

Newark Unified School District  
James A. Graham Elementary School  
01-61234-6001481

School Plan  
2008-09

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## School Site Council Membership

School James A. Graham Elementary School School Year 2008-09

*Education Code Section 64001(g)* requires that the School Plan be reviewed and updated at least annually, including expenditures of funds allocated to the site programs through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Milliken, Michael	[X]	[ ]	[ ]	[ ]	[ ]
Carpenter, Donna J.	[ ]	[X]	[ ]	[ ]	[ ]
Hiraga, Karen	[ ]	[X]	[ ]	[ ]	[ ]
Roa, Debra	[ ]	[X]	[ ]	[ ]	[ ]
Marzano, Teri	[ ]	[ ]	[X]	[ ]	[ ]
	[ ]	[ ]	[ ]	[X]	[ ]
Benavides, Cecilia	[ ]	[ ]	[ ]	[X]	[ ]
LaRoque, Sophie	[ ]	[ ]	[ ]	[X]	[ ]
Perez, Martha	[ ]	[ ]	[ ]	[X]	[ ]
Potenti, Mike	[ ]	[ ]	[ ]	[X]	[ ]
Williams, Virginia	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category</b>	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## **James A. Graham Elementary School School Information**

### **District Mission Statement**

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.

### **Introduction**

#### **School Mission**

It is our mission to provide students with a safe, respectful, and supportive environment while teaching students to become life-long learners, thinkers, communicators, and positive contributors to our society.

#### **School Vision**

Graham School will establish and implement a plan for school change that incorporates:

- Shared decision-making,
- Opportunities for ALL students to succeed,
- Parent, business and community involvement, and
- Professional development and continuous learning.

### **School Description**

Graham Elementary School is one of eight elementary schools in the Newark Unified School District. Students in Kindergarten through Third grade are taught in groups of no more than twenty students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant.

The school provides California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate continued academic progress, and this school is not under any state or federal sanction.

Graham school celebrates our diverse ethnic population of African-American, Asian, Hispanic, and White students. The school also provides specialized services to English Learners, struggling readers, and Students with Disabilities.

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

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.

### **Description of School Programs**

All students are provided the core curriculum through the use of state-adopted textbooks of Houghton Mifflin Reading, FOSS Science kits, and Scott Foresman Mathematics and Social Studies. Upper grade students have numerous opportunities for enrichment, including instrumental music and extracurricular sports for boys and girls. At-risk students are given additional help through small group interventions within the classroom. Identified students are given extra help from two Reading Specialists who instruct student groups for periods of 30 to 90 minutes. Our Resource Specialist Program teacher and Special Day Class teacher meet students' needs in our Special Education program. In addition, Graham's English Language Development Specialist meets with students in small groups to help with the acquisition of English.

## SUPPLEMENTARY PROGRAMS

### Title I

#### **Program Goal:**

To improve teaching and learning and to help low-achieving students meet the same challenging state content and performance standards that apply to all students.

During 2007-08, two part-time Reading Specialists provided small group instruction using state approved reading intervention materials to a significant percentage of Title I identified students. One specialist used Houghton-Mifflin materials for students in grades 1 to 3, and the other specialist used Scholastic's Read 180 program with students in grades 4 to 6.

In 2008-09, we will continue to employ two part-time Reading Specialists, using the above state-adopted programs to reach at-risk students in grades 1 through 6, with the majority of teacher time and resources devoted to students in grades 4 through 6.

### Title II Part A Teacher Quality

#### **Program Goal:**

To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment.

To increase student academic achievement by improving teacher quality.

To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind compliant.

During 2007-08, the Graham faculty focused on writing instruction using the Being a Writer program and vocabulary development through Guided Language Acquisition Design (GLAD). Six full days of training on GLAD strategies along with two release days for lesson planning allowed for each grade level team to become familiar with the new instructional strategies and meet with colleagues to implement them.

In 2008-09, the Graham faculty will continue to focus on differentiated instruction and standards-based instruction and assessment. Specifically, the faculty will continue its professional development focus on writing and vocabulary development through GLAD.

### Title II, Part D Enhancing Education Through Technology

#### **Program Goal:**

To provide funds for innovative initiatives to support the integration of educational technology into classrooms in order to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

During 2007-08, Graham students had access to a computer lab and a cluster of 8 computers in the Library. In addition, all classroom teachers received new PC workstations, we received over 20 donated computers from our community partners, including DeVry University, and we acquired 12 new computers for student use in primary grade classrooms. All classrooms have at least one computer to provide teachers with access to the Internet and e-mail.

In 2008-09, it is our intent to reallocate our computers to provide for 2 computers for student use in each classroom in addition to the computers in the library and computer lab.

### Title III (Limited English Proficient)

#### **Program Goal:**

To provide supplementary programs and services for LEP students and their families to enable students to meet grade level requirements.

To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.

During 2007-08, the English Language Development (ELD) Specialist, funded through Title III funds, provided services to identified Beginning and Early Intermediate students with the CELDT test. The Newcomer Program used the state-adopted curriculum Avenues and the teacher met with students in small groups to maximize student learning. In addition,

ELD assessment and instruction was supported by GLAD strategies in grades K-6 along with the Avenues program in grades K-3 and High Point in grades 5 and 6.

In 2008-09, Graham School will continue to fund its ELD teacher full time. In addition, the School Site Council will invest in professional development training in GLAD for Graham teachers new to the school and instructional supplies to support GLAD strategies with the goal of improved instruction for English Language Learners and all students at Graham School.

#### **Title IV Safe and Drug Free Schools**

**Program Goals:**

*To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.*

During 2007-08, the Drug Abuse Resistance Education (DARE) program was presented in a 12 week format to students in sixth grade. Graham teachers implemented Project Towards No Tobacco Use in fifth grade and one component of the Caring School Community program in grades kindergarten through six. In addition, Title IV funds supported the provision of a school t-shirt for all students to wear on Fridays, which promoted Graham's Right Choice program, encouraging students to make good decisions.

In 2008-09, Graham will maintain the use of Project Towards No Tobacco Use and Caring School Community. In fifth and sixth grade, we will implement the district's Comprehensive Sexuality Education program, which will cover lessons on goals and values in addition to physiology. Funding permitting, Graham will continue to provide school shirts to promote school spirit and good decision-making.

## Title V

### **Program Goal:**

To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.

To meet the needs of at-risk students.

During 2007-08, the school acquired over 30 additional computers to support students' use of educational technology.

In 2008-09, Graham will continue to expand computer clusters throughout campus and invest in technology for classroom instruction and student use.

### **English Language Learner Program**

#### **Program Goal:**

To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.

During 2007-08, students who were categorized in the Beginning and Early Intermediate level of the CELDT test could participate in the Newcomer Program. An English Language Development (ELD) Specialist worked with the students in small groups in a pull-out program and also in the classroom with the students. The ELD Specialist also collaborated with classroom teachers to discuss student progress and teaching strategies for meeting students' needs. Teachers in the regular classroom provided intervention time with small groups of students using the Avenues program in grades K-4. Teachers in grades 5 and 6 used the state-adopted High Point program to assess students. All teachers met the instructional needs of English Language Learners with the Houghton Mifflin ELD Handbook, Leap Frog materials, and the computer programs Let's Go! and Rosetta Stone.

In 2008-09, we will maintain the above system, continuing the ELD Specialist's time at 100%, and will look to expand our implementation of Guided Language Acquisition Design (GLAD).

### **Gifted and Talented Education Program (GATE)**

#### **Program Goal:**

To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents.

During 2007-08, identified GATE students in grades 4-6 were clustered together in one classroom at each grade level and matched with a teacher trained in GATE strategies.

For 2008-09, we will maintain the above system. Nearly all of our upper grade teachers are trained in GATE instructional strategies, and we will provide GATE training to the remaining teachers as funding is available.

### **Tobacco Use Prevention Education (TUPE)**

#### **Program Goal:**

To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop.

During 2007-08, we celebrated Red Ribbon Week, implemented Project Towards No Tobacco Use in the 5th grade, held a school-spirit rally and implemented a schoolwide positive reinforcement program (the Right Choice ticket program) emphasizing good decision-making for students. As part of this positive reinforcement program, we provided every student with a school T-shirt to wear on Fridays. The shirts emphasize good decision-making, which explicitly includes saying no to drugs and tobacco.

For 2008-09, we will maintain the programs above and purchase school T-shirts as funding allows.

### **Special Education Program**

#### **Program Goal:**

To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Graham School's Special Education department consists of one full time Special Day Class (SDC) teacher, one full time resource specialist, one part time speech pathologist, and one part time psychologist. Regular annual and triennial meetings are held to assess progress and determine goals for each individual student. Student Study Team (SST)

meetings are convened to determine strategies to enhance students' education and, when needed, eligibility for special education services.

During 2007-08, the Resource program was provided with an additional 3 computers to support instructional differentiation and students' needs. The SDC teacher and resource teacher were both provided materials and training for the Language! program for English Language Arts.

In 2008-09, we will continue to deepen our understanding and implementation of the Language! program. Educational technology will be purchased as needed.

### **School Improvement Program (SIP)**

**Program Goal:**

To meet the educational needs of all students, including student achievement and improved environment.

To support and sustain high quality professional development.

During 2007-08, the Office Clerk was funded an additional 40 minutes a day to focus on improved student attendance for all students and to manage our positive recognition programs, including the Right ChoiceTicket program and 4 monthly awards for students in each classroom. A program secretary was funded for 22.5 hours a week to facilitate more communication and involvement with Graham parents and families. A Library Aide was funded with an additional hour and 15 minutes a day to provide students with increased access to the library. In addition, the two part time reading specialists were supported with SIP funds. Lastly, SIP funds supported additional photocopying access for teachers and technical support for the READ 180 program.

For 2008-09, we will be making some reductions in the above programs and services to stay within our projected budget. We will continue having two part-time reading specialists, the Library Aide will be funded approximately an additional hour per day, and a program secretary will be funded for 13.5 hours per week to support our students, parents, and staff. In addition, we will use SIP funds to provide for additional photocopying access for teachers and READ 180 technical support.

### **Other Programs Specific to your site that fund any action plans/objectives**

**Program Goal:**

**Newark Unified School District**  
 School Demographic, Accountability  
 Achievement and Safety Information

**SCHOOL DEMOGRAPHIC DATA**

<b>ENROLLMENT</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Total Enrollment (CBEDS)	542	516	490	504
% African American	5%	6%	5%	6.5%
% Asian	7%	7.0%	6.12%	7.5%
% Filipino	10%	8.9%	9%	8.1%
% Hispanic	58%	62%	58%	59.7%
% Pacific Islander	1%	1.0%	1.43%	1.4%
% White	13%	15%	18%	15.3%
% Free/Reduced Lunch	54%	52%	56%	55.5%
% English Language Learners	41%	41%	48%	50%
% Initially or Redesignated Fluent	17%	16%	14%	10%
# Redesignated Fluent by Year	13	12	9	16
% Special Education Services	10%	7%	9%	9.48%
% Mobility (New to School Site, Not K)	%	%	%	%

<b>NO CHILD LEFT BEHIND COMPLIANCE</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
% of Classes Taught by NCLB Highly Qualified Teachers	100.0 %	100 %	100%

<b>ENGLISH LEARNERS by FLUENCY</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Total Number of EL Students	205	214	224	196
# Advanced	17	15	9	8
# Early Advanced	64	67	56	58
# Intermediate	80	87	91	83
# Early Intermediate	29	26	42	36
# Beginner	15	19	26	11

<b>ATTENDANCE</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006 - 2007</b>	<b>2007 - 2008</b>
Cumulative Average Daily Attendance	95%	95.17%	96.06%	
Total Identified Truants	112	143	100	

**SCHOOL ACCOUNTABILITY DATA**

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
<b>English-Language Arts</b>									
Schoolwide	100	30.0	Yes	100	40.4	Yes	100	33.1	Yes
Hispanic	100	27.5	Yes	100	35.6	Yes	100	23.5	Yes
White	100	33.9	Yes	100	52.7	Yes	100	51.7	Yes
English Learners	100	23.2	Yes	100	32.7	Yes	100	22.0	Yes
Socioeconomically Disadvantaged	100	22.3	Yes	100	32.3	Yes	100	26.3	Yes

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
<b>Mathematics</b>									
Schoolwide	99	43.9	Yes	100	52.5	Yes	100	43.8	Yes
Hispanic	100	40.5	Yes	100	46.9	Yes	100	34.7	Yes
White	100	46.8	Yes	100	56.4	Yes	100	60.0	Yes
English Learners	100	41.7	Yes	100	46.8	Yes	99	30.7	Yes
Socioeconomically Disadvantaged	100	40.5	Yes	100	43.8	Yes	100	36.3	Yes

**SCHOOL ACCOUNTABILITY DATA  
(Continued)**

ACADEMIC PERFORMANCE INDEX (API)	2004 - 2005				2005 - 2006				2006-2007			
	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T
Schoolwide	695	728	33	Yes	728	747	19	Yes	750	722	-28	No
Hispanic	670	708	38	Yes	708	730	22	Yes	730	678	-52	No
White	738	759	21	Yes	759	761	2	No	759	798	39	Yes
Sociologically Disadvantaged	659	702	43	Yes	702	717	15	Yes	718	686	-32	No
English Learners	-	-	-	-	710	728	18	Yes	726	680	-46	No

## SCHOOL ACHIEVEMENT DATA

### California Standards Test (CST) Proficiency Levels - English Language Arts % of Students at the Following Levels of Performance

ELA	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	Proficient or Above	28.0	51.0	38.0	18.0	25.0	24.0	35.0	48.0	33.0	33.0	26.0	37.0	29.0	37.0
Advanced	3	18	7	3	3	10	8	13	7	8	4	13	7	7	5
Proficient	25	33	31	15	22	14	27	35	26	25	22	24	22	30	26
Basic	34	29	19	43	40	48	45	26	39	48	37	35	49	47	42
Below Basic	29	14	26	27	22	19	14	13	16	9	23	9	15	10	18
Far Below Basic	8	8	17	12	12	9	7	13	11	9	13	19	6	6	9

### California Standards Test (CST) Proficiency Levels - Mathematics % of Students at the Following Levels of Performance

MATH	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	Proficient or Above	35.0	59.0	40.0	58.0	57.0	50.0	51.0	50.0	46.0	34.0	42.0	46.0	39.0	48.0
Advanced	15	26	11	23	21	28	16	13	16	9	10	22	10	12	10
Proficient	20	33	29	35	36	22	35	37	30	25	32	24	29	36	26
Basic	29	23	24	20	31	33	28	24	33	29	24	24	34	30	38
Below Basic	34	15	30	22	12	16	20	24	21	25	22	19	22	19	19
Far Below Basic	2	4	6	0	0	1	1	2	0	11	11	11	5	2	8

### California Standards Test (CST) Proficiency Levels - Science % of Students at the Following Levels of Performance

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	20.0	18.0	37.0
Advanced	0	1	13
Proficient	20	17	24
Basic	53	41	37
Below Basic	21	30	13
Far Below Basic	7	11	13

**SCHOOL ACHIEVEMENT DATA**  
(Continued)

**California Standards Test (CST) Proficiency Level – By Subgroup**  
**% of Students Proficient or Above**

<b>ENGLISH-LANGUAGE ARTS</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006-2007</b>
All Students	30.0%	40.2%	33.1%
% English Learners	23.2%	32.7%	22.0%
% Economically Disadvantaged	22.3%	32.2%	26.3%
% Students with Disabilities	10.3%	16.7%	10.8%
% African American	22.7%	37.5%	28.6%
% Asian	37.9%	53.6%	50.0%
% Hispanic	27.5%	36.4%	23.5%
% White	33.9%	52.7%	51.7%

<b>MATHEMATICS</b>	<b>2004 - 2005</b>	<b>2005 - 2006</b>	<b>2006-2007</b>
All Students	43.9%	52.8%	43.8%
% English Learners	41.7%	46.8%	30.7%
% Economically Disadvantaged	40.5%	44.1%	36.3%
% Students with Disabilities	13.8%	33.3%	16.2%
% African American	40.9%	45.8%	33.3%
% Asian	51.7%	71.4%	75.0%
% Hispanic	40.5%	47.2%	34.7%
% White	48.8%	56.4%	60.0%

## SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
<b>Suspensions By Offense/Education Code</b>				
48900 (a.1) Caused/Threatened/Attempted Injury	22	3	23	16
48900 (a.2) Willfully used force or violence	2	14		32
48900 (b) Possess/Sale/Furnish Dangerous Object	3	1	2	1
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property	1	4	2	3
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity	5	2	1	
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority	10	15	4	7
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm		1		
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)	4			
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment	2			
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
<b>Total # of Annual Suspensions</b>	49	41	32	59

**EXPULSIONS**

School	2003-2004	2004-2005	2005-2006	2006-2007
<b>Total # of Annual Expulsions</b>				
48900 (a) Caused/Threatened/Attempted Injury				
48900 (a.2) Willfully used force or violence				
48900 (b) Possess/Sale/Furnish Dangerous Object				
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property				
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity				
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority				
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm				
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)				
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
<b>Total # of Annual Expulsions</b>	0	0	0	0

<b>HEALTHY KIDS SURVEY (DISTRICTWIDE)*</b>	<b>2003 - 2004</b>	<b>2005 - 2006</b>	<b>2007-2008</b>
Percentage of Grade 5 Students Taking Survey	60%*	51%	69%
% Reported Feeling Bullied at School	46%*	43%	14%
% Reported Feeling Very Safe at School	60%*	61%	59%

# Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>READING</b>							
Extremely		86	28.96%	89	28.34%	93	29.43%
Very		146	49.16%	153	48.73%	144	45.57%
Somewhat		47	15.82%	66	21.02%	48	15.19%
Not At All		2	0.67%	1	0.32%	0	0%
Don't Know/Not Enrolled		3	1.01%	0	0%	3	.95%
(Not Answered)		13	4.38%	5	1.59%	28	8.86%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
<b>WRITING</b>							
Extremely		70	23.57%	82	26.03%	86	27.48%
Very		136	45.79%	144	45.71%	146	46.65%
Somewhat		72	24.24%	73	23.17%	48	15.34%
Not At All		2	0.67%	5	1.59%	2	.64%
Don't Know/Not Enrolled		0	0%	1	0.32%	3	.96%
(Not Answered)		17	5.72%	10	3.17%	28	8.95%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>313</b>	<b>100%</b>
<b>MATHEMATICS</b>							
Extremely		80	27.03%	103	32.91%	104	33.02%
Very		133	44.93%	141	45.05%	127	40.32%
Somewhat		56	18.92%	51	16.29%	46	14.60%
Not At All		6	2.03%	7	2.22%	1	.32%
Don't Know/Not Enrolled		0	0%	0	0%	4	1.27%
(Not Answered)		21	7.09%	11	3.51%	33	10.48%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>313</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>HISTORY/SOCIAL SCIENCE</b>							
Extremely		56	18.92%	67	21.27%	78	24.68%
Very		134	45.27%	144	45.71%	138	43.67%
Somewhat		70	23.65%	76	24.13%	57	18.04%
Not At All		5	1.69%	7	2.22%	2	.63%
Don't Know/Not Enrolled		4	1.35%	12	3.81%	11	3.48%
(Not Answered)		27	9.12%	9	2.86%	30	9.49%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
<b>SCIENCE</b>							
Extremely		48	16.22%	75	23.89%	75	23.89%
Very		145	48.99%	133	42.36%	143	45.54%
Somewhat		49	16.55%	79	25.36%	51	16.24%
Not At All		6	2.03%	3	0.96%	4	1.27%
Don't Know/Not Enrolled		12	4.05%	7	2.23%	9	2.87%
(Not Answered)		36	12.16%	17	5.41%	32	10.19%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>PHYSICAL EDUCATION/HEALTH</b>							
Extremely		59	19.93%	85	27.24%	92	29.39%
Very		140	47.30%	139	44.55%	127	40.58%
Somewhat		50	16.89%	52	16.67%	41	13.10%
Not At All		7	2.36%	7	2.24%	4	1.28%
Don't Know/Not Enrolled		9	3.04%	9	2.88%	14	4.47%
(Not Answered)		31	10.47%	20	6.41%	35	11.18%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>312</b>	<b>100%</b>	<b>313</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>LIBRARY SERVICES</b>							
Extremely		65	22.03%	93	29.71%	96	30.57%
Very		140	47.46%	129	41.21%	135	42.99%
Somewhat		52	17.63%	51	16.29%	34	10.83%
Not At All		4	1.36%	7	2.24%	3	.96%
Don't Know/Not Enrolled		4	1.36%	7	2.24%	10	3.18%
(Not Answered)		30	10.17%	26	8.31%	36	11.46%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>313</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>USE OF ART IN THE CURRICULUM</b>							
Extremely		30	10.14%	52	16.56%	44	14.01%
Very		87	29.39%	105	33.44%	100	31.85%
Somewhat		77	26.01%	68	21.66%	62	19.75%
Not At All		25	8.45%	18	5.73%	15	4.78%
Don't Know/Not Enrolled		28	9.46%	28	8.92%	29	9.24%
(Not Answered)		49	16.55%	43	13.69%	64	20.38%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>GRADE 4-6 INSTRUMENTAL MUSIC</b>							
<b>(Answer only if your child participates in this program.)</b>							
Extremely		14	4.73%	18	5.73%	16	5.10%
Very		12	4.05%	12	3.82%	16	5.10%
Somewhat		10	3.38%	20	6.37%	18	5.73%
Not At All		11	3.72%	15	4.78%	10	3.18%
Don't Know/Not Enrolled		55	18.58%	67	21.34%	71	22.61%
(Not Answered)		194	65.54%	182	57.96%	183	58.28%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>SPECIAL EDUCATION</b> (Answer only if your child participates in this program.)							
Extremely		12	4.04%	16	5.08%	14	4.44%
Very		18	6.06%	19	6.03%	14	4.44%
Somewhat		11	3.70%	5	1.59%	5	1.59%
Not At All		5	1.68%	12	3.81%	7	2.22%
Don't Know/Not Enrolled		45	15.15%	64	20.32%	70	22.22%
(Not Answered)		206	69.36%	199	63.17%	205	65.08%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>PROGRAM FOR ENGLISH LEARNERS</b> (Answer only if your child participates in this program.)							
Extremely		15	5.05%	17	5.40%	26	8.28%
Very		20	6.73%	28	8.89%	23	7.32%
Somewhat		8	2.69%	12	3.81%	9	2.87%
Not At All		4	1.35%	10	3.17%	1	.32%
Don't Know/Not Enrolled		45	15.15%	65	20.63%	63	20.06%
(Not Answered)		205	69.02%	183	58.10%	192	61.15%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>TITLE I PROGRAM</b> (Answer only if your child participates in this program.)							
Extremely		9	3.03%	13	4.13%	12	3.81%
Very		12	4.04%	9	2.86%	7	2.22%
Somewhat		8	2.69%	5	1.59%	2	.63%
Not At All		2	0.67%	9	2.86%	4	1.27%
Don't Know/Not Enrolled		52	17.51%	66	20.95%	66	20.95%
(Not Answered)		214	72.05%	213	67.62%	224	71.11%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>GATE</b> (Answer only if your child participates in this program.)							
Extremely		9	3.03%	18	5.73%	11	3.50%
Very		18	6.06%	9	2.87%	13	4.14%
Somewhat		10	3.37%	8	2.55%	3	.96%
Not At All		4	1.35%	11	3.50%	2	.64%
Don't Know/Not Enrolled		53	17.85%	64	20.38%	66	21.02%
(Not Answered)		203	68.35%	204	64.97%	219	69.75%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>D.A.R.E.</b> (Drug Awareness Resistance Education)							
Extremely		84	28.28%	90	28.66%	62	19.75%
Very		56	18.86%	67	21.34%	53	16.88%
Somewhat		19	6.40%	22	7.01%	13	4.14%
Not At All		6	2.02%	8	2.55%	1	.32%
Don't Know/Not Enrolled		24	8.08%	20	6.37%	46	14.65%
(Not Answered)		108	36.36%	107	34.08%	139	44.27%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.</b>							
Strongly Agree		58	19.73%	100	31.85%	92	29.30%
Agree		174	59.18%	153	48.73%	150	47.77%
Disagree		14	4.76%	16	5.10%	18	5.73%
Strongly Disagree		4	1.36%	6	1.91%	2	.64%
No Opinion		29	9.86%	13	4.14%	19	6.05%
(Not Answered)		15	5.10%	26	8.28%	33	10.51%
<b>TOTAL RESPONSES</b>		<b>294</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

		2005-2006		2006-2006		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>I am informed on the NUSD Promotion and Retention Criteria.</b>							
Strongly Agree		43	14.53%	68	21.79%	80	25.40%
Agree		133	44.93%	137	43.91%	128	40.63%
Disagree		24	8.11%	26	8.33%	24	7.62%
Strongly Disagree		15	5.07%	8	2.56%	4	1.27%
No Opinion		46	15.54%	38	12.18%	34	10.79%
(Not Answered)		35	11.82%	35	11.22%	45	14.29%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>312</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.</b>							
Strongly Agree		139	47.12%	175	55.91%	173	54.75%
Agree		127	43.05%	105	33.55%	99	31.33%
Disagree		4	1.36%	3	0.96%	3	.95%
Strongly Disagree		3	1.02%	5	1.60%	2	.63%
No Opinion		3	1.02%	1	0.32%	5	1.58%
(Not Answered)		19	6.44%	24	7.67%	34	10.76%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>313</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
<b>I am kept informed about school program and upcoming events.</b>							
Strongly Agree		107	36.15%	159	50.48%	155	49.21%
Agree		154	52.03%	115	36.51%	119	37.78%
Disagree		8	2.70%	8	2.54%	7	2.22%
Strongly Disagree		2	0.68%	5	1.59%	1	.32%
No Opinion		6	2.03%	1	0.32%	3	.95%
(Not Answered)		19	6.42%	27	8.57%	30	9.52%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.</b>							
Strongly Agree		105	35.59%	152	48.41%	146	46.50%
Agree		124	42.03%	104	33.12%	103	32.80%
Disagree		6	2.03%	7	2.23%	7	2.23%
Strongly Disagree		1	0.34%	3	0.96%	4	1.27%
No Opinion		37	12.54%	15	4.78%	22	7.01%
(Not Answered)		22	7.46%	33	10.51%	32	10.19%
<b>TOTAL RESPONSES</b>		<b>195</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>My child's teacher is available/accessible, returns my calls and answers my questions or concerns.</b>							
Strongly Agree		139	46.96%	184	58.41%	171	54.46%
Agree		129	43.58%	90	28.57%	99	31.53%
Disagree		3	1.01%	3	0.95%	3	.96%
Strongly Disagree		2	0.68%	1	0.32%	2	.64%
No Opinion		6	2.03%	4	1.27%	6	1.91%
(Not Answered)		17	5.74%	33	10.48%	33	10.51%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>My school informs me of opportunities for me to volunteer at school.</b>							
Strongly Agree		95	32.09%	146	46.50%	117	37.26%
Agree		152	51.35%	112	35.67%	138	43.95%
Disagree		14	4.73%	11	3.50%	14	4.46%
Strongly Disagree		3	1.01%	4	1.27%	2	.64%
No Opinion		9	3.04%	8	2.55%	7	2.23%
(Not Answered)		23	7.77%	33	10.51%	36	11.46%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>My child's school provides me with information about how I can support my child's learning at home.</b>							
Strongly Agree		113	38.05%	158	50.32%	144	45.71%
Agree		133	44.78%	110	35.03%	115	36.51%
Disagree		11	3.70%	7	2.23%	12	3.81%
Strongly Disagree		3	1.01%	2	0.64%	2	.63%
No Opinion		5	1.68%	4	1.27%	6	1.90%
(Not Answered)		32	10.77%	33	10.51%	36	11.43%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>I am informed of the NUSD Homework Policy.</b>							
Strongly Agree		71	23.91%	114	36.31%	106	34.08%
Agree		139	46.80%	99	31.53%	114	36.66%
Disagree		19	6.40%	17	5.41%	16	5.14%
Strongly Disagree		1	0.34%	4	1.27%	5	1.61%
No Opinion		30	10.10%	30	9.55%	25	8.04%
(Not Answered)		37	12.46%	50	15.92%	45	14.47%
<b>TOTAL RESPONSES</b>		<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>311</b>	<b>100%</b>
<b>The homework assigned to my student is relevant to classroom instruction.</b>							
Strongly Agree		89	30.07%	141	44.76%	124	39.49%
Agree		168	56.76%	111	35.24%	136	43.31%
Disagree		4	1.35%	12	3.81%	6	1.91%
Strongly Disagree		3	1.01%	1	0.32%	1	.32%
No Opinion		6	2.03%	11	3.49%	7	2.23%
(Not Answered)		26	8.78%	39	12.38%	40	12.74%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.</b>							
Strongly Agree		51	17.29%	76	24.20%	81	25.88%
Agree		105	35.59%	103	32.80%	118	37.70%
Disagree		37	12.54%	33	10.51%	22	7.03%
Strongly Disagree		20	6.78%	15	4.78%	8	2.56%
No Opinion		45	15.25%	41	13.06%	39	12.46%
(Not Answered)		37	12.54%	46	14.65%	45	14.38%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>313</b>	<b>100%</b>
<b>School Climate: My child's school is a well-maintained facility.</b>							
Strongly Agree		73	24.75%	111	35.35%	118	37.46%
Agree		172	58.31%	136	43.31%	145	46.03%
Disagree		11	3.73%	15	4.78%	5	1.59%
Strongly Disagree		3	1.02%	2	0.64%	1	.32%
No Opinion		7	2.37%	10	3.18%	4	1.27%
(Not Answered)		29	9.83%	40	12.74%	42	13.33%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>School Climate: My child feels safe at school.</b>							
Strongly Agree		96	32.43%	117	37.14%	122	38.73%
Agree		152	51.35%	135	42.86%	134	42.54%
Disagree		10	3.38%	12	3.81%	7	2.22%
Strongly Disagree		5	1.69%	4	1.27%	2	.63%
No Opinion		4	1.35%	7	2.22%	9	2.86%
(Not Answered)		29	9.80%	40	12.70%	41	13.02%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
<b>School Climate: Students treat my student with respect and kindness.</b>							
Strongly Agree		57	19.32%	94	29.84%	84	26.58%
Agree		168	56.95%	134	42.54%	154	48.73%
Disagree		22	7.46%	25	7.94%	20	6.33%
Strongly Disagree		7	2.37%	6	1.90%	1	.32%
No Opinion		12	4.07%	11	3.49%	16	5.06%
(Not Answered)		29	9.83%	45	14.29%	41	12.97%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
<b>School Climate: Teachers and staff treat my student with respect and kindness.</b>							
Strongly Agree		115	38.85%	134	42.68%	147	46.52%
Agree		142	47.97%	120	38.22%	118	37.34%
Disagree		6	2.03%	5	1.59%	5	1.58%
Strongly Disagree		1	0.34%	1	0.32%	1	.32%
No Opinion		4	1.35%	8	2.55%	5	1.58%
(Not Answered)		28	9.46%	46	14.65%	40	12.66%
<b>TOTAL RESPONSES</b>		<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>	<b>316</b>	<b>100%</b>
<b>School Climate: Behavior standards/discipline are fairly and consistently applied.</b>							
Strongly Agree		90	30.51%	119	37.78%	117	37.03%
Agree		142	48.14%	120	38.10%	139	43.99%
Disagree		20	6.78%	13	4.13%	6	1.90%
Strongly Disagree		2	0.68%	6	1.90%	2	.63%
No Opinion		9	3.05%	12	3.81%	8	2.53%
(Not Answered)		32	10.85%	45	14.29%	44	13.92%
<b>TOTAL RESPONSES</b>		<b>295</b>	<b>100%</b>	<b>315</b>	<b>100%</b>	<b>316</b>	<b>100%</b>

## Analysis of Demographic and Accountability Summary of Information

### Demographic

#### Description of Data:

From 2005 to 2008, Graham Elementary School has experienced modest student attrition of approximately 8%, from a high of 542 students in 2005 to 504 in 2008. The racial and economic profile of the school population has remained stable over the last 3 years. For the fourth year in a row, all Graham teachers are considered "highly qualified" as defined by the No Child Left Behind act.

Graham's English Language Learner population has grown from 41% of the student body in 2004 to 50% in 2008. This translates into a current ELL population of 196 students. Interestingly, this is a decrease in the actual number of ELL students from past years. Over the last 3 years, the number of students at the advanced and early advanced levels of English proficiency has decreased from 81 to 64 students, the number of intermediate students has remained fairly constant, and the number of beginner and early intermediate students decreased last year from a total of 68 to a total of 47.

#### Conclusion:

While the overall number of students has declined in the last three years, the diversity of the school population has remained relatively stable, with the exception of a modest increase in the number of English Language Learners. The breakdown of students at different ELL proficiency levels is similar from 2007 to 2008, with a noticeable decline in students at the beginning and early intermediate levels. All Graham teachers are "highly qualified" per the NCLB criteria.

### Student Achievement Data

#### Description of Data:

##### NCLB—AYP

From 2005 to 2007, Graham students have met all of the Adequate Yearly Progress (AYP) criteria for NCLB in English Language Arts and Mathematics. Over this period of time, the percentage of students schoolwide scoring proficient or higher increased noticeably in 2006 and returned in 2007 to levels comparable to 2005. Most student subgroups follow this pattern as well, making increases in 2006, only to lose those gains in 2007.

##### API

In 2005, Graham earned a score of 728 on the Academic Performance Index (API), gaining 33 points from the previous year. In 2006, Graham earned a score of 747, gaining 19 points from the previous year. In 2007, Graham earned a 722, losing 28 points from the year before.

##### CST by Grade Level

In English Language Arts from 2005 to 2007, four of five grade levels made increases from 2005 to 2006, with modest decreases from 2006 to 2007, with 2007 still ending higher than 2005. The exception was fifth grade, which declined in 2006, but increased eleven percentage points in 2007. In Mathematics from 2005 to 2007, the percentages of proficient students has fluxuated, with 3 grade levels ending lower by an average of five percentage points and two grade levels increasing by an average of eight percentage points.

#### Conclusion:

Over the last three years, Graham's performance indicators suggest that the school has taken two steps forward and one step back. Despite some variation across grade levels, it appears that Graham's 2007 proficiency levels are much more similar to 2005 than 2006.

### Parent Surveys

#### Description of Data:

The parent survey has 30 response items. Twenty-five items are for the entire parent community, and 74% of parents marked one of the top two response categories (favorable responses) on these items. All of the items had at least 8% of respondents not marking an answer.

#### Conclusion:

Overall, parent perceptions of the school's instructional program, communication, and climate are increasingly positive. From 2006 to 2008, the percentage of parents marking one of the top two response categories (favorable responses) has remained consistent. Over this time, we have seen a slight increase in parents marking

no response, and a slight decrease in parents marking unfavorable responses. Over the 30 items, parents marked the bottom two response categories (less favorable responses) an average of 7.5% in 2008. The parents' responses on the five school climate items at the end of the survey were more positive in 2008 as compared to 2007, increasing an average of 3.4% in the top two response categories. Only 3% of parents marked one of the bottom two response categories on the climate items, suggesting that Graham school is making considerable progress in this area.

## Summary Areas Based Upon Analysis of Data

### **Overall Trends:**

From 2004 to 2007, the percentages of Graham students scoring proficient or above on the California Standards Test (CST) have fluctuated, with increases generally seen in 2005 and 2006 and a modest decrease in 2007.

### **Emerging Trends:**

One emerging trend is an increase in English Language Learners, up 9% since 2006. Also, the number of suspensions increased from 2006 to 2007, after two years of decreases.

### **These trends lead to the following conclusions:**

The above trends point to a need for continued focus on student achievement in ELA and Mathematics. Based upon the fluctuating scores for some subgroups over the three year period, efforts should be made to improve consistency in the instructional program so that all student subgroups continue to show improvement and meet the Adequate Yearly Progress targets of the No Child Left Behind act. In addition, while parent perceptions of school climate are extremely positive, the recent increase in suspensions indicates that a continued focus on school climate is justified.

### **Therefore the following goals and objectives are required: (Begin with objective 1, and continue numbering objectives as needed)**

#### **GOAL:**

All Graham Elementary School students will achieve proficiency on the California Standards Test in English Language Arts and Mathematics.

#### Objective 1:

Each grade level and all significant subgroups will demonstrate a three percentage point increase in students scoring proficient or higher in English Language Arts and meet the Adequate Yearly Progress targets of the No Child Left Behind Act as measured by the California Standards Test.

#### **GOAL:**

All Graham Elementary School students will achieve proficiency on the California Standards Test in English Language Arts and Mathematics.

#### Objective 2:

Each grade level and all significant subgroups will demonstrate a three percentage point increase in students scoring proficient or higher in Mathematics and meet the Adequate Yearly Progress targets of the No Child Left Behind Act as measured by the California Standards Test.

#### **GOAL:**

Graham Elementary will have a safe and respectful school community for all students, parents, and staff.

#### Objective 3:

To provide a nurturing environment that promotes the social, emotional, and physical health of every student to be demonstrated by an improvement in the combined top two responses of the school climate items on the Graham Parent Survey and a reduction in student suspensions by 10%.

## **Newark Unified School District District Goals**

### **STUDENT ACHIEVEMENT**

- 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year and every school makes their API growth targets.
- 1b. Ensure improved academic growth and achievement among students in all socio-economic, racial, ethnic and language groups as evidenced by aggregated and disaggregated student gains.
- 1c. Recruit, develop and retain a high quality workforce increasingly reflective of the diversity of our student population, as measured by profiles of district staff, employee certification, staff retention and district recruitment efforts.
- 1d. Ensure an optimal and successful multi-year WASC accreditation.

### **SAFE AND NURTURING ENVIRONMENT**

- 2a. Provide a nurturing educational environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors as evidenced by Federal, State, and Local reports.
- 2b. Provide expanded alternative school opportunities for students who require a different or differentiated learning environment, as measured by referrals and placements.

### **FINANCIAL STABILITY**

- 3a. Balance the budget revenues and expenditures as measured by the Unaudited Actual Budget Report period.
- 3b. Develop a three year business plan that is reflected in the budget. Prioritize funding to ensure success in reaching Goals 1 and 2.

### **COMMUNICATION**

- 4a. All written, verbal and interpersonal communication will be timely, clear, explicit, direct, professional and respectful among all constituents in the district learning community.

Approved by the Board of Education September 14, 2006

**Newark Unified School District  
ACTION PLAN  
2008-09**

James A. Graham Elementary School

Goal:  
All Graham Elementary School students will achieve proficiency on the California Standards Test in English Language Arts and Mathematics.

Objectives 1:  
Each grade level and all significant subgroups will demonstrate a three percentage point increase in students scoring proficient or higher in English Language Arts and meet the Adequate Yearly Progress targets of the No Child Left Behind Act as measured by the California Standards Test.

Board/District Goal(s) Addressed in Objective:

1 a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year.

1 b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains.

Why objective was selected and its relationship to school-wide trends?:

An analysis of data reveals that no more than 33.1% of all Graham students are scoring proficient or higher on the California Standards Tests in English Language Arts. Proficiency scores of English learners, students with economic disadvantages, and students with disabilities were 22%, 26.3%, and 10.8% respectively.

Activities to Meet Objective:

1.1 Ensure full implementation of Houghton-Mifflin.

1.2 As needed, upgrade the Read 180 curricular materials for students two or more years below grade level in grades 4-6.

1.3 Provide reading specialist support in grades 1-3 for students reading two years or less below grade level.

1.4 Provide at least 30 minutes of in-class intervention for students in grades 4-6 reading two years or less below grade level.

1.5 Continue the use of Guided Language Acquisition Design (GLAD) strategies, and develop one new GLAD unit per grade level.

1.6 Maintain school-wide focus on writing, and continue to implement the Developmental Studies Center's "Being a Writer" program.

1.7 Identify potential support materials and purchase where appropriate.

1.8 Explore and pursue a Young Author's Event for Graham students and families.

1.9 Explore and provide computer hardware and software to support ELA instruction, as funding is available.

1.10 Grade level teams will meet twice monthly to analyze student achievement data, including district and curriculum-embedded assessments, and develop action plans for the ongoing improvement of instruction in English Language Arts and English Language Development. These action plans will include analysis and specific strategies targeting English Language Learners and economically disadvantaged students.

1.11 Grade level teams will (1) use common templates for data analysis and action plans and (2) share documentation of grade level

Timeline:

1.1 08/08-06/09

1.2 08/08-06/09

1.3 08/08-06/09

1.4 08/08-06/09

1.5 08/08-06/09

1.6 08/08-06/09

1.7 08/08-06/09

1.8 08/08-06/09

1.9 08/08-06/09

1.10 08/08-06/09

1.11 08/08-06/09

1.12 08/08-06/09

1.13 08/08-06/09

1.14 08/08-06/09

team planning with the principal. The principal will (1) provide grade-level specific feedback, (2) use the grade-level plans to coordinate and plan schoolwide efforts.

1.12 Provide additional literacy support by extending the librarian's hours within the school day.

1.13 Provide extended day learning opportunities for students below grade level where possible.

1.14 Provide English language development (ELD) support through one full time ELD teacher

Method/Criteria to evaluate success in meeting the objective:

1.1 – 1.4 & 1.8

Academic Program Survey, Coaching Plans, Intervention Class Lists, Student Assessment Data

1.5

Daily Classroom Schedules, Teachers' Lesson Plans, Classroom Observation, Team Meeting Agendas and Minutes

1.6

Teachers' Lesson Plans, Scored Student Writing Samples, Classroom Observations

1.7 & 1.9

Team Meeting Agendas and Minutes; Staff Meeting Agendas and Minutes

1.10 & 1.11

Team Meeting Agendas and Minutes; Staff Meeting Agenda and Minutes; Academic Program Survey; Related Action Plans

1.12

Library Schedule, Student Assessment Data

1.13

Lesson Plans, Class Lists, Student Assessment Data

1.14

ELD teacher schedule, Student Assessment Data

Funding Source(s):

Title I; SIP; Title III; ELAP; SCE; Site Block Grant; Instructional Materials, Library Materials, and Educational Technology Grant

Responsible Staff:

Principal, Teachers, Reading and ELD Specialists, Leadership Committee

Date Approved by School Site Council      May 7, 2008

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<u>Goal:</u> All Graham Elementary School students will achieve proficiency on the California Standards Test in English Language Arts and Mathematics.	
<u>Objectives 2:</u> Each grade level and all significant subgroups will demonstrate a three percentage point increase in students scoring proficient or higher in Mathematics and meet the Adequate Yearly Progress targets of the No Child Left Behind act as measured by the California Standards Test.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1 a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth target each year.  1 b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> An analysis of data reveals that 43.8% of all students are scoring proficient or higher on the California Standards Tests in Mathematics. Proficiency rates of English learners, students with economic disadvantages, and students with disabilities were 30.7%, 36.3%, and 16.2% respectively.	
<u>Activities to Meet Objective:</u> 2.1 Ensure full implementation of Scott Foresman mathematics program.  2.2 Provide 15 minutes of in-class intervention for all students in grades K-6 who are performing below grade level.  2.3 If funding allows, offer an intervention program in mathematics either before or after school for students in grades 2-6 who have scored Below or Far Below Basic on the California Standards Test (or district equivalent for grade 2 students).  2.4 Identify potential supplemental materials, including software, and purchase where appropriate.  2.5 Grade level teams will meet twice monthly to analyze student achievement data, including district and curriculum-embedded assessments, and develop action plans for the ongoing improvement of instruction in mathematics. These action plans will include analysis and specific strategies targeting English language learners and economically disadvantaged students.  2.6 Grade level teams will (1) use common templates for data analysis and action plans and (2) share documentation of grade level team planning with the principal. The principal will (1) provide grade-level specific feedback and (2) use the grade-level plans to coordinate and plan schoolwide efforts	<u>Timeline:</u> 2.1 08/08-06/09  2.2 08/08-06/09  2.3 08/08-06/09  2.4 08/08-06/09  2.5 08/08-06/09  2.6 08/08-06/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 2.1-2.3 Academic Program Survey, Intervention Class Lists, Student Assessment Data  2.4 Team Meeting Agendas and Minutes; Staff Meeting Agendas and Minutes  2.5 & 2.6 Team Meeting Agendas and Minutes; Staff Meeting Agendas and Minutes; Action Plans	
<u>Funding Source(s):</u> Title II, Title III, SIP, Title V, School Site Block Grant	
<u>Responsible Staff:</u> Principal, Teachers	

Date Approved by School Site Council

May 7, 2008

Goal:

Graham Elementary School will provide a safe, caring, and respectful school community for all students, parents, and staff.

Objectives 3:

To provide a nurturing environment that promotes the social, emotional, and physical health of every student to be demonstrated by an improvement in the combined top two responses of the school climate items on the Graham Parent Survey and a reduction in student suspensions by 10%.

Board/District Goal(s) Addressed in Objective:

2a. Provide a nurturing environment that promotes the social, emotional, and physical health of every student as measured by improved student behaviors, the California Healthy Kids Survey, and the state-designated physical fitness tests.

Why objective was selected and its relationship to school-wide trends?:

Graham's suspension data shows a significant increase from 2006 to 2007. Currently, 75% of Graham parents agree or strongly agree that "students treat my student with respect and kindness."

Activities to Meet Objective:

3.1 Convene schoolwide climate advisory committee to focus on schoolwide disciplinary procedures, positive reinforcement opportunities, and community building activities.

3.2 Continue implementation of the Caring School Community program to build community within classes and throughout the school. This program includes anti-bullying lessons.

3.3 Provide tobacco use prevention through Red Ribbon Week activities, student T-shirts (as funding is available), and Project Towards No Tobacco Use.

3.4 Provide drug use prevention via the DARE program in grades K-6, as funding is available.

3.5 Increase parent involvement through monthly parent meetings with the principal.

3.6 Grade level teams will be encouraged and provided administrative support in offering voluntarily one parent engagement event (e.g., homework support strategies or math night) during 2007-08.

3.7 As approved by the School Site Council, provide student enrichment activities, including assemblies, extracurricular activities, and/or field trips.

3.8 In fifth and sixth grade, we will implement the district's Comprehensive Sexuality Education program, which will cover lessons on goals and values in addition to physiology.

Timeline:

3.1 08/08-06/09

3.2 08/08-06/09

3.3 08/08-06/09

3.4 08/08-06/09

3.5 08/08-06/09

3.6 08/08-06/09

3.7 08/08-06/09

3.8 08/08-06/09

Method/Criteria to evaluate success in meeting the objective:

3.1

Meeting Agendas and Minutes.

3.2

Teachers' Lesson Plans and Schedules, and Schoolwide Activities.

3.3

Assembly and/or Contest during Red Ribbon Week, Project Towards No Tobacco Use Lesson Plans.

3.4

DARE Schedule, Lesson Plans, and Certificates.

3.6 & 3.7

Agendas from Monthly Meetings, Written Notices of Outreach or Enrichment Events.

3.8

Teachers' Lesson Plans and Schedules.

Funding Source(s):

TUPE, Title IV, SIP, Safe and Drug Free Schools funds

Responsible Staff:

Principal, Climate Committee, and Teachers

Date Approved by School Site Council

May 7, 2008

**SCHOOL PLAN  
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING	*OTHER FUNDING
						SOURCE	SOURCE
	K-6	K-12	K-12	4 <sup>th</sup> -8 <sup>th</sup>	4 <sup>th</sup> -8 <sup>th</sup>	Library	Lottery
<b>Objective #</b>	1	1	1	3	1	1, 3	1, 2, 3
	Reading Teacher	ELD Teacher	Materials	Materials	Training	Books	Graphic Arts
<b>Object #</b>	1110	1110	4310	4310	1110, 1190, 1195, 5825	4200	5715
	\$25,000	\$71,689	\$5481	657	\$17,452	\$758	\$6,313

<b>Objective #</b>	1,3	1					
	Librarian	GLAD materials					
<b>Object #</b>	2205	4310					
	\$7,000	\$2,500					

<b>Objective #</b>	1,2,3	1, 3					
	Office Secretary	Train new teachers					
<b>Object #</b>	2430	1190, 1195, 5825					
	\$8,301	\$3,500					

<b>Objective #</b>							
<b>Object #</b>							

<b>Objective #</b>							
<b>Object #</b>							

<b>Objective #</b>							
<b>Object #</b>							

Total By Program	<b>\$40,077</b>	<b>\$77,689</b>	<b>\$5,481</b>	<b>\$657</b>	<b>\$17,452</b>	<b>\$758</b>	<b>\$6,313</b>
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\*IDENTIFY FUNDING SOURCE

**(Federal Funds)**

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING SOURCE
			EETT	LEP	SDFSC	Strategies	
	K-12	K-12	K-12	K-12	K-12	K-12	
<b>Objective #</b>	1, 3			1, 3	3		
	Reading Teachers			ELD Teacher	Materials & Supplies		
<b>Object #</b>	1110			1110	4310		
	\$49,434			\$18,430	\$1,034		

<b>Objective #</b>							
<b>Object #</b>							

<b>Objective #</b>	1						
<b>Object #</b>	4310						
	\$38						

<b>Objective #</b>							
<b>Object #</b>							

<b>Objective #</b>							
<b>Object #</b>							

<b>Objective #</b>							
<b>Object #</b>							

<b>Total By Program</b>	<b>\$49,434</b>			<b>\$18,430</b>	<b>\$1,034</b>		
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\*IDENTIFY FUNDING SOURCE

**Summary of Staff Development Areas of Focus  
2008-09**

**Overall Primary Focus Area(s):** For 2008-09: To implement differentiated instruction and to implement Guided Language Acquisition Design (GLAD) in more depth.

**Primary Focus Area:** GLAD

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Initial training for teachers new to Graham	Objectives #1, 2, and 3.
2. Significant portion of faculty and grade level meetings and available minimum days will be devoted to reviewing GLAD strategies and developing GLAD lessons and units.	Objectives #1, 2, and 3.
3.	
4.	
5.	

**Primary Focus Area:** Differentiated Instruction

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. At least one additional teacher attends GATE training for differentiation of instruction.	Objectives #1, 2, and 3.
2. Continued focus on differentiated instruction in grade level meetings and faculty meetings.	Objectives #1, 2, and 3.
3. At least one Graham representative will attend all professional development offered by the district and/or the special education department	Objectives #1, 2, and 3.
4.	
5.	

**Primary Focus Area:** Safe and Caring School Community

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Climate committee meetings to monitor and modify school climate initiatives. Teacher release time, as needed and as funding allows, to observe model schools.	Objective #3.
2. Provide professional development through the district to implement the NUSD Comprehensive Sexuality Education program in fifth and sixth grades.	Objective #3.
3.	
4.	
5.	

# Newark Unified School District Summary of Centralized Services

## Program Common to Most Schools, Including, Title II, Title III, Title IV, Title V

### Description of Services

#### Administration

Provide administrative support of schools:

- Monitoring schools for compliance
- Development and monitoring of budgets
- Allocating funds
- Working with district committees to provide assistance and coordination to school sites
- Participating on county and state committees to support and coordinate school programs (e.g., Goals 2000, Federal and State program networks)
- Implementing District Board Goals

#### Planning/Evaluation

Provide schools with assistance in the development of schools including:

- Development of instruments and forms
- Processing of surveys and test results
- Interpreting of survey and test results including analysis of standardized testing/content standards
- Reviewing school plans for compliance and quality of program
- Monitoring schools for program effectiveness
- Conducting evaluation of program at the district and school level for effectiveness
- Facilitate personnel assignments for all site level reviews
- Development of district application for funding
- Completion of annual reports

#### Implementation

- Process all funded personnel
- Monitor and revise all school budgets, plans, and time use of multi-funded personnel
- Provide on-site assistance to schools for implementation of planned activities
- Facilitate committee process /decisions related to annual program proposal guidelines
- Process all proposals

#### Staff Development

- Coordinate the processing of all travel/conference/materials requests
- Provide training to School Site Council members on roles and responsibilities
- Provide training in CCR and WASC processes and plan development and/or improvement
- Provide curriculum support for schools through on-site visitations and staff development in use of newly adopted instructional materials

#### Parent Involvement

- Provide parent education training by request
- Provide assistance to sites including parent involvement activities within their school plans and implementation of district parent involvement policy
- Provide District parent surveys, including coordination and reporting

# Newark Unified School District Summary of Centralized Services

## Title I Centralized Services

Description of Services:

### Administration

- Coordinate the delivery of services to students
- Implement Board Goals and guidelines for program compliance as mandated by No Child Left Behind

### Planning/Evaluation

- Provide support for development and review of school plans
- Prepare reports
- Provide Title I eligibility list and review/revise criteria as needed
- Conduct periodic review of programs to ensure quality and effectiveness of Title I program

### Implementation

- Assist schools in the identification of program participants
- Monitor student attendance and progress in extended day programs (elementary and middle schools)

### Staff Development

- Coordinate staff development activities based on district/site needs assessment
- Provide staff training to ensure that teachers and paraprofessionals are No Child Left Behind compliant

### Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

# Newark Unified School District Summary of Centralized Services

## EIA-ELL Centralized Services

### Description of Services

#### Administration

- Coordinate delivery of services to students
- Develop English Language Learner Master Plan
- Support the implementation of effective ELL (English Language Learner) programs
- Coordinate administration of California English Language Development Test

#### Planning/Evaluation

- Provide clerical support for compliance and quality of program
- Revise of school and district plans
- Conduct evaluation of programs at the district and school level for effectiveness
- Prepare individual student profiles and required state reporting procedures
- Conduct on-site visitations to review programs and facilitate personnel assignment

#### Implementation

- Coordinate the delivery of support services for Second Language Learners
- Provide sources for translation as necessary of all required information
- Seek and coordinate additional funds for extended day opportunities
- Monitor equal access to content standards for English learners

#### Staff Development

- Coordinate staff development days
- Provide staff training on site as required in English Language Development
- Provide ELL education regarding ELD standards and other requirements
- Provide Diversity Training
- Provide curriculum and technical support for classified personnel

#### Parent Involvement

- Facilitate parent participation in local and state-wide conferences
- Provide assistance and training to English Language Learner Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC)



## Appendix

Additional Assessment (if applicable)

- WASC/Focus on Learning
- Site Technology Plan
- Site Homework Policy
- Site Parent Involvement Policy

**Appendix A  
WASC**

***Not Applicable***

## **Appendix B Technology Plan**

# Site Technology Plan for Graham Elementary School

## **Current Availability of Technology at the Site:**

Graham currently has approximately 100 computers: 25 in the computer lab, 8 in the library, 7 in our reading intervention classroom, 1-2 computers in every classroom, and a computer for each administrative staff member and specialist. The school also has one digital camera.

## **Current Use of Technology for Learning and Management:**

Currently, computers are used for:

- E-mail
- Internet research (students and staff)
- Word processing (students and staff)
- English Language Development instruction (primarily in the computer lab and library)
- Accounting and budgeting
- Science instruction (primarily in the science lab and 6<sup>th</sup> grade classrooms)

## **Use of Technology for Curriculum and Instruction**

### **Goal(s):**

Increase the number of teachers and students utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

### **Benchmarks:**

By June 30, 2009, 95% of teachers and students will be utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

**Implementation Plan:**

We will support the development of teacher use of technology by purchasing LCD projectors and document cameras, providing teachers with support to encourage the use of technology to improving teaching and learning.

**Monitoring and Evaluation Criteria and Process:**

We will use receipts, meeting agendas, technology survey results, and teacher reports through grade level team meetings and leadership meetings to evaluate our progress.

## Teachers' and Administrators' Personal Technology Skills

**Goal(s):**

Teachers and administrators will acquire necessary personal technology competencies.

**Benchmarks:**

By June 30, 2009, 85% of teachers and administrative staff will indicate that they are at the Proficient skill level in general computer knowledge and skills, Internet, email and presentation software skills.

**Implementation Plan:**

- Ask staff to complete Technology Assessment Profiles.
- Identify areas of need in technology use.
- Hold at least 2 technology-oriented professional development sessions in 2008-09.
- Identify additional professional development resources both internal and external to the district.

**Monitoring and Evaluation Criteria and Process:**

We will use the staff's 2008 Technology Assessment Profiles, meeting agendas, staff feedback, and the 2009 Technology Assessment Profiles to evaluate our progress.

## Goals for Infrastructure Development and Hardware

We plan to distribute donated computers to grades K-3, redistribute computer lab computers to upper grade classrooms, put Sunray computers in the computer lab, and purchase presentation hardware, including LCD projectors and document cameras, for teachers to use.

## Funding Source to Implement Site Technology Plan

School Site Block Grant

### Professional Development

- Presentation/display technology, including LCD projectors and document cameras.
- Using the computer and Internet to support GLAD strategies.
- Additional software and topics as needed.

**Appendix C**  
**Homework Policy**  
***Not Available***

**Appendix D**  
**Parent Involvement Policy**

# Graham School Policy for Parent Involvement\*

## in the Education of Their Children

Graham School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct.

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Graham School believes that the education of its students is a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed in school.

Parental involvement, as described in this policy, shall be developed with the assistance of parents, agreed to by parents, incorporated into the school plan, reviewed and updated annually by parents, and made available to the local community.

\* = Parent involvement refers to the efforts of any caregiver who has responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

### Parental Involvement – General Information

- An annual meeting, which all parents are encouraged to attend, shall be held in October at a time and date which is convenient for the parent community. The written notice shall be in English and Spanish (and any other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. In addition, parents will receive specific information about the Title I program participants and program implementation. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Academic Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

## Shared Responsibilities

The school staff and parents shall jointly develop a home-school compact that explains how parents, students, and school staff will share responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed.

The **compact** shall:

- Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school to work as learners.

## Building Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and community that will improve student achievement the **school** shall:

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
  - State Content Standards and achievement goals all students are expected to meet.
  - The requirements of Title I.
  - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
  - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
  - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

These informational meetings will include the following at minimum:

- Informal parent meetings, publicized and available to all parents, with the principal on a monthly basis (typically the second Wednesday of each month). These meetings will include the following topics: State Standards, STAR testing and reporting, homework, academic support strategies, community/parent center resources, and upcoming opportunities for parent involvement.
- At least one Title I meeting annually, to include Title I services and requirements, STAR testing, school performance, homework strategies, and opportunities for parent involvement.
- Back to School Night, which will include an informational presentation to all parents from the principal on September 18, 2008. Topics to include State Content Standards, homework support, and school performance.
- A literacy night to be held in December 2008.
- Homework and academic support meetings, by individual grade level teams, during the first two trimesters of the school year.
- Family Science Night, held in February or March, 2008.
- Open House, which will include an informational presentation to all parents from the principal on April 30, 2009. Topics to include STAR testing and how parents can support their students.

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
  - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
  - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
  - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
  - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.
  
3. To further the goal of effective parent involvement, **school staff** will:
  - Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement.
  - Work with and support the PTA for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
  - Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and Title I Advisory Committee.
  - Form alliances with community-based agencies (such as the Tri-City Health Center) and businesses outside of the school to connect families, in need of assistance, to appropriate services.
  - Provide other support and services as required by parents.

## Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent required and practical) that parents understand.

## **Appendix E Parent Survey**

# Graham Parent Survey Results

How effective is this school in meeting the individual needs of your child in the following academic areas?

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>READING</b>						
Extremely	99	26.47%%	86	28.96%	89	28.34%
Very	169	45.19%%	146	49.16%	153	48.73%
Somewhat	73	19.52%%	47	15.82%	66	21.02%
Not At All	8	2.14%%	2	0.67%	1	.32%
Don't Know/Not Enrolled (Not Answered)	3	.80%	3	1.01%	0	0%
	22	5.88%%	13	4.38%	5	1.59%
<b>TOTAL RESPONSES</b>	<b>374</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>WRITING</b>						
Extremely	86	22.93%	70	23.57%	82	26.03%
Very	152	40.53%	136	45.79%	144	45.71%
Somewhat	85	22.67%	72	24.24%	73	23.17%
Not At All	12	3.20%	2	0.67%	5	1.59%
Don't Know/Not Enrolled (Not Answered)	5	1.33%	0	0%	1	.32%
	35	9.33%%	17	5.72%	10	3.17%
<b>TOTAL RESPONSES</b>	<b>375</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>MATHEMATICS</b>						
Extremely	94	25.00%	80	27.03%	103	32.91%
Very	161	42.82%	133	44.93%	141	45.05%
Somewhat	61	16.22%	56	18.92%	51	16.29%
Not At All	16	4.26%	6	2.03%	7	2.22%
Don't Know/Not Enrolled (Not Answered)	4	1.06%	0	0%	0	0%
	40	10.64%	21	7.09%	11	3.51%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>313</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>HISTORY/SOCIAL SCIENCE</b>						
Extremely	58	15.34%	56	18.92%	67	21.27%
Very	161	42.59%	134	45.27%	144	45.71%
Somewhat	81	21.43%	70	23.65%	76	24.13%
Not At All	9	2.38%	5	1.69%	7	2.22%
Don't Know/Not Enrolled (Not Answered)	15 54	3.97% 14.29%	4 27	1.35% 9.12%	12 9	3.81% 2.86%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>
<b>SCIENCE</b>						
Extremely	73	19.41%	48	16.22%	75	23.89%
Very	161	42.82%	145	48.99%	133	42.36%
Somewhat	82	21.81%	49	16.55%	79	25.26%
Not At All	9	2.39%	6	2.03%	3	.96%
Don't know/Not enrolled (Not Answered)	7 44	1.86% 11.70%	12 36	4.05% 12.16%	7 17	2.23% 5.41%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>
<b>PHYSICAL EDUCATION/HEALTH</b>						
Extremely	95	25.20%	59	19.93%	85	27.24%
Very	142	37.67%	140	47.30%	139	44.55%
Somewhat	74	19.63%	50	16.89%	52	16.67%
Not At All	9	2.39%	7	2.36%	7	2.24%
Don't know/Not enrolled (Not Answered)	13 44	3.45% 11.67%	9 31	3.04% 10.47%	9 20	2.88% 6.41%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>312</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>LIBRARY SERVICES</b>						
Extremely	91	24.27%	65	22.03%	93	29.71%
Very	136	36.27%	140	47.46%	129	41.21%
Somewhat	69	18.40%	52	17.63%	51	16.29%
Not At All	16	4.27%	4	1.36%	7	2.24%
Don't Know/Not Enrolled	17	4.53%	4	1.36%	7	2.24%
(Not Answered)	46	12.27%	30	10.17%	26	8.31%
<b>TOTAL RESPONSES</b>	<b>375</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>313</b>	<b>100%</b>

**USE OF ART IN THE CURRICULUM**

Extremely	54	14.32%	30	10.14%	52	16.56%
Very	100	26.53%	87	29.39%	105	33.44%
Somewhat	82	21.75%	77	26.01%	68	21.66%
Not At All	25	6.63%	25	8.45%	18	5.73%
Don't Know/Not Enrolled	42	11.14%	28	9.46%	28	8.92%
(Not Answered)	74	19.63%	49	16.55%	43	13.69%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**GRADE 4-6 INSTRUMENTAL MUSIC**

(Answer only if your child participates in this program.)

Extremely	15	3.97%	14	4.73%	18	5.73%
Very	19	5.03%	12	4.05%	12	3.82%
Somewhat	22	5.82%	10	3.38%	20	6.37%
Not At All	19	5.03%	11	3.72%	15	4.78%
Don't know/Not enrolled	89	23.54%	55	18.58%	67	21.34%
(Not Answered)	214	56.61%	194	65.54%	182	57.96%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>SPECIAL EDUCATION</b>						
<b>(Answer only if your child participates in this program.)</b>						
Extremely	17	4.51%	12	4.04%	16	5.08%
Very	11	2.92%	18	6.06%	19	6.03%
Somewhat	8	2.12%	11	3.70%	5	1.59%
Not At All	12	3.18%	5	1.68%	12	3.81%
Don't know/Not enrolled	71	18.33%	45	15.15%	64	20.32%
(Not Answered)	258	68.44%	206	69.36%	199	63.17%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

### PROGRAM FOR ENGLISH LEARNERS

**(Answer only if your child participates in this program.)**

Extremely	19	5.03%	15	5.05%	17	5.40%
Very	20	5.29%	20	6.73%	28	8.89%
Somewhat	9	2.38%	8	2.69%	12	3.81%
Not At All	12	3.17%	4	1.35%	10	3.17%
Don't Know/Not Enrolled	65	17.20%	45	15.15%	65	20.63%
(Not Answered)	253	66.93%	205	69.02%	183	58.10%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

### TITLE I PROGRAM

**(Answer only if your child participates in this program.)**

Extremely	5	1.33%	9	3.03%	13	4.13%
Very	15	3.98%	12	4.04%	9	2.86%
Somewhat	7	1.86%	8	2.69%	5	1.59%
Not At All	10	2.65%	2	0.67%	9	2.86%
Don't Know/Not Enrolled	65	17.24%	52	17.51%	66	20.95%
(Not Answered)	275	72.94%	214	72.05%	213	67.62%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>GATE</b>						
<b>(Answer only if your child participates in this program.)</b>						
Extremely	6	1.60%	9	3.03%	18	5.73%
Very	11	2.93%	18	6.06%	9	2.87%
Somewhat	5	1.33%	10	3.37%	8	2.55%
Not At All	11	2.93%	4	1.35%	11	3.50%
Don't know/Not enrolled	71	18.93%	53	17.85%	64	20.38%
(Not Answered)	271	72.27%	203	68.35%	204	64.97%
<b>TOTAL RESPONSES</b>	<b>375</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**D.A.R.E.**

**(Drug Awareness Resistance Education)**

Extremely	103	27.39%	84	28.28%	90	28.66%
Very	75	19.95%	56	18.86%	67	21.34%
Somewhat	29	7.71%	19	6.40%	22	7.01%
Not At All	4	1.06%	6	2.02%	8	2.55%
Don't know/Not enrolled	34	9.04%	24	8.08%	20	6.37%
(Not Answered)	131	34.84%	108	36.36%	107	34.08%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.**

Strongly Agree	72	19.20%	58	19.73%	100	31.85%
Agree	186	49.60%	174	59.18%	153	48.73%
Disagree	31	8.27%	14	4.76%	16	5.10%
Strongly Disagree	8	2.13%	4	1.36%	6	1.91%
No Opinion	46	12.27%	29	9.86%	13	4.14%
(Not Answered)	32	8.53%	15	5.10%	26	8.28%
<b>TOTAL RESPONSES</b>	<b>375</b>	<b>100%</b>	<b>294</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>I am informed on the NUSD Promotion and Retention Criteria.</b>						
Strongly Agree	58	15.43%	43	14.53%	68	21.79%
Agree	150	39.89%	133	44.93%	137	43.91%
Disagree	35	9.31%	24	8.11%	26	8.33%
Strongly Disagree	23	6.12%	15	5.07%	8	2.56%
No Opinion	56	14.89%	46	15.54%	38	12.18%
(Not Answered)	54	14.36%	35	11.82%	35	11.22%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>312</b>	<b>100%</b>

<b>I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.</b>						
Strongly Agree	171	45.24%	139	47.12%	175	55.91%
Agree	151	39.95%	127	43.05%	105	33.55%
Disagree	13	3.44%	4	1.36%	3	.96%
Strongly Disagree	7	1.85%	3	1.02%	5	1.60%
No Opinion	3	.79%	3	1.02%	1	.32%
(Not Answered)	33	8.73%	19	6.44%	24	7.67%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>313</b>	<b>100%</b>

<b>I am kept informed about school program and upcoming events.</b>						
Strongly Agree	126	33.42%	107	36.15%	159	50.48%
Agree	137	36.34%	154	52.03%	115	36.51%
Disagree	23	6.10%	8	2.70%	8	2.54%
Strongly Disagree	15	3.98%	2	0.68%	5	1.59%
No Opinion	81	21.49%	6	2.03%	1	.32%
(Not Answered)	35	9.28%	19	6.42%	27	8.57%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.</b>						
Strongly Agree	86	22.81%	105	35.59%	152	48.41%
Agree	137	36.34%	124	42.03%	104	33.12%
Disagree	23	6.10%	6	2.03%	7	2.23%
Strongly Disagree	15	3.98%	1	0.34%	3	.96%
No Opinion	81	21.49%	37	12.54%	15	4.78%
(Not Answered)	35	9.28%	22	7.46%	33	10.51%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**My child's teacher is available/accessible, returns my calls and answers my questions or concerns.**

Strongly Agree	182	48.28%	139	46.96%	184	58.41%
Agree	137	36.34%	129	43.58%	90	28.57%
Disagree	6	1.59%	3	1.01%	3	.95%
Strongly Disagree	2	.53%	2	0.68%	1	.32%
No Opinion	11	2.92%	6	2.03%	4	1.27%
(Not Answered)	39	10.34%	17	5.74%	33	10.48%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

**My school informs me of opportunities for me to volunteer at school.**

Strongly Agree	125	33.16%	95	32.09%	146	46.50%
Agree	173	45.89%	152	51.35%	112	35.67%
Disagree	22	5.84%	14	4.73%	11	3.50%
Strongly Disagree	4	1.06%	3	1.01%	4	1.27%
No Opinion	12	3.18%	9	3.04%	8	2.55%
(Not Answered)	41	10.88%	23	7.77%	33	10.51%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>My child's school provides me with information about how I can support my child's learning at home.</b>						
Strongly Agree	130	34.57%	113	38.05%	158	50.32%
Agree	160	42.55%	133	44.78%	110	35.03%
Disagree	25	6.65%	11	3.70%	7	2.23%
Strongly Disagree	5	1.33%	3	1.01%	2	.64%
No Opinion	14	3.72%	5	1.68%	4	1.27%
(Not Answered)	42	11.17%	32	10.77%	33	10.51%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**I am informed of the NUSD Homework Policy.**

Strongly Agree	90	23.87%	71	23.91%	114	36.31%
Agree	156	41.38%	139	46.80%	99	31.53%
Disagree	26	6.90%	19	6.40%	17	5.41%
Strongly Disagree	11	2.92%	1	0.34%	4	1.27%
No Opinion	46	12.20%	30	10.10%	30	9.55%
(Not Answered)	48	12.73%	37	12.46%	50	15.92%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>297</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**The homework assigned to my student is relevant to classroom instruction.**

Strongly Agree	117	31.28%	89	30.07%	141	44.76%
Agree	179	47.86%	168	56.76%	111	35.24%
Disagree	14	3.74%	4	1.35%	12	3.81%
Strongly Disagree	5	1.34%	3	1.01%	1	.32%
No Opinion	18	4.81%	6	2.03%	11	3.49%
(Not Answered)	41	10.96%	26	8.78%	39	12.38%
<b>TOTAL RESPONSES</b>	<b>374</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.</b>						
Strongly Agree	52	13.87%	51	17.29%	76	24.20%
Agree	139	37.07%	105	35.59%	103	32.80%
Disagree	45	12.00%	37	12.54%	33	10.51%
Strongly Disagree	31	8.27%	20	6.78%	15	4.78%
NO Opinion	57	15.20%	45	15.25%	41	13.06%
(Not Answered)	51	13.60%	37	12.54%	46	14.65%
<b>TOTAL RESPONSES</b>	<b>375</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**School Climate: My child's school is a well-maintained facility.**

Strongly Agree	97	25.66%	73	24.75%	111	35.35%
Agree	194	51.32%	172	58.31%	136	43.31%
Disagree	26	6.88%	11	3.73%	15	4.78%
Strongly Disagree	6	1.59%	3	1.02%	2	.64%
No Opinion	12	3.17%	7	2.37%	10	3.18%
(Not Answered)	43	11.38%	29	9.83%	40	12.74%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

**School Climate: My child feels safe at school.**

Strongly Agree	120	31.75%	96	32.43%	117	37.14%
Agree	175	46.30%	152	51.35%	135	42.86%
Disagree	18	4.76%	10	3.38%	12	3.81%
Strongly Disagree	8	2.12%	5	1.69%	4	1.27%
No Opinion	13	3.44%	4	1.35%	7	2.22%
(Not Answered)	44	11.64%	29	9.80%	40	12.70%
<b>TOTAL RESPONSES</b>	<b>378</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
<b>School Climate: Students treat my student with respect and kindness.</b>						
Strongly Agree	73	19.41%	57	19.32%	94	29.84%
Agree	183	48.67%	168	56.95%	134	42.54%
Disagree	43	11.44%	22	7.46%	25	7.94%
Strongly Disagree	10	2.66%	7	2.37%	6	1.90%
No Opinion	18	4.79%	12	4.07%	11	3.49%
(Not Answered)	49	13.03%	29	9.83%	45	14.29%
<b>TOTAL RESPONSES</b>	<b>376</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>315</b>	<b>100%</b>

<b>School Climate: Teachers and staff treat my student with respect and kindness.</b>						
Strongly Agree	141	37.40%	115	38.85%	134	42.68%
Agree	163	43.24%	142	47.97%	120	38.22%
Disagree	8	2.12%	6	2.03%	5	1.59%
Strongly Disagree	6	1.59%	1	0.34%	1	.32%
No Opinion	10	2.65%	4	1.35%	8	2.55%
(Not Answered)	49	13.00%	28	9.46%	46	14.65%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>296</b>	<b>100%</b>	<b>314</b>	<b>100%</b>

<b>School Climate: Behavior standards/discipline are fairly and consistently applied.</b>						
Strongly Agree	94	24.93%	90	30.51%	119	37.78%
Agree	176	46.68%	142	48.14%	120	38.10%
Disagree	31	8.22%	20	6.78%	13	4.13%
Strongly Disagree	14	3.71%	2	0.68%	6	1.90%
No Opinion	18	4.77%	9	3.05%	12	3.81%
(Not Answered)	44	11.67%	32	10.85%	45	14.29%
<b>TOTAL RESPONSES</b>	<b>377</b>	<b>100%</b>	<b>295</b>	<b>100%</b>	<b>315</b>	<b>100%</b>