

Gregory Gardens Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gregory Gardens Elementary School
Street	1 Corritone Court
City, State, Zip	Pleasant Hill, CA 94523
Phone Number	(925) 827-3770
Principal	Katie Koontz
Email Address	koontzk@mdusd.org
Website	http://gregorygardens.mdusd.org
County-District-School (CDS) Code	07617546112395

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Our mission is to provide every child with regard to diversity in ability (e.g. physical, social/emotional development, cognition), socio-economic status, language, gender identity, race, family structure, residence, and religion, with an opportunity to develop essential skills and acquire the knowledge based on high standards and expectations. Student needs are met through a coordinated effort by the school, home, and community in an environment that promotes respect, encouragement and direction. Student academic achievement and social growth is measured based on school, district, and state expectations.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	83
Grade 1	65
Grade 2	74
Grade 3	62
Grade 4	65
Grade 5	66
Total Enrollment	415

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Asian	8.7
Filipino	3.1
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.5
White	32.5
Two or More Races	9.6
Socioeconomically Disadvantaged	38.6
English Learners	19
Students with Disabilities	11.3
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	21	1599
Without Full Credential	0	0	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	
Interior: Interior Surfaces	Good	STAT COVER IS BROKEN; HOLE IN WALL BY CLOCK; STAGE DOOR (OUTSIDE) IS HARD TO OPEN; LIBRARY WR #81865 REPAIR STAINED CEILING TILES; Rm 15 BACK DOOR CLOSURE BROKEN; RM15-2 BACK DOOR CAN'T BE FULLY OPEN DUE TO RAISED GROUND; RM 13 BACK DOOR CLOSURE BROKEN; RM 12-D COVER FOR DOOR CLOSURE MISSING; RM 29 - DOOR HAS TO BE PULLED SHUT DUE TO STICKING (METAL DOOR); RM 26 DOOR SWEEP NEEDS REPLACEMENT; RM 22 - BROKEN DOOR CLOSURE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	RMS 13, 14 & 15 LIGHT FIXTURES MISSING END CAPS; RM 12-F LOW VOLTAGE PHONE LINES NOT SECURED AT BACK DOOR; RM 8 - CRACKED LIGHT SWITCH PLATE; GENDER RESTROOM MISSING LIGHT COVER; SPEECH RM NEEDS NEW COVER ON LIGHT SWITCH; K1- LIGHT SWITCH PLATE NEEDS TO BE REPLACED; OUTSIDE K2 - ELECTRICAL PANEL OUTSIDE, COVER CAN'T BE SECURED; POD OFFICE MISSING STAT COVER; MISSING LOW VOLTAGE COVER;
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RM 12-F DRINKING FOUNTAIN HAS LOW WATER PRESSURE; RESTROOM NEXT TO RM 12 - SINKS IN BOYS GIRLS RESTROOMS WATER FAUCET RUNS TOO LONG BEFORE SHUTTING OFF. HOSE BIB OUTSIDE OF LIBRARY IS LEAKING; HANDICAP RESTROOM HEATER NOT WORKING; YARD RESTROOM DRINKING FOUNTAIN HANDLE LEAKING;
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	SIDE OF RM 9 - BUILDING STUCCO NEEDS REPAIR;
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	P1 -EXIT DOOR - DOOR CLOSURE BROKEN; P2 OUTSIDE DOOR - NEEDS TO BE PULLED SHUT; TREE GROWING OUT OF A/C CAGE; BY RM 9 TRIP HAZARD ON ASPHALT; CORNER OF BLD 7 HAS FASCIA DAMAGE; K4 - SIDE OF BUILDING OUTSIDE FACING PLAYGROUND PAINT IS PEELING AWAY FROM BUILDING; RM 23 OUTSIDE FURNACE DOOR - PAINT PEELING; TREE GROWING INSIDE CONDENSING CAGE; P6 OUTSIDE DOOR DOES NOT CLOSE ALL THE WAY; YARD - CRISTY BOX FOR SPRINKLER IS A TRIPPING HAZARD; UPPER GRAD PLAY YARD - THE MAT IS SEPARATING FROM BORDER
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	45	51	50	50	50
Mathematics (grades 3-8 and 11)	36	34	39	39	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	189	97.93	2.07	44.97
Male	108	105	97.22	2.78	40.00
Female	85	84	98.82	1.18	51.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	55.56
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	29.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	50	96.15	3.85	64.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	68.18
Socioeconomically Disadvantaged	96	96	100.00	0.00	28.13
English Learners	65	62	95.38	4.62	20.97
Students with Disabilities	31	31	100.00	0.00	25.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	191	98.96	1.04	33.51
Male	108	107	99.07	0.93	35.51
Female	85	84	98.82	1.18	30.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	22.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	51	98.08	1.92	39.22
Two or More Races	22	22	100.00	0.00	59.09
Socioeconomically Disadvantaged	96	95	98.96	1.04	20.00
English Learners	65	65	100.00	0.00	16.92
Students with Disabilities	31	31	100.00	0.00	16.13
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	20.0	9.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents, guardians, and community members are invited and encouraged to be active participants in their child's education. Teachers communicate regularly with parents and guardians using phone, email, personal notes and web-based services. Teachers welcome parents Back to School each fall with a parent event that outlines classroom, grade level, school goals and expectations. Parents and guardians are invited to visit classrooms and to participate in special events.

Parents and guardians are also encouraged to become classroom volunteers. This process includes TB testing and fingerprinting by the District. Parent volunteers support students in the classroom, the cafeteria and on the playground.

Gregory Gardens benefits from a very active Parent Teacher Association. The P.T.A. coordinates events throughout the year that offer a variety of activities that meet students' and families' interests and needs and often contribute to the community. Activities include movie nights, book fairs, family dances, morning socials and more.

Parents are active members of our School Site Council, as well as district committees such as the Community Advisory Committee (CAC), the District Advisory Committee (DAC), and participate in College Park High School community forums/parent information nights with the superintendent to give input on the LCAP.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 827-3770 or email ggpta@gmail.com

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.8	1.4	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Gregory Gardens reviews and revises the Comprehensive Safety Plan for our school site annually. The Safety Plan includes the process for addressing serious situations such as malicious intruders, fire, earthquake, and other events that may impact our school and community. An element of this plan is parent communication through the automated School Messenger system. Parents are also encouraged to subscribe to the local NIXLE information system through Pleasant Hill Police Department.

In recent years the school has experienced poor air quality due to smoke from regional fires. This has kept students inside for recesses. The processes for what was formerly "Rainy Day Recesses" have been updated and improved to provide more comprehensive coverage for students. A system for pairing volunteers with staff to assist with supervision was implemented this year. Finger printed volunteers are also encouraged to participate in recess activities, to encourage physical activity and good sportsmanship.

Gregory Gardens maintains health and safety through:

- System of sign-in's for volunteers and visitors that include a school lanyard and numbered Visitor Badge.
- Volunteers Do's and Don'ts; a document provided to all volunteers.
- School wide expectations for behavior defined on a behavior matrix.
- Participation in the District PBIS cohort 5.
- Supervision during non-class times within the school day.
- Medical 504 plans for qualifying students.
- Staff trained in basic first aid and emergency procedures.
- A district crisis team of counselors.
- Monthly emergency drills.
- Annual Fire Inspection and follow-up activities
- Working with District Maintenance and Operations to improve and maintain the school
- Staff works with local agencies as resources for students and their families

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		20	1	3		21	2	2	
1	25		2		24		3		27		2	
2	22	1	2		25		2		25		3	
3	29		2		23		3		25		3	
4	31		2		26		2		33		1	1
5	29		2		30		2		33			2
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1037.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,803.84	\$2,661.38	\$9,142.46	\$79,506.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	9.3	1.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	19.7	-3.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

District staffing includes a part time librarian and a part time vocal music teacher for 1st – 5th grade students, part-time instrumental music teacher for 4th and 5th grade students; a resource teacher for students with IEP's across all grade levels and as an intervention resource, as well as a 0.2 ELD teacher. Other staff provide services in the area of speech and language, adaptive P.E., fine and gross motor development, behavior support, and for educational testing. Gregory Gardens uses a Response to Intervention model for providing additional help for students struggling in academic areas, socially and behaviorally. District adopted reading, math, social studies, and science materials are provided by the district for all students, as well as materials used for English Language Learners. As we have moved toward Common Core State Standards, teachers are also using materials such as Engage NewYork and Being aWriter. Additional materials and supplies are funded through the Local Control Funding Formula/process guided by the School Site Council. The PTA provides support for technology and extracurricular activities. Gregory Gardens also benefits from the continuous support of District central office staff and departments.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff attends trainings offered regionally and by the district. Monthly staff meetings focus on the study, discussion and advancement of effective instruction based on student outcomes. In recent years the staff has participated in staff development workshops. Among them Art & Science of Teaching, STEM, California Common Core State Standards, Being a Writer, Differentiation of Instruction, Positive Behavior Intervention and Supports (PBIS), technology enhanced instruction, and assessment. Recently primary teachers have participated in Kimochi's training (social/emotional learning), and the occupational therapist has presented strategies for providing students with sensory breaks in the classroom. The OT has also presented handwriting workshops based on "Size Matters" writing program. Staff development opportunities influence practices in classrooms.