - School Site and State	---	---	10%	1%

Types of Services Funded

Description of Centralized Services Expenditures

The following services in support of this school are provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Funding Sources: Title I, EIA, General Fund

Services provided include: Preparation of consolidated application to generate funding and fiscal management of all categorical programs including: formulating budgets and monitoring expenditures; coordination and monitoring compliance procedures; supervision of budget preparation and expenditures of state and federal funds; approval of categorical purchases, attendance at state and federal conferences to keep abreast of changes in funding and statutes; disseminating information to appropriate groups; facilitating the development of the district's Local Improvement Plan as well as consulting with school staffs, school site councils; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school sites; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Councils, Advisory Committees, site instructional leaders and project coordinators in the appropriate procedures necessary to fulfill their respective responsibilities; overseeing the management of the English Learners Program; monitoring and providing instructional support to all categorically funded programs under the new NCLB Reauthorization Act; conducting needs assessments for professional development for certificated and classified instructional staff; coordinating professional development workshops and seminars in the district; monitoring the site level implementation of categorical programs; acting as a liaison for the district with the federal and state government and county agencies; preparing the annual CAL-Works report, providing an annual report to the Board of Trustees for categorical programs.

Funding Source: EIA/LEP

Services provided include: providing instructional staff and administrators with research-based best practices for English learners, assisting with the ordering and purchase of supplemental instructional materials for English learners, in-servicing staff on ELD teaching methodologies, conducting model lessons for school site staff, coordinating the CELDT and SABE testing, compiling student assessment data, assisting with the analysis of the data, ensuring appropriate program placement of English learners, ensuring parent notification letters are distributed in compliance with state mandates, monitoring student progress, facilitating professional development opportunities for teachers working with English learners, facilitating re-designation committee meetings, maintaining language census data, and submitting data for annual report.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,000	\$36,796
Mid-Range Teacher Salary	\$43,108	\$54,062
Highest Teacher Salary	\$58,369	\$68,679
Average Principal Salary (Elementary)	\$72,259	\$83,916
Average Principal Salary (Middle)	\$75,113	\$86,752
Average Principal Salary (High)	\$76,272	\$92,915
Superintendent Salary	\$100,400	\$121,387
Percent of Budget for Teacher Salaries	42.7	40.2
Percent of Budget for Administrative Salaries	7.0	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	35	34	46	34	39	45	36	40	42
Mathematics	36	39	47	27	29	35	34	38	40
Science	39	39	40	36	29	45	25	27	35
History-Social Science				25	31	31	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	31	40	15	
Pacific Islander	*	*	*	
White (Not Hispanic)	55	51	56	
Male	41	49	40	
Female	50	45	39	
Economically Disadvantaged	41	42	32	
English Learners	20	28	7	
Students with Disabilities	29	24	*	
Students Receiving Migrant Education Services	26	28	0	

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	41	45	42	45	48	44	43	41	42
Mathematics	47	63	52	50	59	52	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	24	42
Pacific Islander		
White (not Hispanic)	55	57
Male	38	50
Female	46	53
Economically Disadvantaged	38	47
English Learners	19	33
Students with Disabilities	*	*
Students Receiving Migrant Education Services	29	33

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
3									
4									
5									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect

student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	14.9
7	25.5
9	21.8

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	5	4	4
Similar Schools	4	3	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-13	13	36	753
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-1	8	36	698
Pacific Islander				
White (not Hispanic)	-17	21	39	786
Socioeconomically Disadvantaged	-5	21	34	721
English Learners	--	--	31	678
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

No data are available for this section

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement Implementation		2006-2007
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	50.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

No data are available for this section

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

No data are available for this section

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

No data are available for this section

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program

No data are available for this section

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

Teachers and administrators share the decision-making responsibilities at this school. Teachers determine instructional methods as a team; the entire staff develops staff training programs. Our School Site Council, which involves parent members as well as teachers and administrators, and the PTA play key roles in shaping our students' educational experience.

All teachers on staff have a CLAD certificate or the equivalent thereof. We group students so that English Learners receive at least 30 minutes daily of a State approved language development program, in addition to their 75 minutes per day of language arts instruction. We have two native Spanish speaking instructional aides working within the regular classroom to provide language support to English Learners five days per week.

Our reading and writing curriculum is based on the California Content Standards in English for each grade level. According to these standards, students must be able to read and write by the third grade. By fourth grade most students are able to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade students are writing poems, plays, true-life adventures, and personal journals. As part of our program, we also require students to read at home daily.

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, elementary school students learn basic numbers and place value, as well as how to add, subtract, multiply, and divide. They also learn math skills such as measurement, rounding, and estimation. Students in the upper elementary grades study geometric shapes, decimals, and fractions. These foundations are crucial to students' success as they begin to study algebra in the sixth through eighth grades.

Our science curriculum is based on the California Content Standards for each grade level. According to these standards, students in all elementary grades study physical, life, and earth sciences through lessons, investigation, and experimentation. In the lower elementary grades, students study such topics as the elements, the senses, weather, and seeds and plants. In the upper elementary grades, they continue to study these topics in addition to energy, the solar system, and chemical reactions.

Our social studies curriculum is based on the California Content Standards for each grade level. According to the standards, students in the elementary grades learn what it means to be a citizen of this country and consider the importance of other cultures. They also learn about government and develop an understanding of the difference between recent and distant past historical events. Students in the upper elementary grades study California history and U.S. history and geography in greater depth.

Dana Gray has a full-sized classroom dedicated for a computer lab that seats thirty students who can use server-connected, internet-connected computers. All students visit the lab at least every eight weeks to take a reading test to demonstrate progress. The reading assessment is the Scholastic Reading Inventory (SRI). Also, the computer lab allows students to access academic tutorials in reading, math and writing.

Professional Development

For school year 2005-2006 Dana Gray had three staff development days. In August and in November we devoted two days to work with the consultant from SFA on our reading program and one day working with a consultant for English Language Development activities. We dedicate four minimum days for parent, teacher, and student report card conferences in November.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
3	52,520	50,400
4	55,020	54,000
5	55,020	54,000

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

Ten days were designated as minimum days. At Dana Gray these days were used for student testing, parent conferences, and grading/report cards.