

School Accountability Report Card

School Year 2007-08

(Published during 2008-09)

Grattan Elementary School

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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/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Section I - 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 other 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.

Section II - About This School

School Description and Mission Statement (2007-08)

This section provides information about the school's goals and programs.

All teachers at Grattan implement practices that encourage children to view learning with curiosity and joy. The teachers and children enjoy learning and working together. We believe in the necessity for a strong balanced academic program with an affective component. We are committed to the belief that all children are learners and will take personal pride in accomplishments. We are a small, safe school where low class size is a priority and the home/school connection is valued. Our community is dedicated to creating a positive, caring, learning environment where diversity is celebrated and individual differences are honored. Grattan School exists for children to awaken their unique intellectual gifts, stimulate a moral sense and strengthen their self confidence and resiliency.

Opportunities for Parental Involvement (2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Grattan parents and guardians have a valued "voice" within our community and are the driving force of many projects and programs. They are encouraged to contact the classroom teacher to coordinate and fulfill "room parent" driven activities. Volunteerism at Grattan also includes parent leadership positions on committees including: Green School Yard, Grant Development, Afterschool Clubs, Technology, Mural Projects and Fundraising. The Library Committee ensures that each class has a parent volunteer reader who also will assist with the book circulation process. Parents are responsible for the maintenance of our school's website and coordination of our monthly newsletter. Grattan parents are valued members of the community and are integral to our students' succ

Student Enrollment By Grade Level (School Year 2007-08)

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

Grade Level	Enrollment
K	61
1	59
2	59
3	42
4	41
5	25
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	287

Student Enrollment By Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	19.51
American Indian or Alaska Native	0.7
Asian	13.24
Filipino	1.74
Hispanic or Latino	12.2
Pacific Islander	
White (Not Hispanic)	42.86
Multiple or No Response	9.76
Socioeconomically Disadvantaged	26
English Learners	12
Students with Disabilities	15

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	Avg Class Size	2005-06			Avg Class Size	2006-07			Avg Class Size	2007-08		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	0	0	17	3	0	0	20	3	0	0
1	20	3	0	0	20	2	1	0	18	3	0	0
2	20	2	0	0	18	3	0	0	20	3	0	0
3	19	2	0	0	19	2	0	0	21	0	2	0
4	0	0	0	0	27	0	1	0	33	0	0	2
5	28	0	2	0	32	0	1	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
K-3	0	0	0	0	0	0	0	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Section III - School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Grattan staff maintain a safe and orderly learning environment relative to cleanliness, management of the facility and student behavior. We are proud of our comprehensive emergency and crisis response plan and are confident that our systems will support our children in the event of a natural disaster. In addition, all students are afforded a "comfort bag" that includes emergency gear in the case of an overnight stay at the school. Our teachers implement health lessons on the hazards of tobacco, drugs and violence prevention. We have participated in professional development activities including conflict management training, health education, crisis management and family diversity and LGBT issues. We are proud of our school wide positive behavior recognition program, "Caught in the Act".

Suspensions and Expulsions

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

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.8	0	0	5.8	5.6	7.5
Expulsions	0	0	0	0.1	0.1	0.1

Section IV (School Facilities) begins on next page.

Section IV - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Grattan has recently undergone an extensive renovation under ADA construction guidelines. Our performance stage has a wheelchair lift in place and several of the classroom doors have been modified to accommodate handicapped individuals. Additionally we have bathrooms and a water fountain that underwent complete construction. Overall our building and grounds are in good condition and they are upgraded in a systematic fashion. We continue to wire classrooms for the internet and upgrade paint accordingly. Teachers and community members help to monitor routine maintenance while the Principal and Secretary oversee the work order system. Our Green School Yard committee is vital as we plan, design and transform our play yards and grounds into living, breathing, natural, outdoor, learning space.

School Facility Good Repair Status (School Year 2008-09)

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

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior & exterior)	X			
Interior Surfaces (walls, floors & ceilings)	X			
Hazardous Materials (interior & exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior & exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains	X			
Restrooms	X			
Sewer	X			
Roofs	X			
Playground/School Grounds		X		Will be resurfaced by the 2006 Bond program.
Overall Cleanliness	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary		X		

Section V (Teachers) begins on next page.

Section V - Teachers

Teacher Credentials

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

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	14	16	3160
Without Full Credential	1	1	0	80
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	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

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

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/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	92.9	7.1
All Schools in District	94.8	5.2
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.7	4.3

Section VI - Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

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

Section VII - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2008-2009 school year, and were provided for all high school students enrolled in geometry and Spanish classes. Class sets of new health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 14, 2008 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2008-2009, new mathematics instructional materials were provided for all students in grades K-8. Class sets of new health instructional materials were provided for middle school health teachers. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 14, 2008 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VIII (School Finances) begins on next page.

Section VIII - School Finances

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

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. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,017	\$997	\$4,020	\$58,150
District	----	----	\$4,020	\$58,150
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,300	\$65,008
Percent Difference - School Site and State	----	----	-31.8%	-11.8%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Grattan is fortunate to have a well-functioning School Site Council to oversee programming needs and budgetary expenditures. Our budget support a full time Student Advisor and Technology Paraprofessional. Their duties include: coordination of the Student Success Team, Facilitate School Attendance Review Team, PM tutoring of ELL and other targeted students. In addition to the services provided by these positions Grattan is proud to boast additional enhancements to our core academic program. These include: Field trips, Dance Program, Choral Music, Sensory Motor, Technology, Library Studies, Gardening, Composting and Recycling. Enrichment activities are available after school. These include: Spanish and Mandarin Language clubs, Chess, Rhythm & Percussion, Tutoring, Instrumental Music and more.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,616	\$40,721
Mid-Range Teacher Salary	\$59,978	\$65,190
Highest Teacher Salary	\$76,483	\$84,151
Average Principal Salary (Elementary)	\$87,923	\$104,476
Average Principal Salary (Middle)	\$91,700	\$108,527
Average Principal Salary (High)	\$96,882	\$119,210
Superintendent Salary	\$255,000	\$210,769
Percent of Budget for Teacher Salaries	33.4%	39.9%
Percent of Budget for Administrative Salaries	5.0%	5.5%

Section IX - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 9, 10 and 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 at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	49	57	58	47	49	51	42	43	46
Mathematics	54	63	57	48	49	51	40	40	43
Science	37	78	42	39	45	51	35	38	46
History-Social Science				38	41	42	33	33	36

CST Results by Student Group - Most Recent Year

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

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	35	41	*	
American Indian or Alaska Native	*	*	*	
Asian	64	65	*	
Filipino	*	*	*	
Hispanic or Latino	35	50	*	
Pacific Islander				
White (not Hispanic)	78	66	*	

CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	59	62	45	
Female	57	51	38	
Economically Disadvantaged	29	34	17	
English Learners	33	37	*	
Students with Disabilities	26	38	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all 6 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/pf/>.

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

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	4.2
Grade 7	0
Grade 9	0

Section X (Accountability) begins on next page.

Section X - Accountability

Academic Performance Index

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

API Ranks - Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	6	6	8
Similar Schools	5	2	7

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	24	54	-45	787
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				875
Socioeconomically Disadvantaged	34	19		
English Learners	----			
Students with Disabilities	----			

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria (2007-08)

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

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

Federal Intervention Program (School Year 2008-09)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	27
Percent of Schools Currently in Program Improvement	----	24.3 %

Section XI - School Completion and Postsecondary Preparation

Not Applicable.

Section XII - Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide three full days of professional development during the academic year.

End of SARC Document.