Dana Gray 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	Dana Gray Elementary School
Street	1197 East Chestnut Street
City, State, Zip	Fort Bragg, CA 95437-4503
Phone Number	(707) 961-2865
Principal	Mr. Richard Kale
Email Address	rkale@fbusd.us
Website	www.fbusd.us
County-District-School (CDS) Code	23655656025100

Entity	Contact Information
District Name	Fort Bragg Unified School District
Phone Number	(707) 961-2850
Superintendent	Rebecca Walker
Email Address	bwalker@fbusd.us
Website	www.fbusd.us

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

The mission of Dana Gray Elementary School is to have highly qualified staff who encourage and nurture students to be creative, caring, and socially responsible. Students will increase their academic standards, enabling them to develop their strengths to become productive individuals. Students will use critical thinking and problem solving strategies in individual and group situations. Dana Gray Elementary School staff will work in collaboration with parents and community to ensure a safe and positive learning environment using a diverse and challenging curriculum.

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

Grade Level	Number of Students
Grade 2	1
Grade 3	158
Grade 4	127
Grade 5	125
Total Enrollment	411

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1
Asian	1.9
Hispanic or Latino	45.5
White	46.5
Two or More Races	3.2
Socioeconomically Disadvantaged	78.6
English Learners	31.6
Students with Disabilities	8.3
Foster Youth	1.5
Homeless	9.5

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	19	110
Without Full Credential	4	1	3	17
Teaching Outside Subject Area of Competence (with full credential)	0	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	Benchmark Advance Literacy adopted in 2016	Yes	0%
Mathematics	Everyday Math adopted in 2015	Yes	0%
Science	Macmillan/McGraw Hill Science adopted in 2009	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California adopted in 2009	Yes	0%
Health	Health Framework for California Public School K-12 Second Step	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

The Williams Facility Inspection took place in August 2019. We received an overall rating of GOOD in all areas, with a score of 98.26% . The report mentioned a wet fire extinguisher inspection tag was found to be out of date, that some classrooms contained bookcases or file cabinets not secured to the walls, a leaking sink faucet was found, and two classrooms had an extension cord plugged into a power strip. All of these specific instances noted in the report have been corrected.

The report states that Dana Gray Elementary is a "very attractive and well maintained school." Multiple improvements have been made to Dana Gray Elementary to maintain our school site in recent years. In the 2017-2018 school year, all classrooms at Dana Gray were upgraded to include short throw video projectors and screens. With funds from the California Clean Energy Jobs Act (Prop. 39), all of the light bulbs and fixtures at Dana Gray Elementary were replaced at the during the 2016-2017 school year. In 2011-2012 solar panels were put into place that complemented the architectural structure of the school. Additionally, larger facility physical improvements were completed at Dana Gray as recently as the 2010-11 school year. These included the floors, walls, restrooms, and painting of the outside building. At that time, many classrooms were also supplied with new desks and chairs.

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: August 23rd, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	concerns about power strip cords have been corrected, electrical outlet covers and ceiling tiles have been replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	leaking faucet has been repaired
Safety: Fire Safety, Hazardous Materials	Good	all fire extinguishers have been inspected and tags are up to date
Structural: Structural Damage, Roofs	Good	classroom bookcases have been secured to walls
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	41	43	42	43	50	50
Mathematics (grades 3-8 and 11)	34	34	29	28	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	407	401	98.53	1.47	42.64
Male	217	214	98.62	1.38	36.45
Female	190	187	98.42	1.58	49.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	187	185	98.93	1.07	30.81
Native Hawaiian or Pacific Islander					
White	186	183	98.39	1.61	55.74

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	314	310	98.73	1.27	36.77
English Learners	157	155	98.73	1.27	29.03
Students with Disabilities	33	31	93.94	6.06	22.58
Students Receiving Migrant Education Services	34	34	100.00	0.00	17.65
Foster Youth	--	--	--	--	--
Homeless	42	42	100.00	0.00	35.71

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	407	402	98.77	1.23	34.33
Male	217	214	98.62	1.38	34.58
Female	190	188	98.95	1.05	34.04
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	188	188	100.00	0.00	22.87
Native Hawaiian or Pacific Islander					
White	186	182	97.85	2.15	46.15
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	314	310	98.73	1.27	29.35
English Learners	157	157	100.00	0.00	21.02
Students with Disabilities	33	31	93.94	6.06	12.90
Students Receiving Migrant Education Services	34	34	100.00	0.00	17.65

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	41	39	95.12	4.88	25.64

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	20.3	24.6	17.8

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)

Dana Gray Elementary School welcomes parental involvement in all of our classes and programs. We have an active School Site Council committee with parent and staff members meeting throughout the school year. This group reviews and revises our school site plan, our safety plan and has input regarding establishing the budget to support school improvement activities.

We have a very engaged Parent Teacher Club that supports enrichment activities by fundraising thousands of dollars annually to provide transportation for field trips, assemblies, extra playground equipment, supporting our Poets in the School program, our Water Program as well as "extras" for our Fine Arts Program and rewards for our popcorn prizes. We have regular meetings of our school site ELAC Committee and a district DELAC group focused on English Learner student and parent involvement within our school district.

Parents are always encouraged to volunteer in classrooms, attend special events and ceremonies and to communicate verbally, in writing and electronically with teachers and staff throughout the school year. We have many parents that provide countless hours of volunteer work in the classroom and as members of our School Site Council. Dana Gray Elementary School parents and community members regularly come to the school to assist our students in the classroom and the playground.

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	8.1	2.0	1.9	7.4	2.7	4.5	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)

One of our primary concerns as a school is to protect the students in the event of a crisis. We have monthly drills that adhere with our School Safety Plan. The School Safety Plan is reviewed with staff on a regular basis. We have ensured that every room on our school site is outfitted with the School Safety Plan and an emergency back pack that has first aid supplies. In addition, we keep updated records of our students and their emergency contacts, as well as updated records of both our school staff and district staff. As a part of our safety plan, we include monthly practice drills for fire, earthquake, and/or lock down situations.

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+
3	22	3	5		23		5		22		7	
4	25		5		27		5		28		4	
5	20	2	5		22	1	5		27		5	
Other**					5	1			7	2		

*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*	822.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	2.0
Other	1.8

*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	7715	1965	5750	55572
District	N/A	N/A	6606	$56,284.00
Percent Difference - School Site and District	N/A	N/A	-13.9	-1.3
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-26.5	-27.0

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)

The 2013–14 California Department of Education (CDE) budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics. The Local Control Accountability Plan (LCAP) is an important component of the LCFF.

Under the LCFF all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. FBUSD continues to work with all stakeholder groups in holding various district and school committee meeting and forums designed to gather information on various specific areas of importance. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

FBUSD is pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, District or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the FBUSD include the following:
- School Site Council (SSC)
- Site Level English Learner Committee (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,350	$46,208
Mid-Range Teacher Salary	$55,328	$72,218
Highest Teacher Salary	$77,283	$92,742
Average Principal Salary (Elementary)	$92,850	$134,864
Average Principal Salary (Middle)	$103,741	$118,220
Average Principal Salary (High)	$108,320	$127,356
Superintendent Salary	$131,580	$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	6%

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	4	4	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District wide teachers and administrators are given two of professional development in the beginning of the year. The individual site then gives an additional day of professional development (PD) in the beginning of the year and plans further PD once a month during minimum days that are one to two hours long. In addition, throughout the year there are two staff meetings per month (one hour long). Many of these meeting focus on areas of professional development developed through the staff analysis of student academic and behavioral performance data. We also allocate funding for professional development to occur during the year. This year we have added a teacher on special assignment (TOSA) to assist with the individual mentoring and the coaching of teaching staff. These professional development days assist with the continued focus on the implementation of Common Core State Standards.