

GRANT ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



GRADES K-6
200 Grant Avenue Petaluma, CA 94952
Phone: (707) 778-4742
Website: www.grantelementary.org

Greta Viguie, Ed. D.
Superintendent
Judith Martin
Principal

Principal's Message

Vision: Grant Elementary's vision is to cultivate and maintain a nurturing environment that ensures every student reaches a strong social-emotional foundation. We expect a high level of academic achievement from all students, as measured by district and state standards. Our staff is committed to providing a comprehensive system of support and enrichment to attain these goals.

Mission: The Grant Elementary School Staff provides an exceptional standards-based instructional program that motivates students towards becoming independent critical thinkers and life-long learners. Our school fosters the importance of school-home partnership that values commitment to learning. Our staff and community share the goals of preparing students to become productive and responsible participants in a complex, technology-based society in their academic endeavors. Our school staff guides students to effectively and efficiently communicate, problem-solve, and function in the 21st century. We are fostering the leaders and stewards of tomorrow.

BEST Behaviors: Our schoolwide behavior plan is based on the BEST program: "Building Effective School Together." All teachers and staff members reinforce the BEST behaviors throughout the day. We hold a weekly BEST assembly, where students are recognized for positive behaviors, birthdays are celebrated, and student presentations in curriculum areas are highlighted. Since 2007 we have participated in the "Cool the Earth" program, which promotes green behaviors that support stewardship and efforts to reduce our carbon footprint.

School Profile: Grant Elementary is one of the six K-6 elementary schools in the Petaluma City Elementary School District, Sonoma County. There are also two charter schools and an independent study school in the District. School enrollment in October 2008 was 350 students; in 2007 enrollment was 348. Grant feeds to grades 7-12 schools in the Petaluma Joint Union High School District. Total enrollment K-12 is 7,783.

Grant Elementary is located in the residential southwest corner of the city of Petaluma, where most of the homes are single family. Most families own their own homes; rental housing and apartment availability are low. Most students enter Grant at kindergarten or first grade, having attended one or two years of preschool. Mobility rate is low; most students stay at Grant for their entire elementary school career. Thirty-six percent of our students come from schools out of our neighborhood.

The percentage of students by racial/ethnic group includes: 86% White; 3% Hispanic; 5% Asian; 1% Pacific Islander; 1% African American, 2% Filipino, and 1% American Indian/Alaska Native.

The number of English learners (EL) and re-designated fluent-English-proficient (R-FEP) include:

Primary Language	Total Number of Students	EL	R-FEP
Spanish	4	4	0
Non-English	1	1	

The percentage of students enrolled in English-language mainstream (parent request) is 100%.

There are 37 identified students with disabilities receiving Special Education services (resource program, speech and language, adaptive PE and/or occupational therapy), which comprises 10.6% of the student population. Four Grant students are full inclusion students.

The Grant Elementary full-time and part-time staff includes 23 certificated and 12 classified employees. Grant houses 15 regular classrooms, a multi-use room, a computer lab, a library, and a Special Education classroom suite.



Petaluma City Elementary School District

200 Douglas Street
Petaluma, CA 94952
Fax: (707) 778-4813

www.petalumacityschools.org

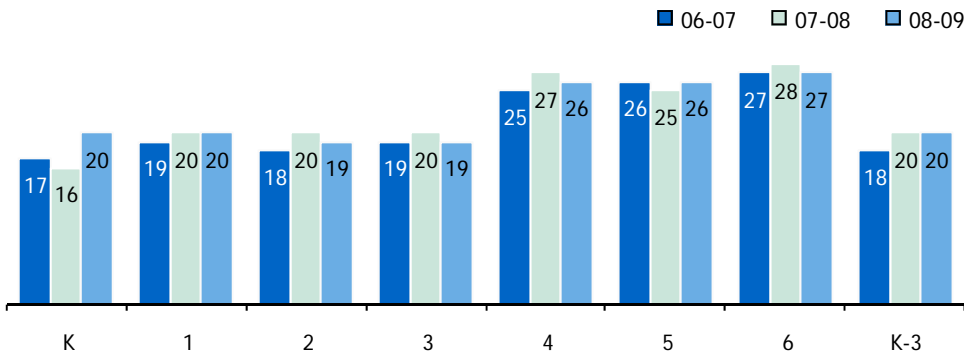
Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.



Class Size

The bar graph displays the three-year data for average class size.

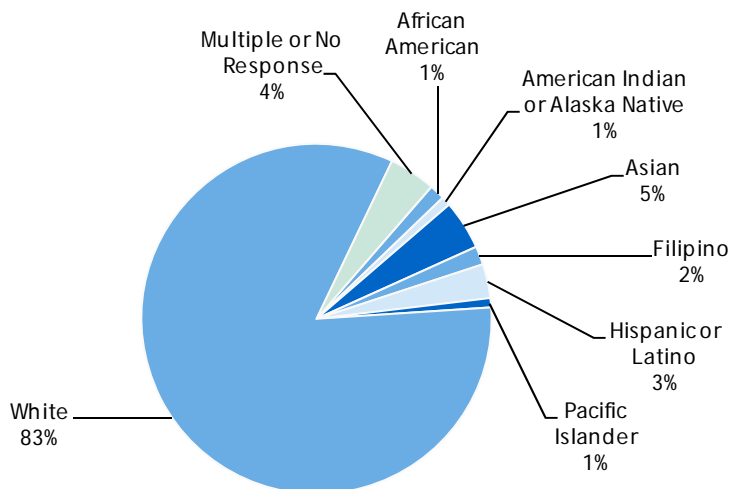


Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			3			2		
1	1			3			3		
2	2			1			3		
3	3			2			2		
4		2			2			2	
5		2			2			2	
6		2			2			2	
K-3	3			2			3		

Enrollment and Demographics

The total enrollment at the school was 350 students for the 2008-09 school year.



Professional Development

The primary areas for staff development are the development of Power Standards with a focus on science. Another major component of our staff development is the use of the Inquiry Process to analyze data for student academic success. There has also been a focus on literacy.

We have contracted with Springboard to provide coaches to guide administrators and staff through large and small group training. These are primarily offered during the school day providing release time for a team of teachers from each school. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

For the previous three school years, three days were dedicated to staff and professional development each year.



Public Internet Access

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

Textbooks and Instructional Materials

All students have current textbooks in good condition. All students have textbooks from the most recent State-adopted lists and every student has access to their own textbooks. History/social science was adopted in 2007; science in 2008, and math in 2008.

Weekly music classes are provided for all students in grades 1-6 provided by music specialist teachers who access standards-aligned materials; and an art docent program is available for all classrooms.

The Petaluma City School District's process for selection is the District committee, comprised of school representatives, reviews all State-approved materials. The committee determines from that group which to pilot. Pilot teachers recommend which of those piloted the District should adopt. Recommendation is then made to the superintendent, who recommends adoption and purchase to the school board.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (K-6)	2003
Mathematics	EnVision Math: Pearson-Scott Foresman	2008
Science	FOSS	2008
History-Social Science	Pearson-Scott Foresman (K-5)	2006
History-Social Science	TCI (6)	2006
History-Social Science	<i>History/Social Science</i> , Scott Foresman	2007

Note: This data was most recently collected and verified in August 2009.

Parental Involvement

Opportunities for parents to get involved include:

Classroom volunteers: Volunteers help on a regular basis in their own child's classroom, or with fieldtrips and special events. Some parents with limited time provide enrichment to classes as guest presenters, or help with special school projects.

Room parents: Each class has a room parent who works with the teacher to organize class parties, help with the telephone directory and donated supplies, and assist with other parent volunteers. Room parents and parent volunteers also assist with classroom activities in visual and performing arts.

Grant School Parent Teacher Association (PTA): All parents and teachers are invited to become members of the Grant School PTA. Meetings are held on a regular schedule in the library.

You may attend meetings even if you are not officially a member, but you must be a member to vote. The PTA's mission is to improve the quality of our children's educational experience, to promote parent involvement in the school, and assist parents in developing skills they need to nurture children. The PTA organizes events and fundraisers to meet its goals and objectives.

School Site Council (SSC): In addition to developing the Single Plan for Student Achievement, SSC members monitor and evaluate the plan as well as facilitate communication between the school and the community. The SSC consists of five parents and five staff members, the majority of which should be teachers. Members are elected annually for a term of two years. Meetings are usually held the first Tuesday of each month at 3:30 P.M. in the school library, unless otherwise scheduled. They are open to the public. The monthly agenda is posted in the display case outside the office a week before the meeting.

The Grant School Community Committee (GSCC): GSCC works cooperatively with both the SSC and PTA, to provide community-based support and activities for Grant families.

Continued on sidebar

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	



Parental Involvement

Continued from left

This year, the GSCC is sponsoring our Back to School Carnival and Safety Fair in August. In the past, the GSCC has also helped raise funds for disaster relief around the world and in the US, as well as providing support for Grant families in times of need or crisis.

For more information on how to become involved, contact Alice Crisdale, PTA President, at (707) 778-4742.

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 17, 2009, and the inspection form was most recently completed on August 17, 2009.

School Facilities

Grant Elementary School is 6.225 acres and was built in 1959. The school has 16 classrooms, which include four modulares, multi use room, library, computer lab, an RSP room, speech room, and playground.

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.

Annual site inspections are conducted in December or January with District Administrator, Director of Maintenance and Operations, and the site principal and custodian. These inspections verify that the site is safe and establishes the Deferred Maintenance priorities for the campuses.

The District's Facility Manger monitors District Schools to make sure that they are clean and safe for students and staff. The custodial staff of two works from 6 A.M. to 8 P.M. One head custodian works a full day and one evening custodian works 5 hours.

Grant Elementary School staff supervises students before and after school; staff supervises students ten minutes before school and after school crossing the street in front of the school.

Modernization done in 2006 includes new HVAC, electrical, roof, hazmat removal, new paint, carpets, and linoleum.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Grant ES			
06-07	07-08	08-09	
0.6%	0.0%	1.7%	
Petaluma City ESD			
06-07	07-08	08-09	
4.8%	4.5%	3.0%	
Expulsion Rate			
Grant ES			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	
Petaluma City ESD			
06-07	07-08	08-09	
0.0%	0.0%	0.0%	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

School Safety

Current goals include:

Goal #1 - Parent and community volunteers will follow district guidelines for volunteers. Parents and other drivers will follow safety guidelines for dropping off and picking up students.

Goal #2 - Reduce the number of unsafe and disrespectful behaviors on the playground, focusing on anti bullying.

Goal #3 - By December 2009 100% of classrooms will have student food and water supplies for disaster prep. Parent release forms for student release are collected and stored in the school office and in the emergency container.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in September 2009.

Grant conducts monthly safety drills. Adult supervision with a ratio of 1:100 is provided before school, during recess and lunch, and after school. Grant follows the suspension/expulsion policies of the Petaluma City School District. We had five suspensions in school year 2008-2009.

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Grant ES			Petaluma City ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	77%	80%	87%	50%	53%	61%	43%	46%	50%
Mathematics	77%	80%	86%	56%	56%	60%	40%	43%	46%
Science	65%	82%	74%	45%	59%	57%	38%	46%	50%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	87%	87%	83%
Female	88%	85%	56%
Economically Disadvantaged	83%	75%	❖
English Learners	❖	❖	❖
Students with Disabilities	67%	78%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	100%	100%	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	87%	85%	76%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	10	10	10
Similar Schools API Rank	7	6	8

Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	6	20	34	941
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	16	15	33	943
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Grant ES		Petaluma City Schools	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Grant ES	Petaluma City Schools
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	4	
Percent of Schools Identified for Program Improvement	22.2%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	15.7%
Five of Six Standards	31.4%
Six of Six Standards	23.5%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Petaluma City ESD	Grant ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	135	19	19	21
Without Full Credential	4	0	0	0
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). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Grant ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	2	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Grant ES	100.0%	0.0%
All Schools in District	98.2%	1.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	350:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.6
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	0.0
Resource Specialist (teaching)	1.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

District Financial Data

District Salary Data		
Category	Petaluma City Schools	Similar Sized District
Beginning Teacher Salary	◆	◆
Mid-Range Teacher Salary	◆	◆
Highest Teacher Salary	◆	◆
Average Principal Salary	◆	◆
Superintendent Salary	◆	◆
Teacher Salaries – Percent of Budget	◆	◆
Administrative Salaries – Percent of Budget	◆	◆

◆ Information not available. Please see the District Office for more information.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Grant ES
Total Expenditures Per Pupil	◆
Expenditures Per Pupil From Restricted Sources	◆
Expenditures Per Pupil From Unrestricted Sources	◆
Average Teacher Salary	◆

◆ Information not available. Please see the District Office for more information.

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Grant ES	◆	◆
Petaluma City ESD	◆	◆
California	\$5,512	◆
School and District – Percent Difference	◆	◆
School and California – Percent Difference	◆	◆

◆ Information not available. Please see the District Office for more information.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.