

Executive Summary of School Accountability Report Card (SARC)

Dana Gray Elementary School

Covering the 2007-08 School Year

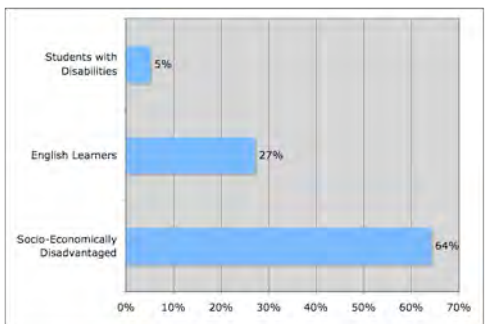
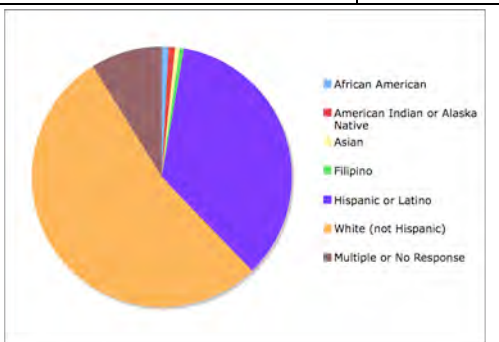
Published during 2008-09

Dana Gray Elementary
 1197 E Chestnut St Street
 Fort Bragg, CA 95437
 (707) 961-2865
 Grades 3 – 5

Principal: 2007- Feb 08: Shawn Rohan
2008-09: Nancy Doll, ndoll@fbusd.us

Student Enrollment

Number of Students	449
--------------------	-----



Teachers

Teachers with Full Credential	26
Teachers without full credential	0
Teachers teaching outside area of competence	0
Mis-assignments of teachers of English learners	0
Total teacher mis-assignments	0

About This School

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; however, in recent years there has been a transition to a more tourist based economy. Many of the students in our schools have Spanish as their primary language. Dana Gray has a qualified, caring, and 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 19 classroom teachers, and our support staff includes a half-time school psychologist, three part time music teachers (Band, Chorus, and Sound Safari explorations), a facilitator for Success For All (SFA) reading, an eighty per cent speech therapist, two resource specialists, one special day class instructor, two bilingual instructional aides, and five instructional aides working in our special education programs. We also coordinate with the local recreation department to provide a vital after school homework and enrichment program.

MISSION:

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

Pupils Lacking Textbooks or Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	na
Health	0%
Science Laboratory Equipment	na
Expenditures Per Pupil (Unrestricted Sources Only)	
School Site	
District	
State	\$5,300
Student Performance Students Proficient and Above on California Standards Tests	
English/Language Arts	0
Mathematics	0
Science	
History Social Science	0
Academic Progress	
2007 API Growth Score	792
Statewide Rank	5
2007-08 Program Improvement Status	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Passed all areas of recent inspection.

Repairs Needed

None needed.

Corrective Actions Taken or Planned

None needed.



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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sal/>. For additional information about the school, parents and community

Dana Gray Elementary School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

School Contact – 2008-09

Dan Gray Elementary

1197 E Chestnut Street

Fort Bragg, CA 95437

(707) 961-2865

Grades 3 – 5

Principal:

2007- Feb. 08: Shawn Rohan

2008-09: Nancy Doll, ndoll@fbusd.us

CDS code: 23-65565-6025100

Fort Bragg USD

(707) 961-2850

Web site: www.fbusd.us

Superintendent: Don Armstrong

darmstrong@fbusd.us

Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

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; however, in recent years there has been a transition to a more tourist based economy. Many of the students in our schools have Spanish as their primary language. Dana Gray has a qualified, caring, and 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 19 classroom teachers, and our support staff includes a half-time school psychologist, three part time music teachers (Band, Chorus, and Sound Safari explorations), a facilitator for Success For All (SFA) reading, an eighty per cent speech therapist, two resource specialists, one special day class instructor, two bilingual instructional aides, and five instructional aides working in our special education programs. We also coordinate with the local recreation department to provide a vital after school homework and enrichment program.

MISSION:

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

GOALS:

1. Dana Gray School will meet or exceed the API/AYP targets of 35.2% or more. Targeted Hispanic/Latino and English Language Learners will score Proficient or Advanced on the CST in English/Language Arts. All students will attain or exceed grade level reading after three years of SFA/Houghton Mifflin reading.
2. Dana Gray will meet or exceed math API/AYP targets of 37.0 or more. Students working at Far Below Basic and Below Basic will be targeted for our Math Lab.
3. During the three years of attendance at Dana Gray School, English Language Learners at CLEDT levels 1 and 2 will grow by at least two proficiency levels. ELL students at CLEDT levels 3 and 4 will grow by at least one level. The 3rd grade CELDT test will be the benchmark and we will look at the CELDT annual assessment to gauge success.
4. 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.
5. All teachers will receive computers to be able to retrieve data from Data Director, Aeries, and SFA Member Center. Teachers will receive training on how to use e-mail and how to use Data Director. Teachers will use new DVD players, new LCD player, and new ELMO projector. Dana Gray will be developing a site web page.
6. All students will receive health/nutrition lessons to support Harvest of the Month curriculum.
7. Fifth grade students receive Gang Resistance is Paramount curriculum to create more of an awareness about choices our students may need to make in the future.
8. 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 four and seven.

Student Enrollment 2007-08	
by Grade	
Grade Level	Number of Students
Grade 3	145
Grade 4	165
Grade 5	139
Total	449
by Group	
Group	% of Total Enrollment
African American	0.89 %
American Indian or Alaska Native	0.67 %
Asian	0.67 %
Filipino	0.45 %
Hispanic or Latino	35.19 %
Pacific Islander	0 %
White (not Hispanic)	53.23 %
Multiple or No Response	8.91 %
Socioeconomically Disadvantaged	64 %
English Learners	27 %
Students with Disabilities	5 %

Opportunities for Parental Involvement

Contact:

Sabrina Perkins

sabrinaperkins@sbcglobal.net

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, 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 expenses are approved by our School Site Council which always includes a comprehensive team membership. 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, or e-mail Mrs. Perkins, Dana Gray's PTA President.

Average Class Size and Class Size Distribution Elementary

Grade Level	2005-06			2006-07			2007-08					
	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	16.4	9		19.7	9		22.0	4.0	3.0	1.0		
4	27.8		4	24.0		6	27.5		6.0			
5	26.8		5	24.8		5	23.0		6.0			
6												
K-3												
3-4												
4-8	27		1									
Other												

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).

School Climate

School Safety Plan 2007-08

We have three school-wide rules: Be Safe, Be Responsible, and Be Respectful. These standards are supported by all adults in the school. To ensure school safety we review our Safety Plan 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. During remodeling and new construction, students are taught safe behaviors to use while on the playground with workers and equipment.

Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.1 %	4.8 %	4.9 %	31.5 %	26.1 %	29.4 %
Expulsions	0 %	0 %	0 %	0 %	0 %	0 %

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.

School Facilities

School Facility Conditions and Planned Improvements in 2008-09

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 received a state funded new construction/remodeling project, and is in the midst of a two year plan. The only buildings of concern are some of the portable buildings which have been on-site for up to twenty years. The District has established a time-line for the removal and replacement of worn out portable buildings; most portables will be removed at the conclusion of this school year.

School Facilities Good Repair Status 2008-09

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Overall Summary of Facility Good Repair Status

Exemplary

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Teachers

Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	26	26	26	121
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	n/a

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/>.

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers 2006-07

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 %
All Schools in District	95.4 %	4.6 %
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	95.4 %	4.6 %

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 the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Support Staff

Academic Counselors and Other Support Staff 2007-08

Title		Number of FTE Assigned to School
Academic Counselor		n/a
Library Media Teacher (Librarian)		0
Library Media Services Staff (paraprofessional)		1
Psychologist		0.5
Social Worker		0
Nurse		0
Speech/Language/Hearing Specialist		0.8
Resource Specialist (non-teaching) SFA		1.0
Other	Resource Specialists and SDC instructor	3
	Special Needs Aides	5
	Bilingual Instructional Assistants	2
	Noon Duty Aides	3
	Reading/Math Tutors	3
	Nutrition/Garden Teacher	1
Average Number of Students per Academic Counselor		n/a

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.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

2008-09

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	<p><i>Houghton Mifflin Reading</i> (2003) – State and local Board adoption via SFA Reading Program – local Board adoption 2000</p> <p>K-2 <i>Hampton Brown Avenues</i> ELD program (2002) Locally Board Adopted</p> <p><i>Houghton Mifflin Spelling and Vocabulary</i> (1998) –local Board adoption 2001</p>	0%
Mathematics	<p><i>Scott Foresman enVision Math California</i> (2009) state and local Board adoption 2008</p>	0%
Science	<p><i>Macmillen/McGraw Hill</i> (2008), state and local Board adoption 2008</p>	0%
History/ Social Science	<p><i>Scott Foresman History-Social Science for California</i> (2006), state and local Board adoption 2006</p>	0%

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.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries Fiscal Year 2006-07

Level	Total	Sup-plemental	Basic	Average Teacher Salary
School Site	\$7,984.46	\$3,222.70	\$4,761.76	
District			\$8,056.20	\$50,945
Percent Difference – School Site and District			40%	
State			\$5,300	\$59,271
Percent Difference – School Site and State			11%	

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 school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded Fiscal Year 2007-08

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 staff, school site council; working with site personnel and advisory committees to develop program evaluation instruments; compiling data from parent surveys and disseminating information to school site; preparing mandatory annual reports and monitoring coordinated compliance; disseminating information regarding research based instructional programs; providing training to School Site Council, 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; 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 2006-07		
Category	District Amount	State Average For Districts In Same Category
Teacher Salaries		
Beginning Teacher Salary	\$34,334	\$37,916
Mid-Range Teacher Salary	\$44,036	\$58,151
Highest Teacher Salary	\$64,459	\$75,396
Administrator Salaries		
Average Principal Salary (Elementary)	\$78,968	\$91,086
Average Principal Salary (Middle)	\$81,394	\$95,220
Average Principal Salary (High)	\$78,662	\$101,661
Superintendent Salary	\$110,400	\$136,091
Percent of Budget for		
Teacher Salaries	38.4 %	38.5 %
Administrative Salaries	6.6 %	5.8 %
Detailed information regarding salaries may 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 .		

Student Performance

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for All Students – Three-Year Comparison

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	46	47	49	45	44	49	42	43	46
Mathematics	47	49	56	35	34	40	40	40	43
Science	40	44	58	45	46	51	35	38	46
History-Social Science	n/a	n/a	n/a	31	40	46	33	33	36

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

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	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	30	44	38	
Pacific Islander				
White (not Hispanic)	60	63	74	
Male	43	57	57	
Female	53	55	58	
Economically Disadvantaged	41	47	50	
English Learners	14	31	23	
Students with Disabilities				
Students Receiving Migrant Education Services	35	27	*	

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results 2007-08

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	1.5 %

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfl>. Note: To protect student privacy, scores are not shown when 10 or fewer students are tested.

Accountability

Academic Performance Index (API)

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 – Three-Year Comparison

API Rank	2005	2006	2007
Statewide	4	5	5
Similar Schools	1	3	5

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 Changes by Student Group – Three-Year Comparison

Group	Actual API Change			Growth API Score
	2005 to '06	2006 to '07	2007 to '08	2008
All Students at the School	36	9	30	792
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	36	15	9	725
Pacific Islander				
White (not Hispanic)	39	11	35	830
Socioeconomically Disadvantaged	33	8	27	757
English Learners	31	3	12	695
Students with Disabilities				

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.

AYP Overall and by Criteria 2007-08

AYP Criteria	School	District	Adequate Yearly Progress The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: <ul style="list-style-type: none"> • 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).
Overall	No	No	
Participation Rate - English-Language Arts	Yes	Yes	
Participation Rate - Mathematics	Yes	Yes	
Percent Proficient - English-Language Arts	No	No	
Percent Proficient - Mathematics	Yes	No	
API	Yes	Yes	
Graduation Rate	N/A	Yes	

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.

Federal Intervention Program 2008-09

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2006-2007
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		37.5
<p><i>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/taclay/.</i></p>		

Instructional Planning and Scheduling

Professional Development

For the 2007-2008 school year, the Success for All (SFA) site facilitator and principal attended the SFA conference, and all staff met with an SFA consultant to assist us in targeting students to meet our goals, and to provide continuous professional development on comprehension strategies. A Leadership Team was developed to help direct our site in becoming a Professional Learning Community (PLC), and additionally the principal participated in PLC trainings.