

**Horn, Jim****Executive Summary School Accountability Report Card, 2005-06*****For Gravenstein Community Day School*****Address:** 3840 Twig Ave., Sebastopol CA 95472-**Phone Number:** 707-823-7008**Principal:** Linda J. LaMarre**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

**About This School**

There are three schools within Gravenstein Union School District. Gravenstein Union Community Day School is a K-8 Alternative School funded as a Necessary Small School. We have a District Policy that guides student placement into this program. We are convinced that all students can learn and that our mission is to ensure that each child masters the knowledge and develops the attitudes and skills necessary to become a contributing and productive citizen. We believe the education of our children is a cooperative effort of home, school and community. We provide a comprehensive program of education for grades K-8 and are grateful for our very supportive and caring parents.

Specifically, we the Gravenstein Union School District are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

**Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
<b>Number of Students</b>	1
<b>African American</b>	0.0 %
<b>American Indian or Alaska Native</b>	0.0 %
<b>Asian</b>	0.0 %
<b>Filipino</b>	0.0 %
<b>Hispanic or Latino</b>	0.0 %
<b>Pacific Islander</b>	0.0 %
<b>White (Not Hispanic)</b>	100.0 %
<b>Multiple or No Response</b>	0.0 %
<b>Socioeconomically Disadvantaged</b>	0.0 %
<b>English Learners</b>	0.0 %
<b>Students with Disabilities</b>	0.0 %

**Teachers**

<b>Indicators</b>	<b>Teachers</b>
<b>Teachers With Full Credential</b>	1
<b>Teachers Without Full Credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	
<b>Misassignments of Teachers of English Learners</b>	
<b>Total Teacher Misassignments</b>	

**School Facilities****Summary of Most Recent Site Inspection**

5/14/2007

**The following items have been listed as "in good repair":**

Mechanical Systems  
Windows/Doors/Gates/Fences  
Interior Surfaces  
Hazardous Materials  
Structural Damage  
Fire Safety  
Electrical  
Drinking Fountains  
Restrooms  
Septic System  
Playground/School Grounds  
Roofs  
Overall Cleanliness of the School

**Repairs Needed**

---

*Our last Site Review was completed on January 31, 2007. The Inspector found all items to be in good repair with a few minor adjustments to be made. As a result of the inspection all classroom sink cabinets had locks installed (completed by February 2007). Some computers needed to be secured in the classrooms (in progress), and the Computer Lab electrical panel was labeled for proper circuit identification (completed February 2007).*

**Corrective Actions Taken or Planned**

---

*Updated Safety Posters in the cafeteria need to be ordered.*

### Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0 %
Science	0 %
History-Social Science	0%
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	
Mathematics	
Science	
History-Social Science	

### Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	
Statewide Rank (from 2005 API Base Report)	
2006-07 Program Improvement Status	Not in PI

# School Accountability Report Card Reported for School Year 2005-06

## Gravenstein Union Community Day School

*Published During 2006-07*

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Gravenstein Community Day	<b>District Name</b>	Gravenstein Union Elementary
<b>Street</b>	3840 Twig Ave.	<b>Phone Number</b>	707-823-7008
<b>City, State, Zip</b>	Sebastopol, CA 95472-	<b>Web Site</b>	www.grav.k12.ca.us
<b>Phone Number</b>	707-823-5361	<b>Phone Number</b>	707-823-7008
<b>Principal</b>	707-823-7008	<b>FAX Number</b>	707-823-2108
<b>E-mail Address</b>	www.grav.k12.ca.us	<b>Web Site</b>	www.grav.k12.ca.us

#### School Description and Mission Statement

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

There are three schools within Gravenstein Union School District. Gravenstein Elementary is a K-5 school. Hillcrest Middle School is a 6-8<sup>th</sup> grade school with a Creative Arts Magnet Program for grades 4-8. Gravenstein Union Community Day School (Kindergarten through 8<sup>th</sup> grade) is an alternative school that is on the same property as Gravenstein Elementary School. We also have a Creative Arts Magnet Program (REACH) housed at the Hillcrest campus for grades 4-8. We are convinced that all students can learn and that our mission is to ensure that each child masters the knowledge and develops the attitudes and skills necessary to become a contributing and productive citizen. We believe the education of our children is a cooperative effort of home, school and community. We provide a comprehensive program of education for grades K-8 and are grateful for our very supportive and caring parents. Specifically, we the Gravenstein Union School District are dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship. State and district policies support our common goal.

## Opportunities for Parental Involvement

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

Gravenstein Schools Foundation, Magnet Parent Foundation, School Site Council, volunteering in classrooms, and field trips are some of the opportunities available for parental involvement. Fundraising through the foundations and helping teachers in class are not the only methods used in volunteering. Many parents share their own talents as a doctor, dentist, scientist, artist, poet, foreign language specialist, physical fitness instructor, and more with classroom students.

## Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	1	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1

## Student Enrollment by Group

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	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	100.0
American Indian or Alaska Native	0.0	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	0.0	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

## 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).

**No data are available for this section**

## Average Class Size and Class Size Distribution (Secondary)

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

**No data are available for this section**

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

No data are available for this section

## II. School Climate

### School Safety Plan

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

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, school board members and parents, a review of the fire alarm system, and workshops attended by some of the district's safety committee.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

1. BEST training for all staff (August 2006) for the purpose of bringing out the best in students
2. EMPOWER (anti-bully) 2 day training for all teachers and assistants (August of 2005)
3. On-going staff development on playground safety (August, 2005)
4. AB466 Training (40 hours or more) for ALL K-5 teachers in Open Court 2002 Reading/Language Arts (on-going)
5. Academic and good behavior reward assemblies and trips
6. Learning Labs (for Special Education and remedial help)
7. Before and After School Tutorial Programs
8. District Preschool on the Gravenstein Elementary campus
9. Before and After School Child Care
10. Smallest class size in the Sebastopol area
11. Band, Music, Dance, and Drama Specialist for all grades includes instrumental, choral and drama instruction.
12. Highest API of all elementary schools in the Sebastopol area
13. Gravenstein School Foundation (GSF)
14. Magnet Parent Foundation (MPF)
15. District School Site Council
16. After School Sports Programs at the middle school
17. Extensive Intramural Program at lunchtime (Hillcrest)
18. Hillcrest Middle School and Gravenstein Elementary are CALIFORNIA DISTINGUISHED SCHOOLS
19. Gravenstein Elementary School has ranked as the top elementary school in the Sebastopol area for the past four years.
20. Before School Spanish classes available for K-5 students at Gravenstein

### 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.

	School	District

Rate	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

### III. 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.

One wing of Gravenstein School, which includes the facility for the Community Day School, is involved in a Modernization Project. It is currently taking place during the spring and summer of 2007. We work to provide facilities and grounds that reflect the community and provide a safe and attractive setting. The district works closely with the Gravenstein Schools Foundation for landscaping and beautification ideas. Funds have been assigned to this priority. The district has had more than one Eagle Scout project helping to work on the school grounds.

#### School Facility Conditions Good Repair Status

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

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

### IV. 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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	1	1	1	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

### 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	2004-05	2005-06	2006-07
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 NCLB Compliant Teachers

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 <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	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

GUSD has experienced little to no difficulty in obtaining qualified substitute teachers to cover classes for teachers who are absent on a very short-term basis. Teachers maintain a substitute folder for replacement staff so that students will benefit from each school day.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The probationary teachers are observed and evaluated yearly. The tenured teachers are observed and evaluated every other year unless a teacher has an unsatisfactory evaluation, in which case the evaluation is yearly. The forms utilized for evaluation are based on the California Standards for the Teaching Profession. There is additional discussion in the teacher's contract on this topic. We believe that the students of GUSD deserve the best teachers that are possible. The district hires, places, and evaluates teachers according to that philosophy.

## V. Support Staff

### Academic Counselors and Other Support Staff

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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2 FTE	1
Library Media Teacher (Librarian)	.2 FTE	1
Library Media Services Staff (paraprofessional)	N/A	1
Psychologist	.2 FTE	1
Social Worker	N/A	1
Nurse	.2 FTE	1
Speech/Language/Hearing Specialist	.2 FTE	1
Resource Specialist (non-teaching)	.2 FTE	1
Other		---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

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	State-standards aligned textbooks and available to all students (Open Court 2002 and McDougal Littel)	0
Mathematics	State-standards aligned textbooks and available to all students (Harcourt Brace 2001 and McDougal Little Pre-Algebra and Algebra 1 )	0
Science	Adoption 2007	0
History-Social Science	State-standards aligned textbooks and available to all students (Harcourt Brace and History Alive 2006)	0
Foreign Language	State-standards aligned textbooks and available to all students (Glencoe Spanish 1)	0
Health	State-standards aligned textbooks and available to all students (Teen Health)	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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				
District	---	---		\$50,113
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$52,375
Percent Difference - School Site and State	---	---		

### Types of Services Funded

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

Learning Lab services, a categorical program funded through Title 1, EIA, and Special Education funding is available to Community Day School students. Psychologist, Counseling, and Nursing services are also available to CDS students.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

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/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,020	\$35,546
Mid-Range Teacher Salary	\$45,918	\$51,472
Highest Teacher Salary	\$61,715	\$62,511
Average Principal Salary (Elementary)	\$69,700	\$78,512
Average Principal Salary (Middle)		\$82,123
Average Principal Salary (High)		\$64,642
Superintendent Salary	\$97,682	\$94,827
Percent of Budget for Teacher Salaries	45.0	38.9
Percent of Budget for Administrative Salaries	7.9	6.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	*	*		62	65	69	36	40	42
Mathematics	*	*		49	63	62	34	38	40
Science		*		52	34	58	25	27	35
History-Social Science	*	*		35	25	48	29	32	33

### 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	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				
Pacific Islander				
White (Not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level 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.*

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	*	*		66	59	77	43	41	42
Mathematics	*	*		69	58	80	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
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 six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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.*

**No data are available for this section**

## IX. 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 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 Rank	2003-04	2004-05	2005-06
Statewide			
Similar Schools			

### 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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

--

### Adequate Yearly Progress

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

- 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)

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

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	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program

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	Not in PI	Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**No data are available for this section**

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Education will be an added program for 2007-08.

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school (and District) has a Leadership Team that includes 5 teachers, the Maintenance Supervisor and the Superintendent. Three of the five teachers have administrative credentials. The team meets weekly to discuss proactive trainings, assemblies, changes or additions to policy and everyday issues such as discipline and calendar.

The quality of the instructional programs and leadership at Gravenstein School has been recognized by the state as a **California Distinguished School**. Gravenstein has also been recognized with awards from the state for its state testing results. The Reading/Language Arts Program at Gravenstein is Open Court 2002. The Math program is a 2001 adoption-Harcourt Brace for grades K-5. Hundreds of volunteers are involved in the school programs and support activities. History-Social Studies materials were purchased in 2006. Science materials will be adopted in 2007.

Besides strong academics, the Performing Arts are very important in the Gravenstein Union School District. Spanish language is available to all interested students at Gravenstein school.

## Professional Development

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

BEST training for all staff (August 2006) for the purpose of bringing out the best in students

EMPOWER (anti-bully) 2 day training for all teachers and assistants (August of 2005)

SDAIE training (45 hours of training for teachers of English Learners) completed in 2003.

Open Court 2002 AB 466 Training (On-going) for all teachers Grades K-5 minimum of 40 hours of training- grade level specific for the Language Arts adoption.

Special Needs Training for Teachers and Assistants of Full-inclusion students, Autism, Emotional Disturbance, and other special needs-ongoing through the school year - usually held at the Sonoma County Office of Education

Safety Training Athletic Director/PE Instructor trained to teach First Aide and CPR to staff and coaches

Safety Training Lead custodian/Maintenance personnel trained in some emergency procedures

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	64,800	36,000
1	64,800	50,400
2	64,800	50,400
3	64,800	50,400
4	64,800	54,000
5	64,800	54,000
6	64,800	54,000
7	64,800	54,000
8	64,800	54,000
9		64,800
10		64,800
11		64,800
12		64,800

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Students in the Community Day School are always offered a 360 minute school day regardless of the other schools' schedules.