



Donald Graham Elementary School

35450 Frederick St • Wildomar, CA 92595 • (951) 253-7590 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Lake Elsinore Unified School District

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District Governing Board

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3

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Area 5

District Administration

Dr. Doug Kimberly
Superintendent

Dr. Gregory J. Bowers
Assistant Superintendent

Dr. Alain Guevara
Assistant Superintendent

Dr. Kip Meyer
Assistant Superintendent

Arleen Sanchez
Chief Business Officer

Tracy Sepulveda
Assistant Superintendent

Nick Powers
Executive Director

Superintendent's message

Like the roaring '20s, our district is poised to make some noise in 2020!

LEUSD student accountability showed meaningful gains with the latest California School Dashboard results. Positive growth in English Language Arts and Math is largely due to LEUSD's collaborative focus on Professional Learning Communities (PLCs) to provide teachers and principals with critical performance data to guide daily instruction, helping students succeed!

The district's first new school in 12 years is greatly anticipated. Alberhill Elementary School will open in August of 2020. This new TK-5 school will feature state-of-the-art solar energy efficiency, flexible classroom furniture and configurable classroom space, exciting classroom technology, and advanced campus security systems.

Recent facilities projects funded by the recent Measure V school bond include flexible classroom furniture, artificial turf replacement, playground refurbishment, LED lighting conversions, and classroom technology purchases. Grant funded CTE program expansion will significantly update our existing engineering, agriculture, and medical career pathways. All LEUSD high school performing arts centers have recently received state-of-the-art sound and lighting upgrades, and new theater seating plus stage refurbishments are coming next.

A previously shuttered campus in Wildomar, Jean Hayman Elementary, was reopened this summer under a new development plan that will unfold over the next five years. Phase 1 tenant improvements were recently completed to accommodate the Southern California EMS Training Institute. Phase 2 will include refurbishment of the existing multipurpose room for professional development, staff training, community meeting rooms, and expanded parking. Phases 3 and 4 include the relocation of existing adult education programs, new site-based child care, plus separate parking. Phase 5 will complete the relocation of our existing Adult Transition Program; also, installation of affordable housing for teachers as an incentivized recruitment strategy, enabling LEUSD to stay competitive in a statewide teacher shortage.

As you can see, 2020 and the beginning of a new decade has plenty for everyone to shout about!

Sincerely,

Dr. Doug Kimberly, Superintendent

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	85
Grade 2	67
Grade 3	83
Grade 4	79
Grade 5	65
Grade 6	64
Total Enrollment	540

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	2.6
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	0.7
White	34.3
Two or More Races	7.2
Socioeconomically Disadvantaged	60
English Learners	8.7
Students with Disabilities	20
Foster Youth	0.2
Homeless	6.7

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 for Donald Graham	17-18	18-19	19-20
With Full Credential	28	28	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lake Elsinore Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Donald Graham Elementary School

Indicator	17-18	18-19	19-20
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)

Lake Elsinore Unified School District chooses instructional materials which are aligned to State content standards, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which makes the final approval of all adopted instructional materials. Parents and community members may review adopted materials at the District office.

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks October 11, 2019

Textbooks and Instructional Materials

Year and month in which data were collected: October 11, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>National Geographic Reach for Reading {Ca} (K-5) 2018 READ 180, Level A and B Adopted 2010 System 44 Scholastic 2012</p> <p>TK, Scholastic Big Day for Pre-K Center Based Curriculum Adopted 2010</p> <p>6, Houghton Mifflin Harcourt, California Collection 2018, Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>GoMath, California Edition, (K-5) Adopted 2016 OR Engage New York, (K-5) Adopted 2016</p> <p>6, Big Ideas Math, Course 1 2015, Adopted 2016 6, Big Ideas Math, Course 1 Advanced 2015, Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Science, Houghton Mifflin, 2005 Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History-Social Science for California, Scott Foresman, 2006 Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures 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. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the District office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in 2002. It has 27 regular classrooms, seven portables, a library, a multipurpose room, and eight special education rooms. The designed capacity of the school is 1,300 students. Outside courts and fields.

A progressive discipline plan is in place and multiple discipline and Positive Behavior Intervention Strategies (PBIS) assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously and all leads are followed up immediately.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/17/2019

System Inspected	Repair Status	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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	46	40	41	50	50
Math	36	46	28	29	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	267	98.89	46.07
Male	136	135	99.26	38.52
Female	134	132	98.51	53.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	133	99.25	39.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.67	48.81
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	173	171	98.84	40.94
English Learners	48	47	97.92	29.79
Students with Disabilities	46	44	95.65	27.27
Foster Youth	--	--	--	--
Homeless	17	17	100.00	0.00

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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	266	98.88	45.86
Male	136	135	99.26	44.44
Female	133	131	98.50	47.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	133	99.25	43.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	48.19
Two or More Races	21	21	100.00	52.38
Socioeconomically Disadvantaged	173	171	98.84	39.77
English Learners	48	47	97.92	38.30
Students with Disabilities	46	44	95.65	31.82
Foster Youth	--	--	--	--
Homeless	17	17	100.00	0.00

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.

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)

Donald Graham Elementary (DGE) encourages parents to be involved in their child's education. We offer many opportunities for parent participation including the following:

- Volunteering in the classroom
- Tutoring students
- Participation in School Site Council (SSC)
- Participation in our English Learner Advisory Committee (ELAC)
- Volunteering for Parent-Teacher Association (PTA) activities
- Involvement in the PTA
- Family Nights at Donald Graham

For more information on how to become involved, please contact Principal Laura Konecni at (951) 253-7590 or laura.konecni@leusd.k12.ca.us.

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.

School Safety Plan

Our School Safety Plan was reviewed by our School Site Council October 23, 2019, and updates were sent for review to our Governing Board in October, 2019. The School Safety Plan was last reviewed and discussed with the school faculty October 23, 2019. The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request.

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement and includes data regarding safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.5	3.1
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.7
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.2
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	1		22	2	4		20	2	3	
1	24		3		27		2		26		3	
2	24		3		23		3		21	1	2	
3	20	3			22		3		24		3	
4	28		2		24		2		34			2
5	29		3		21	1	3		22	1	2	
6	18	1	2		19	1	2		23	1	2	
Other**	8	5			14	2			8	3		

*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.

Professional Development provided for Teachers

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

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD first priority is to provide assistance for teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place district wide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. Staff members are encouraged to use SCHED to sign up for professional development opportunities.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,965	\$48,612
Mid-Range Teacher Salary	\$80,663	\$74,676
Highest Teacher Salary	\$106,164	\$99,791
Average Principal Salary (ES)	\$129,316	\$125,830
Average Principal Salary (MS)	\$137,757	\$131,167
Average Principal Salary (HS)	\$149,975	\$144,822
Superintendent Salary	\$254,675	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,201	\$1,775	\$6,427	\$86,832
District	N/A	N/A	\$6,622	\$88,021.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.0	-1.4
School Site/ State	-15.5	5.2

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

These programs and supplemental services are provided at the school through other sources that support and assist students:

- English Language Development
- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)