

James A. Graham Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	James A. Graham Elementary School
Street	36270 Cherry Street
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3300
Principal	Akilah Byrd
Email Address	abyrd@newarkunified.org
Website	https://graham.newarkunified.org/
County-District-School (CDS) Code	01-61234-6001481

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Leticia Salinas
Email Address	lsalinas@newarkunified.org
Website	www.newarkunified.org

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

At Graham Elementary School (K-6) it is our mission to provide students with a safe, respectful, and supportive environment while teaching students to become lifelong learners, thinkers, communicators, and positive contributors to our society. Graham Elementary School is one of eight elementary schools in the Newark Unified School District. Graham school celebrates our diverse ethnic population. The school provides California Common Core Standards-Based instruction in all the academic areas. The school also provides specialized services to English Learners, struggling readers, and Students with Disabilities.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens. Newark Unified School District will provide academic excellence via equity and opportunities for all students.

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

Grade Level	Number of Students
Kindergarten	54
Grade 1	51
Grade 2	51
Grade 3	61
Grade 4	47
Grade 5	47
Grade 6	64
Total Enrollment	375

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	11.2
Filipino	4
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	2.4
White	6.7
Two or More Races	4.3
Socioeconomically Disadvantaged	65.6
English Learners	37.9
Students with Disabilities	12.3
Homeless	5.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	15	13	114
Without Full Credential	1	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 4/17/2018

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved 2006	Yes	0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Graham was constructed in 1960 with major additions in 1961, 1964, 1991 and 2000. Modernization in 2001 through 2004 included restrooms, HVAC and electrical and data upgrades. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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	Room 1 Grade K:
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	43	44	48	50	50
Mathematics (grades 3-8 and 11)	25	37	37	38	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	212	99.53	0.47	43.40
Male	115	115	100.00	0.00	40.87
Female	98	97	98.98	1.02	46.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	60.87
Filipino	--	--	--	--	--
Hispanic or Latino	148	147	99.32	0.68	40.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	42.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	157	156	99.36	0.64	37.82
English Learners	103	103	100.00	0.00	39.81
Students with Disabilities	28	28	100.00	0.00	10.71
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	14	14	100.00	0.00	42.86

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	212	99.53	0.47	37.26
Male	115	115	100.00	0.00	36.52
Female	98	97	98.98	1.02	38.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	69.57
Filipino	--	--	--	--	--
Hispanic or Latino	148	147	99.32	0.68	31.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	14	14	100.00	0.00	28.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	157	156	99.36	0.64	33.97
English Learners	103	103	100.00	0.00	31.07
Students with Disabilities	28	28	100.00	0.00	3.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	14	14	100.00	0.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.1	17.0	25.5

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.

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)

Graham school provides many opportunities for parent involvement. The most common form of parent involvement is direct volunteering in classrooms. Parents and community members read with students, help with classroom projects, share special talents, and attend field trips. We hold a "Morning Minute Assembly" each morning at 8:10 a.m. Parents are invited to attend this brief assembly for announcements about school programs and upcoming events, and the pledge of allegiance. The principal holds periodic meetings with parents. These bilingual meetings provide parents with opportunities to learn more about school programs and supporting students at home. In addition, teachers host annual parent involvement events, including Family Reading Night, Science Night, Math Night.

Our Parent-Teacher Organization (PTO) organizes a number of special events, including movie nights and one community potluck celebration, the Multi-Cultural Winter Feast. Parents work at our Book Fairs in the fall and spring. Parents also lead fundraising to benefit school programs and teachers' needs. Money raised goes to support field trips, classroom needs, school improvements, and Sixth Grade Science Camp.

In addition, parents are encouraged to participate on the School Site Council (SSC), which oversees Graham's annual planning and budgeting. Other participation opportunities include our English Language Advisory Committee (ELAC), which provides input on our programs that support students learning English.

Please contact the school office for more information on opportunities for parent involvement. We can't do it without you!

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	3.3	1.3	3.1	4.2	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Graham Elementary School reviews our safety plan annually and practices our safety procedures on a monthly basis. Updates to our comprehensive safety plan is completed yearly in October of the school year. Staff members review the updated safety plan, confirming and practicing their roles. Staff at the site take emergency preparedness very seriously. The principal, along with the School Site Council strive to conduct safety audits yearly. In addition, Graham Elementary enforces arrival and dismissal procedures, and requires all visitors to check into the main office. Monthly fire drills, lock-down drills, and earthquake drills are conducted to ensure the school's preparedness for emergencies. Graham also a participant in the national Great Shakeout yearly earthquake drill on 10/19 at 10:19 a.m.

Last school year the Site Safety Meeting was held in collaboration with the Newark Police Department on October 29th. We will be holding a new collaboration meeting in early Spring of 2020.

Our positive behavior focus includes the implementation of Positive Behavioral Interventions & Supports (PBIS). Graham has three school rules or expectations: Be Respectful; Be Responsible; Be Safe! Collaborative problem-solving methods are encouraged and practiced. Trimester certificates for positive behavior are given at recognition assemblies. Pawsitive Praise drawings are also held weekly for scholars who follow the three school rules, and winners receive a prize publicly at the school-wide Monday Morning Minute. In addition, positive behavior is rewarded triennially at Lunch with the Principal for the Scholars of the Trimester, representing an excellent student chosen from each class school-wide.

An array of Graham stakeholders are trained in PBIS (Positive Behavior Intervention & Supports) a program which enhances our common focus and routines. We are continuing to implement positive interventions as alternatives to traditional suspensions, whenever possible. In addition, Graham Elementary's Climate Committee focuses their efforts towards building a positive and healthy social environment. Monthly themes are established that include character traits that promote a safe academic environment. Graham Elementary School also continues to implement its system of buddy classes. These cross-grade-level connections provide the opportunity for teachers and students to work together in learning that helps meet the needs of a variety of age groups. This collaboration also builds self-esteem and a sense of empowerment to students who value and practice mentoring and cooperation with others.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		25		2		26		2	
1	24		2		23		2		25		2	
2	23		3		24		3		20	2		
3	20	2			25		2		22	1	2	
4	31		2		31		1		23		2	
5	29		2		29		3		22	1	1	
6	27		2		23	1	2		31		2	
Other**					6	1			9	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11221	3485	7736	94671
District	N/A	N/A	7675	\$87,940.00
Percent Difference - School Site and District	N/A	N/A	0.8	7.4
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	3.0	19.2

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 (Fiscal Year 2018-19)

Graham School receives Title I and LCFF (Local Control Funding Formula) dollars which fund the following programs.

Intensive reading instruction for students having reading difficulty in grades K to 6; by providing an ELD/Intervention Teacher (1.0 FTE) to support students and a full-time bilingual instructional aide to provide intervention support to struggling readers to support daily guided reading and phonics support to struggling readers. Additionally, there is a .5 SEAL Coach for kindergarten - 1st grades for teachers implementing the SEAL strategies for EL students; English Language Development instruction with supplemental curriculum for students at the beginning levels of English proficiency;

- Additional clerical hours;
- Additional technology hardware and learning software.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,655	\$49,084
Mid-Range Teacher Salary	\$85,563	\$76,091
Highest Teacher Salary	\$106,952	\$95,728
Average Principal Salary (Elementary)	\$132,195	\$118,990
Average Principal Salary (Middle)	\$137,495	\$125,674
Average Principal Salary (High)	\$147,422	\$137,589
Superintendent Salary	\$236,000	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

In the last three years, the school's professional development emphasis continues to focus on providing effective instruction in the area of English Language Arts, Mathematics and English Language Development. Staff Development days, collaboration time, release days, formal training, and observations were dedicated to the on-going implementation of Reader's & Writer's Workshop structures and Big Ideas Mathematics. Our current site goal is to increase proficiency for our targeted significant groups in English Language Arts by 10 points and in Math by 17 points, as measured by CAASPP (CA Assessment of Student Performance & Progress) and the California School Dashboard. Our student achievement data reflects the phenomenon of the student achievement gap, however, we have made great strides towards the benchmark and met many of our SPSA goals.

To counteract this, teachers attended professional training on Direct Grammar instruction and worked with an onsite coach three years ago. During the prior two school years teachers continued to receive additional coaching support in Writer's & Reader's Workshop provided by West Coast Literacy. Last year we piloted a new ELD program in order to increase the reclassification rate of our English Language Learners and continue to use Leveled-Literacy Intervention (LLI) this year. As a site priority, lead teachers attended the Professional Learning Communities at Work Institute to help us build practices in being data-driven & responding to the intervention needs of students. We plan for more teachers to attend this year. In addition, some teachers also attended a One-Day Workshop titled "Strategies and Structures for Teaching Reading and Writing" in order to learn practical ways to differentiate instruction through conferences and small groups, and how to decide which teaching structure to use for which purpose.

District-based Professional Development Days are also provided each year. For the last three years, three days were offered in 2018-2019 and in 2017 - 2018. Three days will be offered in 2019-2020 as well.