

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

Dana Gray Elementary School

2006-07 School Accountability Report Card Reported (SARC)

I. About This School

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	www.fbUSD.org
Phone Number	(707) 961-2865	Superintendent	Steven Lund
Principal	Shawn Rohan	E-mail Address	slund@mcoe.us
E-mail Address	srohan@mcoe.us	CDS Code	23-65565-6025100

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 433 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

Grade Level	Number of Students
Grade 3	160
Grade 4	146
Grade 5	127
Ungraded Elementary	0
Total Enrollment	433

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.92 %	White (not Hispanic)	54.5 %
American Indian or Alaska Native	1.39 %	Multiple or No Response	6.7 %
Asian	0.69 %	Socioeconomically Disadvantaged	60 %
Filipino	0.23 %	English Learners	29 %
Hispanic or Latino	35.33 %	Students with Disabilities	5 %
Pacific Islander	0.23 %		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2004-05			2005-06			2006-07					
	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+
K												
1												
2												
3	19.0	7		16.4	9		19.7	9				
4	24.3		6	27.8		4	24.0		6			
5	27.4		5	26.8		5	24.8		5			
6												
K-3												
3-4												
4-8				13.5	2							
Other												

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.

Suspensions and Expulsions

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	4.2	2.1	4.8	16.8	31.5	26.1
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

III. School Facilities

School Facility Conditions and Improvements

For a facility that is over fifty years old, this school is in good condition. The buildings, corridors, cafeteria and playground are clean and safe. Dana Gray is in the midst of a State funded remodeling project with completion expected within the next five years.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)			✓	Modernization in progress that will address the issue
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms			✓	Modernization in progress that will address the issue
Sewer			✓	Modernization in progress that will address the issue
Playground/School Grounds	✓			
Roofs			✓	Modernization in progress that will address the issue
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	This school, because of its age, is not in good repair. Some deficiencies are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site. The facility has begun modernization, with completion expected on 12/31/2009.			

IV. Teachers

Teacher Credentials

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	25	26	26	122
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2005-06	2006-07	2007-08
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 No Child Left Behind Compliant Teachers

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	97.1	2.9
High-Poverty Schools in District		
Low-Poverty Schools in District		

V. Support Staff

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and 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	<i>SFA</i> Reading Program – Locally Board Adopted 2000 Houghton Mifflin Reading (2002) – State Board Adopted <i>Hampton Brown Avenues</i> ELD program (2002) Locally Board Adopted <i>Houghton Mifflin Spelling and Vocabulary</i> – Locally Board Adopted 2001	0%
Mathematics	<i>Scott Foresman California Mathematics</i> (2001) – State Board Adopted	0%
Science	<i>Harcourt Science</i> – State Board Adopted 2000.	0%
History-Social Science	<i>Scott Foresman History Social-Science for CA</i> (2006) – State Board Adopted	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 2005-06)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	8,284	3,358	4,926	56,397
District	8,931	3,176	5,754	54,353
Percent Difference – School Site and District	93%	106%	86%	105%
State	8,195	3,252	4,943	56,613
Percent Difference – School Site and State	101%	103%	100%	99%

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 2005-06)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34001	\$36572
Mid-Range Teacher Salary	\$43108	\$55815
Highest Teacher Salary	\$61410	\$70985
Average Principal Salary (Elementary)	\$73705	\$86995
Average Principal Salary (Middle)	\$75113	\$90820
Average Principal Salary (High)	\$75186	\$96447
Superintendent Salary	\$110000	\$128495
Percent of Budget for Teacher Salaries	40.65 %	39.34 %
Percent of Budget for Administrative Salaries	6.929 %	5.83 %

VIII. Student Performance California Standards Tests

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	34	46	47	39	45	44	40	42	43
Mathematics	39	47	49	29	35	34	38	40	40
Science	39	40	44	29	45	46	27	35	38
History-Social Science				31	31	40	32	33	33

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	36	*	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	35	43	42	
Pacific Islander	*	*	*	
White (not Hispanic)	53	52	46	
Male	43	48	42	
Female	50	49	46	
Economically Disadvantaged	41	44	37	
English Learners	23	32	19	
Students with Disabilities	7	0	*	
Students Receiving Migrant Education Services	28	42	*	

Norm-Referenced Test

NRT Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	45	42	34	48	44	37	41	42	42

Mathematics	63	52	57	59	52	47	52	53	53
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NRT Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		*
Hispanic or Latino	11	50
Pacific Islander		
White (not Hispanic)	47	62
Male	29	55
Female	38	59
Economically Disadvantaged	22	47
English Learners	8	38
Students with Disabilities	*	*
Students Receiving Migrant Education Services	7	57

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards
5	7.0
7	22.40
9	39.30

IX. Accountability

Academic Performance Index

API Ranks – Three-Year Comparison

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

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	13	36	9	761
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8	36	15	713
Pacific Islander				
White (not Hispanic)	21	39	11	795
Socioeconomically Disadvantaged	21	33	8	728

English Learners	N/A	31	3	679
Students with Disabilities	N/A			

Adequate Yearly Progress

AYP Overall and by 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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

Not applicable

Completion of High School Graduation Requirements

Not applicable

Career Technical Education Participation

Not applicable

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

Not applicable

XI. Instructional Planning and Scheduling

Continuation School Instructional Days

Not applicable