

Newark Unified School District
Bridgepoint Continuation High School
01-61234-0135426

School Plan
2008-2009

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School Site Council Membership

School Bridgepoint Continuation High School School Year 2008-2009

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
Kurt Carter	[X]	[]	[]	[]	[]
Corina Rojo	[]	[X]	[]	[]	[]
Ginger Jennings	[]	[]	[]	[X]	[]
Amy Jennings	[]	[]	[]	[]	[X]
Numbers of members of each category	1	1		1	1

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.

Bridgepoint Continuation High 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

Bridgepoint High School Vision Statement

The purpose of Bridgepoint High School and its vision is to meet the unique personal and educational needs of each student based on the belief that every student can be successful in an academic setting. This vision and corresponding beliefs can be demonstrated by:

- A. Providing a variety of alternative and educational opportunities necessary for students to acquire knowledge and skills in a safe, disciplined, and supportive environment.
- B. Seeking to develop the values of responsibility and respect for self which lead to productive citizenship and lifelong learning.
- C. Seeking to provide opportunities to correct academic deficiencies, improve attendance, improve behavior and encourage career paths.
- D. Keeping students in school and encouraging all students to graduate.

School Description

Bridgepoint High School is a small, alternative school of 70 - 90 students who attend classes in tenth through twelfth grade. The school provides individualized California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction.

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

Bridgepoint High School offers a curriculum of all the basic high school subjects, excluding foreign language and P.E. In addition, we partner with Tri-City Health Center in order to expand health education and community involvement. We also offer a comprehensive (CAL-SAFE) program that is a community linked, school-based program that helps expectant or parenting students and their children. The Regional Occupation Program (ROP) offers work place experience and skills, computer applications, and a Culinary Academy. We also utilize Ed Performance and Plato Learning Technology software as supplemental learning tools in Mathematics and English Language Arts. These programs are an essential component of our diagnostic testing information and an intervention tool for increased student success with the CAHSEE and State Testing.

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.

Bridgepoint High School currently does not receive Title I funds.

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.

In the 2007-2008 school year, all staff were NCLB compliant. Staff development focused on expanding instructional strategies to best meet the needs of a diverse student population, with concentrated effort on the use of technology.

During the 2008-2009 school year all staff will be NCLB compliant. Professional development will continue to focus on instructional strategies, technology and use of data to determine the most effective instructional strategies.

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.

At the end of the 2003-2004 school year the staff analyzed the needs of the campus, students and curriculum. The staff made a commitment that we would focus a large part of our funding, staff development and time to the full integration of technology in the school culture and all core subject areas. Today we have 98 computers available for student's use in classrooms and computer labs. The ratio of computers to students is one to one. The majority of staff development days over the last three years have focused on the integration of technology and learning systems into the core curriculum areas. The learning systems and assessment system that were and remain the key providers for this integration are Plato Learning Systems and Scantron's Educational Performance Series.

In the 2007-2008 school year Bridgepoint dedicated two staff development days with Plato Learning Systems to further expand staff knowledge and student usage of this learning resource.

In the 2008-2009 school year, one of the monthly staff meeting times will be dedicated to continue further understanding, usage and implementation of existing technology and investigate other sources of technology to enhance student learning.

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.

Title III funding will be used to provide Limited English Proficient students assistance through Native Language Tutors. The Bilingual Aide will assist the students with subject matter understanding, assignment completion, and course completion.

In the 2008-2009 school year Bridgepoint will continue to use Title III funding as it did in the 2007-2008 school year. Title III funding will be used on the Student/Parent Handbook, Newsletters and all other written communication that are translated into Spanish.

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.

In the 2008-2009 school year Bridgepoint will continue to use the Project Toward No Drug Abuse curriculum as in 2007-2008. The Bridgepoint counselor will attend Safe and Drug Free School Training Workshops. Students that have been identified with drug related or violent behaviors will be referred to the counselor who will recommend appropriate resources including, but not limited to, the district's educational gang prevention counselor, Bridgepoint's Youth and Family Services Intern from the Healthy Choices Program, Second Chance, and the Tri City Health Center.

During orientation/intake all students and parents review and sign specific guidelines and agreements on behavior, attendance and dress code before enrolling into the school

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.

Bridgepoint will continue to expand its technology program and usage of Plato Learning Systems while investigating other online resources.

In the 2008-2009 school year these funds will continue to support technology usage of Plato Learning Systems, Scantron Ed. Performance Services while investigating other online resources. Technology will continue to be upgraded throughout the school as funding permits.

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.

Bridgepoint will continue to use the High Point Language Literature Services for ELL students. Students will receive appropriate individualized instruction based on CELDT Level scores and further assistance will be provided to students through Native Language Tutors. The Bilingual Aides will assist the students with subject matter understanding, assignment completion and course completion.

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.

Bridgepoint does not currently receive GATE funding.

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.

Bridgepoint does not receive TUPE funds.

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.

Each special education student will have his or her program developed within the context of that student's Individualized Education Plan (IEP). Further train special education staff as opportunities become available. Further train general education staff in working with special education population as opportunities become available.

- 1) Based on individual needs of student (as stated in the IEP) student will receive small group or one-on-one direct instruction through district approved intervention curriculum.
- 2) Resource Specialist will work with each student's general education teacher to ensure designated accommodations are in place and assist staff in modifying curriculum/instruction 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.

State Compensatory Education (SCE)

Program Goal:

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

To support and sustain high quality professional development.

Bridgepoint's SCE funds are directed to planned program improvements and allocates resources to ensure that all students meet standards. Funds are provided for professional development to support teachers in meeting the wide range of student academic and technological needs.

The funds are used in teacher collaboration time dealing with student's academic and technology needs.

10th Grade Counseling

Program Goal:

To ensure that each student, along with his/her parents, meets during the sophomore year with a counselor in order to determine success in school to date and to develop plans to address areas of need.

N/A

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

ENROLLMENT	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Enrollment (CBEDS)	99	75	74	79
% African American	13%	10.7%	18%	17.7%
% Asian	3%	1.3%	8.11%	1.3%
% Filipino	8%	6.7%	8%	6.3%
% Hispanic	50%	53.3%	45%	51.9%
% Pacific Islander	4%	6.7%	5.41%	7.6%
% White	19%	21.3%	16.22%	11.4%
% Free/Reduced Lunch	3%	19%	11%	56%
% English Language Learners	0%	5.0%	7%	17%
% Initially or Redesignated Fluent	18%	34%	19%	34%
# Redesignated Fluent by Year	0	0	0	0
% Special Education Services	04%	05%	12%	12.09%
% Mobility (New to School Site)	55 %	67 %	59 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	42.4 %	100 %	80.77%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	0	5	8	11
# Advanced	0	3	3	
# Early Advanced	0	2	4	5
# Intermediate	0	0	1	4
# Early Intermediate	0	0	0	
# Beginner	0	0	0	2

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance		85.26%	91.91	
Total Identified Truants	41	67	62	

SCHOOL ACCOUNTABILITY DATA

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A
English-Language Arts (Grade 10 High School Exit Examination)									
Schoolwide	75	--	Yes	63	--	Yes	80	--	Yes
Hispanic	50	--	--	40	--	--	100	--	--
White	100	--	--	100	--	--	100	--	--
Socioeconomically Disadvantaged	100	--	--	100	--	--	50	--	--

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A	P A R T I C I P A T I O N	P R O F I C I E N T	M E T C R I T E R I A
Mathematics (Grade 10 High School Exit Examination)									
Schoolwide	63	--	Yes	50	--	Yes	100	--	Yes
Hispanic	25	--	--	40	--	--	100	--	--
White	100	--	--	50	--	--	100	--	--
Socioeconomically Disadvantaged	100	--	--	100	--	--	100	--	--

**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	400	550	150		550	483	-67		503	522	19	D
African American												
Asian												
Hispanic												
White												
Sociologically Disadvantaged												
English Learners	-	-	-	-								
Students with Disabilities	-	-	-	-								

SCHOOL ACHIEVEMENT DATA

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

ELA	Grade 9			Grade 10			Grade 11		
	05	06	07	05	06	07	05	06	07
Proficient or Above					9.0		7.0	9.0	3.0
Advanced				*	0	*	0	0	0
Proficient				*	9	*	7	9	3
Basic				*	9	*	14	22	24
Below Basic				*	18	*	36	20	32
Far Below Basic				*	64	*	43	49	41

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

MATH	General Math			Algebra 1			Geometry			Algebra 2			Summative Math		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above				0.0	4.0	13.0									
Advanced				0	4	0						*			
Proficient				0	0	13						*			
Basic				19	19	35						*			
Below Basic				48	46	30						*			
Far Below Basic				33	31	22						*			

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

SCIENCE	Earth Science			Biology			Chemistry			Physics			NCLB Biology (10)		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above													-		
Advanced													-	*	*
Proficient													-	*	*
Basic													-	*	*
Below Basic													-	*	*
Far Below Basic													-	*	*

SCHOOL ACHIEVEMENT DATA
(Continued)

California Standards Test (CST) Proficiency Levels – History/Social Science
% of Students at the Following Levels of Performance

HISTORY SOCIAL SCIENCE	World History (10)			U.S. History (11)		
	05	06	07	05	06	07
Proficient or Above		0.0		4.0	9.0	0.0
Advanced	*	0	*	0	0	0
Proficient	*	0	*	4	9	0
Basic	*	18	*	15	21	35
Below Basic	*	27	*	38	44	32
Far Below Basic	*	55	*	42	26	32

California High School Exit Examination – By Class and Subgroup
% of Students Passing

	ELA	Mathematics	Passing Both
Class of 2007 As of Jan 2007 (Graduated)	82%	74%	67%
Class of 2008 As of Jan. 2008 (Current Seniors)	58%	58%	48%
Class of 2009 As of Jan 2008 (Current Juniors)	63.4%	68.3%	58.5%

California High School Exit Examination (Class of 2007)	ELA	Mathematics	Passing Both
All Students	82%	74%	67%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

SCHOOL ACHIEVEMENT DATA
(Continued)

California High School Exit Examination – By Class and Subgroup
% of Students Passing

California High School Exit Examination (Class of 2008)	ELA	Mathematics	Passing Both
All Students	58%	58%	48%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

California High School Exit Examination (Class of 2009)	ELA	Mathematics	Passing Both
All Students	63.4%	68.3%	58.5%
% English Learners	16.7%	50.0%	16.7%
% Economically Disadvantaged	64.3%	78.6%	64.3%
% Students with Disabilities	%	%	%
% African American	63.6%	54.5%	45.5%
% Asian	%	%	%
% Hispanic	68.4%	78.9%	68.4%
% White	%	%	%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	6	5	8	3
48900 (a.2) Willfully used force or violence	5	4	4	2
48900 (b) Possess/Sale/Furnish Dangerous Object	2	0	0	
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.	10	6	1	5
48900 (d) Offer/Sale Controlled Substance	0	0	0	
48900 (e) Commit/Attempt Robbery or Extortion	0	0	0	
48900 (f) Cause/Attempt Damage to Property	2	1	0	
48900 (g) Stolen/Attempted to Steal Property	2	1	1	
48900 (h) Possession of Tobacco	2	1	0	
48900 (i) Obscene Act/Vulgarity	1	3	0	
48900 (j) Possess/Offer/Sale of Drug Paraphernalia	0	0	1	
48900 (k) Disruption/Defied Authority	19	17	4	5
48900 (l) Received Stolen Property	0	1	0	
48900 (m) Possess Imitation Firearm	0	0	0	
48900 (n) Sexual Assault/Battery	0	0	0	
48900 (o) Harass/Threaten/Intimidate Witness	0	0	0	
48900 (p) Offer/Arrange/Sale of drug Soma	0	0	0	
48900 (q) Engaged/Attempted Hazing	0	0	0	
48900 (s) Aids or abets in attempted or infliction of physical injury	0	0	0	
48900.2 Committed sexual harassment (grs. 4-12)	0	0	0	
48900.3 Cause/Attempt/Threat/Partic. Hate Violence	0	0	0	
48900.4 Created intimidating or hostile environment	1	2	0	
48900.7 Terrorist Threat	0	0	0	
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense	0	0	0	
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil	0	0	0	
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	0	0	0	
48915 (a) 4. Robbery or Extortion.	0	0	0	
48915 (a) 5. Assault or Battery on Any School Employee	0	0	0	
48915 (c.1) Sale, possession or furnishing firearm	0	0	0	
48915 (c.2) Brandishing a knife at another person	0	0	0	
48915 (c.3) Selling a controlled substance	0	0	0	
48915 (c.4) Sexual assault or battery	0	0	0	
48915 (c.5) Possession of an explosive	0	0	0	
Total # of Annual Suspensions	50	41	19	15

EXPULSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Total # of Annual Expulsions				
48900 (a) Caused/Threatened/Attempted Injury	0	0	0	0
48900 (a.2) Willfully used force or violence	0	0	0	0
48900 (b) Possess/Sale/Furnish Dangerous Object	0	0	0	0
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.	0	0	0	0
48900 (d) Offer/Sale Controlled Substance	0	0	0	0
48900 (e) Commit/Attempt Robbery or Extortion	0	0	0	0
48900 (f) Cause/Attempt Damage to Property	0	0	0	0
48900 (g) Stolen/Attempted to Steal Property	0	0	0	0
48900 (h) Possession of Tobacco	0	0	0	0
48900 (i) Obscene Act/Vulgarity	0	0	0	0
48900 (j) Possess/Offer/Sale of Drug Paraphernalia	0	0	0	0
48900 (k) Disruption/Defied Authority	0	0	0	0
48900 (l) Received Stolen Property	0	0	0	0
48900 (m) Possess Imitation Firearm	0	0	0	0
48900 (n) Sexual Assault/Battery	0	0	0	0
48900 (o) Harass/Threaten/Intimidate Witness	0	0	0	0
48900 (p) Offer/Arrange/Sale of drug Soma	0	0	0	0
48900 (q) Engaged/Attempted Hazing	0	0	0	0
48900 (s) Aids or abets in attempted or infliction of physical injury	0	0	0	0
48900.2 Committed sexual harassment (grs. 4-12)	0	0	0	0
48900.3 Cause/Attempt/Threat/Partic. Hate Violence	0	0	0	0
48900.4 Created intimidating or hostile environment	0	0	0	0
48900.7 Terrorist Threat	0	0	0	0
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense	0	0	0	0
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil	0	0	0	0
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	0	0	0	0
48915 (a) 4. Robbery or Extortion.	0	0	0	0
48915 (a) 5. Assault or Battery on Any School Employee	0	0	0	0
48915 (c.1) Sale, possession or furnishing firearm	0	0	0	0
48915 (c.2) Brandishing a knife at another person	0	0	0	0
48915 (c.3) Selling a controlled substance	0	0	0	0
48915 (c.4) Sexual assault or battery	0	0	0	0
48915 (c.5) Possession of an explosive	0	0	0	0
Total # of Annual Expulsions	0	0	0	0

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 9 Students Taking Survey		79%	48%
% Reported Feeling Bullied at School		14%	18%
% Reported Feeling Very Safe at School		10%	13%

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 11 Students Taking Survey		79%	48%
% Reported Feeling Bullied at School		14%	18%
% Reported Feeling Very Safe at School		10%	13%

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
READING							
Extremely		6	30.00%	5	26.32%		%
Very		9	45.00%	12	45.00%		%
Somewhat		4	20.00%	1	5.26%		%
Not At All		0	0%	0	0%		%
Don't Know/Not Enrolled		0	0%	0	0%		%
(Not Answered)		1	5.00%	1	5.26%		%
TOTAL RESPONSES		20	100%	19	100%		%
WRITING							
Extremely		5	23.81%	5	26.32%		%
Very		11	52.38%	9	47.37%		%
Somewhat		5	23.81%	4	21.05%		%
Not At All		0	0%	0	0%		%
Don't Know/Not Enrolled		0	0%	0	0%		%
(Not Answered)		0	0%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%
MATHEMATICS							
Extremely		5	23.81%	5	26.32%		%
Very		6	28.57%	6	31.58%		%
Somewhat		5	23.81%	7	36.84%		%
Not At All		1	4.76%	0	0%		%
Don't Know/Not Enrolled		2	9.52%	0	0%		%
(Not Answered)		2	9.52%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		5	23.81%	4	21.05%		%
Very		10	47.62%	7	36.84%		%
Somewhat		4	19.05%	5	26.32%		%
Not At All		1	4.76%	0	0%		%
Don't Know/Not Enrolled		1	4.76%	2	10.53%		%
(Not Answered)		0	0%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%
SCIENCE							
Extremely		6	28.57%	3	16.67%		%
Very		7	33.33%	9	50.00%		%
Somewhat		3	14.29%	5	27.78%		%
Not At All		2	9.52%	0	0%		%
Don't Know/Not Enrolled		2	9.52%	0	0%		%
(Not Answered)		1	4.76%	1	5.56%		%
TOTAL RESPONSES		21	100%	18	100%		%
PHYSICAL EDUCATION/HEALTH							
Extremely		0	0%	1	5.56%		%
Very		1	5.00%	7	38.89%		%
Somewhat		4	20.00%	1	5.56%		%
Not At All		1	5.00%	2	11.11%		%
Don't Know/Not Enrolled		12	60.00%	6	33.33%		%
(Not Answered)		1	5.00%	1	5.56%		%
TOTAL RESPONSES		20	100%	18	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		2	9.52%	2	10.53%		%
Very		2	9.52%	2	10.53%		%
Somewhat		3	14.29%	8	42.11%		%
Not At All		3	14.29%	2	10.53%		%
Don't Know/Not Enrolled		9	42.86%	5	26.32%		%
(Not Answered)		2	9.52%	2	10.53%		%
TOTAL RESPONSES		21	100%	19	100%		%
USE OF ART IN THE CURRICULUM							
Extremely		0	0%		%		%
Very		0	0%		%		%
Somewhat		2	9.52%		%		%
Not At All		1	4.76%		%		%
Don't Know/Not Enrolled		10	47.62%		%		%
(Not Answered)		8	38.10%		%		%
TOTAL RESPONSES		21	100%		%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		2	9.52%		%		%
Very		3	14.29%		%		%
Somewhat		4	19.05%		%		%
Not At All		1	4.76%		%		%
Don't Know/Not Enrolled		8	38.10%		%		%
(Not Answered)		3	14.29%		%		%
TOTAL RESPONSES		21	100%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION (Answer only if your child participates in this program.)							
Extremely		0	0%	0	0%		%
Very		0	0%	1	5.26%		%
Somewhat		3	14.29%	0	0%		%
Not At All		0	0%	1	5.26%		%
Don't Know/Not Enrolled		8	38.10%	5	26.32%		%
(Not Answered)		10	47.62%	12	63.16%		%
TOTAL RESPONSES		21	100%	19	100%		%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely		0	0%	0	0%		%
Very		0	0%	0	0%		%
Somewhat		2	9.52%	0	0%		%
Not At All		0	0%	1	5.26%		%
Don't Know/Not Enrolled		9	42.86%	6	31.58%		%
(Not Answered)		10	47.62%	12	63.16%		%
TOTAL RESPONSES		21	100%	19	100%		%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely		1	4.76%		%		%
Very		0	0%		%		%
Somewhat		2	9.52%		%		%
Not At All		3	14.29%		%		%
Don't Know/Not Enrolled		14	66.67%		%		%
(Not Answered)		1	4.76%		%		%
TOTAL RESPONSES		21	100%		%		%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
GATE (Answer only if your child participates in this program.)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
D.A.R.E. (Drug Awareness Resistance Education)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree		7	33.33%	5	26.32%	%
Agree		11	52.38%	10	52.63%	%
Disagree		1	4.76%	0	0%	%
Strongly Disagree		0	0%	0	0%	%
No Opinion		1	4.76%	2	10.53%	%
(Not Answered)		1	4.76%	2	10.53%	%
TOTAL RESPONSES		21	100%	19	100%	%

		2005-2006		2006-2006		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
I am informed on the NUSD Promotion and Retention Criteria.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		6	28.57%	9	47.37%		%
Agree		12	57.14%	8	42.11%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		2	9.52%	0	0%		%
No Opinion		0	0%	1	5.26%		%
(Not Answered)		1	4.76%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%
I am kept informed about school program and upcoming events.							
Strongly Agree		2	9.52%	8	42.11%		%
Agree		14	66.67%	7	36.84%		%
Disagree		1	4.76%	1	5.26%		%
Strongly Disagree		1	4.76%	0	0%		%
No Opinion		1	4.76%	2	10.53%		%
(Not Answered)		2	9.53%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		5	23.81%	9	47.37%		%
Agree		10	47.62%	8	42.11%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		1	4.76%	0	0%		%
No Opinion		4	19.05%	1	5.26%		%
(Not Answered)		1	4.76%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		2	9.52%	8	42.11%		%
Agree		12	57.14%	8	42.11%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		5	23.81%	0	0%		%
(Not Answered)		2	9.52%	3	15.79%		%
TOTAL RESPONSES		21	100%	19	100%		%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		1	4.76%	4	21.05%		%
Agree		7	33.33%	9	47.37%		%
Disagree		2	9.52%	2	47.37%		%
Strongly Disagree		3	14.29%	1	5.26%		%
No Opinion		8	38.10%	2	10.53%		%
(Not Answered)		0	0%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
My child's school provides me with information about how I can support my child's learning at home.							
Strongly Agree		14	66.67%	3	15.79%		%
Agree		0	0%	13	68.42%		%
Disagree		2	9.52%	0	0%		%
Strongly Disagree		2	9.52%	0	0%		%
No Opinion		0	0%	1	5.26%		%
(Not Answered)		3	14.29%	2	10.53%		%
TOTAL RESPONSES		21	100%	19	100%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree		2	9.52%	6	31.58%		%
Agree		12	57.14%	10	52.63%		%
Disagree		1	4.76%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		5	23.81%	2	10.53%		%
(Not Answered)		1	4.76%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		4	19.05%	5	26.32%		%
Agree		15	71.43%	11	57.89%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		2	9.52%	2	10.53%		%
(Not Answered)		0	0%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.							
Strongly Agree		4	19.05%	5	26.32%		%
Agree		11	52.38%	11	57.89%		%
Disagree		1	4.76%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		4	19.95%	1	5.26%		%
(Not Answered)		1	4.76%	2	10.53%		%
TOTAL RESPONSES		21	100%	19	100%		%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		4	19.05%	5	26.32%		%
Agree		11	52.38%	10	52.63%		%
Disagree		1	4.76%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		3	14.29%	1	5.26%		%
(Not Answered)		2	9.52%	3	15.79%		%
TOTAL RESPONSES		21	100%	19	100%		%
School Climate: My child feels safe at school.							
Strongly Agree		3	15.00%	6	31.58%		%
Agree		12	60.00%	10	52.63%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		1	5.00%	2	10.53%		%
(Not Answered)		4	20.00%	1	5.26%		%
TOTAL RESPONSES		20	100%	19	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.							
Strongly Agree		2	9.52%	6	33.33%		%
Agree		13	61.90%	8	44.44%		%
Disagree		1	4.76%	1	5.56%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		3	14.29%	0	0%		%
(Not Answered)		2	9.52%	3	16.67%		%
TOTAL RESPONSES		21	100%	18	100%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		7	33.33%	10	52.63%		%
Agree		10	47.62%	7	36.84%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		2	9.52%	0	0%		%
(Not Answered)		2	9.52%	2	10.53%		%
TOTAL RESPONSES		21	100%	19	100%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		7	33.33%	8	42.11%		%
Agree		10	47.62%	10	52.63%		%
Disagree		0	0%	0	0%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		2	9.52%	0	0%		%
(Not Answered)		2	9.52%	1	5.26%		%
TOTAL RESPONSES		21	100%	19	100%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Total enrollment for the last four years averaged approximately 82 students with a 20% decline in the current year from the 2004-2005 school year. The Hispanic population continues to be the largest ethnic demographic with 52% of the population followed by African American and the White population, respectively. The White population has declined by nearly 8% in the last 4 years. The smallest student populations are Pacific Islander, Filipino and Asian respectively with very small variations in percentages. This year there was a 10% increase in the English Learner (ELL) population from last year and a 15% increase in "initially or re-designated fluent" students from last year. The student population requiring Special Education remains at 12% for the last two years. This is a 7% increase from three years ago.

There is no current data on student mobility; however, the average mobility percentage for the previous three years is 60%.

Students qualifying for free or reduced lunch has increased 53% from four years ago.

Conclusion:

Hispanics are the largest student population while other populations remain constant with the exception of a declining White population. The student population continues to be mobile with an increase in students who qualify for free or reduced lunch. The Special Education student population is consistent with last year's percentage; however, there is an increase in the ELL and "initially or re-designated fluent" student populations.

Student Achievement Data

Description of Data:

Student Achievement data show that a large percentage of students tested in all state prescribed areas for 10th and 11th grades are scoring Far Below Basic, Below Basic and Basic. A minimal percentage, if any, are scoring Proficient or Advanced in all state prescribed testing.

The combined percentage score of Proficient and Advanced in English /Language Arts:

ELA Grade 10:.....ELA Grade 11:

2005-No Data.....2007-7%

2006-9%.....2006-9%

2007-No Data..... 2007-3%

The combined percentage score of Proficient and Advanced in Algebra:

2005-0%

2006-4%

2007-13%

These low proficiency levels also hold for Mathematics and History. Although the low proficiency levels remain to be the dominant percentage groups, there are encouraging signs of improvement. As seen above in Algebra I, there has been a 9% increase in the percentage of students scoring Advanced or Proficient. It should also be noted that during the same period of time, the percentage for Basic Proficiency Level increased from 19% in 2005 to 35% in 2007.

There are also small encouraging signs of improvement and encouragement in English and US History. In English, students scoring at the Basic level was 14% in 2005 and increased to 24% in 2007.

In US History the percentage of students scoring basic was 15% in 2005 and increased to 35% in 2007, which respectfully demonstrates a decline in the "below basic and far below basic" category during this time frame.

Conclusion:

The majority of our students are not scoring Basic, Proficient or Advanced in State Standards Testing. The majority are testing Far Below Basic and Below Basic. However, there are slight percentage increases in the Advanced, Proficient and Basic Performance Levels from 2005 to 2007 in English Language Arts, Algebra I and US History and a substantial percentage of students moved from the Far Below Basic and Below Basic levels of proficiency up to Basic level.

Parent Surveys

Description of Data:

Approximately 25% of parent surveys have been returned each year for the last two years, however, only 9% of the surveys were returned this year. In the Core Academic Areas that have comparable data, the parent responses fall favorably in the columns of Very Effective and Extremely Effective, when responding to the question "How effective is the school in meeting the individual needs of your child?" Not a single response was "Not At All" over the last two years.

To the delight of all staff members, the parent responses were favorable in all categories. The combined percentages of parent responses in the columns of Strongly Agree and Agree show an increase in questions pertaining to School Climate. Children feeling safe at school increased by 16%, teachers and staff show respect and kindness by 11%, students treated each other with respect and kindness by 22%, and behavior standards and discipline are fair and consistent by 6%. Sub-categories under communication showed significant increases. Teachers being available/accessible increased by 16%, the principal being available/accessible was increased by 11%, and information about supporting my child's learning at home increased 16%. These percentages are just a sampling of the several areas that show a positive increase in responses from prior year.

Conclusion:

The number of parent responses decreased by 16% from the prior two years. There was an increase in favorable responses (combination of Strongly Agree and Agree percentages) for the 07-08 year, on almost every question. The staff believes the improved percentages are a result of their commitment to more frequent and better communication. This was coupled with greater teacher enforcement of the dress code policy and policy use for electronic devices, along with a more consistent teacher and administrative student recognition program, i.e., positive attendance, classroom student of the month, most improved and other recognitions. The addition of counseling services is also believed to be a main contributor to the positive results of the survey.

Although the data suggest favorable responses to the questions asked, there will always be room for improvement and opportunities to build on current success.

Summary Areas Based Upon Analysis of Data

Overall Trends:

The last four years shows that Bridgepoint students are a highly mobile population (60%) and that Bridgepoint maintains an average enrollment of 82 students. Over the last four years Total Enrollment (CBEDS) is down 20%.

% of African American is up 4.7%

% of Asian is down 1.7%

% of Filipino is down 1.7%

% of Hispanic is up 1.9%

% of Pacific Islander is up 3.6%

% of White is down 7.6%

% of Free/Reduced Lunch is up 53%

% of English Language Learner is up 17%

% of Initially/Re-designated Fluent (ELLs) is up 16%

% of Special Education Students is up 8.9%

% of Classes Taught by NCLB-HQT is currently 100%

As noted by the statistical listing of the last four years, total enrollment is down. The most notable shift in student population is the decrease of the White population. Other student populations show small percentage shifts up and down for the last four years. The Free/Reduced Lunch, ELL, Initially/Re-designated Fluent and Special Education student sub-populations have all notable increase percentages.

Student achievement was chronicled on the previous page, summarizing that the greatest percentage of students for the last four years are scoring at Far Below and Below Basic in all California Standards Test subject areas. The students that are enrolling at Bridgepoint have a low percentage of passing both exit exams (The percentage of students in the Class of 2008 who are passing both Exit Exams is 74%).

Emerging Trends:

Emerging trends are consistent with overall trends. The total enrollment (CBEDS) was almost identical for the last two years. Shifts in the student population parallel that of the overall trends. There is a significant increase in the Free/Reduced Lunch population and the ELL population.

Trends in student achievement also parallel that of overall trends with small signs of encouragement showing in a decrease in the percentage of students scoring Far Below and Below Basic, and an increase in the percentage of students scoring Basic, Proficient and Advanced.

The Junior class of 06-07, compared to the previous year, in Algebra increased students scoring at Proficient or Above by 9%, Basic level increased by 16%, Below Basic decreased by 16% and a decrease of 9% at the Far Below Basic. In US History the Basic level increased by 14%. English fell 6% in Proficient and gained 2% in Basic.

These trends lead to the following conclusions:

The teachers/staff at Bridgepoint High School work with a very mobile student population that demonstrates less than desirable state testing scores, low passage of the exit exams, inconsistent attendance, and a lack of understanding of and focus on the relationship between school and their future. Although the overall parent survey responses are favorable and there is some positive movement in the proficiency levels of state testing, there remains a great deal of work to be accomplished. The staff is Highly Qualified and stable, meaning very little turn over. The continued implementation of a standards based curriculum (English and US History for the 07-08 school year) has been advantageous. The continued and expanded use of standards based interventions and supplemental materials and strategies have helped to provide an alternative pathway for students to engage in the learning process. Providing staff development in district adopted curriculum, intervention curriculum, and character education and the continuance of diagnostic assessment tools will be critical for increasing successful academic and character development of our student population.

Therefore the following goals and objectives are required:

(Begin with objective 1, and continue numbering objectives as needed)

GOAL:

Increase the percentage of students who pass the high school exit exam in both English and Math.

Objective 1:

Increase the passage of the California High School Exit Exam by 5%.

GOAL:

Increase student achievement in Math and English.

Objective 2:

Decrease the percentage of students performing at below and far below basic by 5% as measured on CST.

GOAL:

Promote a more stable student population.

Objective 3:

Implement activities that foster a safe, supportive and nurturing environment in the classroom setting.

GOAL:

Objective 4:

GOAL:

Objective 5:

GOAL:

Objective 6:

GOAL:

Objective 7:

Implement activities that foster a safe, supportive and nurturing environment in the classroom setting.

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
2008-2009**

Bridgepoint Continuation High School

<u>Goal:</u> Increase the percentage of students who pass the high school exit exam in both English and Math.	
<u>Objectives 1:</u> Increase the passage of California High School Exit Exam by 5%	
<u>Board/District Goal(s) Addressed in Objective:</u> 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.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> When analyzing school-wide trends, 26% of our student population have not passed the CAHSEE. Our students are scoring at the below basic and far below basic skill levels in both English (ELA) and math.	
<u>Activities to Meet Objective:</u> 1.1 Purchase Scantron Ed Performance Series. 1.2 Continue to incorporate Plato Learning Systems in core curriculum subjects. 1.3 Conduct monthly collaboration meetings by staff on Plato and Ed Performance instructional and intervention use. 1.4 Implement and modify instruction based on diagnostic assessment and assessment programs. 1.5 Monitor student progress using assessment and Ed Performance. 1.6 Implement, if appropriate, a tiered intervention model to increase differentiation within, before, during and after school intervention. 1.7 Pursue more focused data driven instruction. 1.8 Provide appropriate instructional support for ELL students based on CELDT Level scores through a bilingual aid or EL liaison. 1.9 ELA and Math differentiation. 1.10 Provide staff development to support instructional delivery of standards aligned, competency based curriculum. 1.11 Investigate and purchase, if funding is available, other online courses/curriculum, i.e. Cyber High, A+ and Odyssey.	<u>Timeline:</u> 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Copies of purchase orders. 2. Samples of student work from Plato and Scantron Ed Performance. 3. Minutes of collaboration meetings. 4. Staff Development dates, topics and number of teachers. 5. Number of student in intervention classes, intervention assessments. 6. Regular Site and District assessments and annual STAR test results.	
<u>Funding Source(s):</u> CAHSEE, EIA, SCE, and Title V.	
<u>Responsible Staff:</u> Principal and teachers.	

Date Approved by School Site Council 5/22/08

<u>Goal:</u> Increase student achievement in Math and English.	
<u>Objectives 2:</u> Decrease the percentage of students performing at below and far below basic level by 5 % as measured by CST.	
<u>Board/District Goal(s) Addressed in Objective:</u> 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.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Overall and Emerging Trends show low achievement in English Language Arts and Math as measured by California Standards Test.	
<u>Activities to Meet Objective:</u> 2.1 Implement Scantron Ed Performance Series Diagnostic Testing and Plato Learning Systems within the curriculum. 2.2 Implement and modify instruction based on diagnostic assessment and assessment programs. 2.3 Conduct monthly collaboration meetings by staff on student progress through assessment and intervention programs and instructional strategies. 2.4 Provide professional development to support instructional delivery of standards aligned, competency based curriculum. 2.5 Pursue more focused data driven instruction. 2.6 ELA and Math differentiation. 2.7 Monitor student progress using testing and Ed Performance. 2.8 Implement, if appropriate, a tiered intervention model to increase differentiation within, before, during and after school intervention. 2.9 Provide appropriate instructional support for ELL students based on CELDT Level scores through a bilingual aid or EL liaison. 2.10 Investigate and purchase, if funding is available, other online courses/curriculum, i.e. Cyber High, A+ and Odyssey.	<u>Timeline:</u> 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Copies of purchase orders for Plato K-12 Diagnostic and Assessment program and Ed Performance. 2. Samples of student work from both programs. 3. Minutes of collaboration meetings. 4. Copies of lesson plans using modifications. 5. Staff Development Dates, Topics and number of teachers.	
<u>Funding Source(s):</u> CAHSEE, EIA, SCE, and Title V.	
<u>Responsible Staff:</u> Kurt Carter	

Date Approved by School Site Council 5/22/08

<u>Goal:</u> Promote a more stable student population.	
<u>Objectives 3:</u> Implement activities that foster a safe, supportive and nurturing environment in the classroom setting.	
<u>Board/District Goal(s) Addressed in Objective:</u> Safe and Nurturing Environment. 1a. 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. 1b. Provide expanded alternative school opportunities for students who require a different or differentiated learning environment, as measured by referrals and placements.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Objective was selected because of our high percentage of "at risk" student population with low credits, below basic CST scores, low exit-exam performance, and inconsistencies in attendance.	
<u>Activities to Meet Objective:</u> 3.1 Continue the "TND" curriculum within the Life Skills classes. 3.2 Continue to implement Vicki Philip's Empowerment Strategies in the Conflict Resolution classes. 3.3 Provide staff development on Character Education. 3.4 Continue to update the staff regarding gang activity through Newark Gang Task Force representative. 3.5 Continue school and classroom student recognition awards for attendance, student of the month classroom and school, most improved, and Panthers' Pride. 3.6 Implement Comprehensive School Site Safety Plan. 3.7 Bridgepoint Counselor will continue to provide Safe and Drug Free School and Gang Awareness Workshops for parents, teachers and students. 3.8 The district's secondary educational gang prevention counselor will work with identified students and their families. 3.9 Create an Anti-Bullying Pledge for students, parents and faculty.	<u>Timeline:</u> 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09 8/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Staff development date, topics and teachers names. 2. Sample of student recognition awards. 3. Gang Task Force representative visitation dates, topics, signature sign-in sheet. 4. Counselor attendance dates and topics. 5. Gang prevention counselor names, topics and dates of session with families and student	
<u>Funding Source(s):</u> Title IV.	
<u>Responsible Staff:</u> Principal and certificated staff.	

Date Approved by School Site Council 5/22/08

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th	SCE	
Objective #		1 & 2				1 & 2	
Object #		2110				5825	
		15,000.00				8,500.00	

Objective #		1 & 2				1 & 2	
Object #		4310				4310	
		614.00				2,863.00	

Objective #						1 & 2	
Object #						5220	
						2,000.00	

Objective #						3	
Object #						5825	
						1,500.00	

Objective #							
Object #							

Objective #							
Object #							

Total By Program		15,614.00				14,863.00	
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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	
Objective #				1 & 2	3	3	
Object #				4310	4310	4310	
				905.00	219.00	260.00	

Objective #				1 & 2			
Object #				2110			
				3,899.00			

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program				3,899.00	219.00	260.00	
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*IDENTIFY FUNDING SOURCE

**Summary of Staff Development Areas of Focus
2008-2009**

Overall Primary Focus Area(s): Integration of technology in the classroom for instruction and assessment.

Primary Focus Area: Student Achievement through integration of technology.

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Purchase Scantron Ed Performance Series Learning and Diagnostic Assessment Tools.	To meet objectives 1 and 2 of school site action plan.
2. Provide staff development to support understanding the effective use of diagnostic assessment tool for teaching student learning strategies.	To meet objectives 1 and 2 of school site action plan.
3. Provide monthly collaboration meetings by staff using Data Driven Dialogue methodology to pursue differentiated instruction based on diagnostic assessment and assessment information.	To meet objectives 1 and 2 of school site action plan.
4.	
5.	

Primary Focus Area: Provide a safe and nurturing learning environment

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Provide staff development training on Character Education.	To meet objective 3 of the school site action plan.
2. Provide release time for counselor to attend workshops on Bullying & Cyberbullying, Quitting Tobacco, Crisis Response and other appropriate workshops.	To meet objective 3 of the school site action plan.
3. Provide staff a gang awareness update through the Newark Gang Task Force representative.	To meet objective 3 of the school site action plan.
4.	
5.	

Primary Focus Area:

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1.	
2.	
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
- Parent Survey

**Appendix A
WASC**

Not Applicable

Appendix B Technology Plan

Appendix B

Newark Unified School District

Site Technology Plan

School: Bridgepoint High School

Each site's Technology Plan must be aligned to support the goals, benchmarks and implementation plans in the District Technology Plan.

Current Availability of Technology at the Site:

Bridgepoint currently has 109 computers for student and staff use. Every classroom has a permanent non-dialup connection. There are 40 PC workstations in the computer lab. There are also 2 projectors available to teachers.

Current Use of Technology for Learning and Management:

Technology is used for record keeping, grading, and instruction

Use of Technology for Curriculum and Instruction

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

Benchmarks: 75% 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:

- Ed Performance will be used as a diagnostic tool for all students.
- Diagnostic and Assessment testing will be used for Language and Mathematics placement.
- Diagnostic and Assessment information will be utilized to deliver differentiated instruction to students in order to meet state standards in Mathematics and Language.
- Online learning systems programs and CAHSEE software will be used as a supplemental instructional tool in preparation for CAHSEE.

Monitoring and Evaluation Criteria and Process:

- PLATO online standards and curriculum integration solutions will help reduce the achievement gap for all learners.
- CAHSEE results.
- State testing results.
- Ed Performance assessments.

Teachers' and Administrators' Personal Technology Skills

Goal(s): Teachers and administrator will acquire personal technology competencies.

Benchmarks: By 2009, 95% of teachers and the administrator will indicate that they are at the Proficient users skill level in general computer knowledge and skills, Internet, email, and presentation software skills. 40% of teachers and the administrator will indicate that they are at the Proficient user level using spreadsheet and database software as reported on their personal Technology Assessment Profiles.

Implementation Plan:

- Complete personal Technology Assessment for all teachers and administrator.
- Use assessment information to identify individual needs for technology professional growth development.
- Identify individual access to hardware and software (school and home).
- Set up professional technology training dates for 2008-2009, during staff development days.
- Investigate and identify technology sources for professional development.
- Purchase new computers for the teachers to replace the "Sun" Computers.

Monitoring and Evaluation Criteria and Process:

- Annually, staff will review data from teacher Technology Skills Profiles and make adjustments to Site Technology Plan.

Goals for Infrastructure Development and Hardware

- Maintain current computer access ration for students (1 to 1 in computer lab).

Funding Source to Implement Site Technology Plan

- Title II
- Title V
- CAHSEE intervention
- Site Discretionary Block Grant

Professional Development

- Plato Training

**Appendix C
Homework Policy**

Not Available

Appendix D
Parent Involvement Policy

Appendix D

Newark Unified School District

Bridgepoint School Policy for Parent Involvement* in the Education of Their Children

Bridgepoint High 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 Bridgepoint High School believes that the education of its students is the 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

- Bridgepoint High School provides a New Student Orientation meeting for every new student and their parents to explain the program, rules, and responsibilities of the school. They also discuss the student/parent handbook so that both may be familiar with the operation of the school. In addition, every November Bridgepoint has a Back to School Night in the evening where students, parents, and teachers meet and discuss their first report card of the year in order to set the student on a positive, successful start to the year.
- During orientation, the principal explains curriculum, class offerings, and the amount of credits they are expected to earn. Bridgepoint also sends out a mailer every quarter to inform parents about school events and new information. For the 2006-2007 school year, Bridgepoint will send out a survey in September to ask parents what topics they are interested in learning about to better assist their child.

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. The school shall enable parents to gain a better understanding of the following:
 - During new student orientation, State Content Standards and achievement goals students are expected to meet are discussed with the student and their parent.
 - Requirements for grade level promotion, retention, and high school graduation requirements are also discussed at New Student Orientation.
 - Strategies to use at home to support their child's academic achievement will be addressed in a quarterly newsletter. In addition, Independent Study projects will be available to students that demonstrate parental involvement and have a parent signature.
 - Parents monitor their child's progress, interpret state and local assessment reports, and interpret student progress reports at New Student Orientation, in the quarterly mailer sent home, and at Report Card Night in November.

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:
 - Bridgepoint will mail information related to school and parent programs, meetings, workshops, and other activities in a parent-friendly format and, to the extent required and practical, in a language parents understand.
 - Bridgepoint will implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time.
 - Bridgepoint will involve parents as decision-makers by including membership on the School Site Council.
 - Bridgepoint parents will become knowledgeable about parent rights as specific in California statues through the parent/student handbook.

3. To further the goal of effective parent involvement, **school staff** will:
 - Bridgepoint will model parent involvement through programs such as Joyce Epstein's Six Keys to Effect Parent Involvement.
 - Bridgepoint will work with and support a parent group (such as Student Site Council) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Bridgepoint will train parents in leadership roles in order to effectively serve on the School Site Council.
 - Bridgepoint will form alliances with community-based agencies, such as Tri-City Health Center and speakers from the community to connect families in need of assistance, to appropriate services.
 - Bridgepoint will provide other support and services as required by parents based on parental responses on surveys.

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

Bridgepoint High School 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
READING						
Extremely	6	30.00%	5	26.32%	2	28.57%
Very	9	45.00%	12	63.16%	3	42.86%
Somewhat	4	20.00%	1	5.26%	1	14.29%
Not At All	0	0%	0	0%	0	0%
Don't know/Not enrolled (Not Answered)	0 1	0% 5.00%	0 1	0% 5.26%	1 0	14.29% 0%
TOTAL RESPONSES	20	100%	19	100%	7	100%
WRITING						
Extremely	5	23.81%	5	26.32%	2	28.57%
Very	11	52.38%	9	47.37%	4	57.14%
Somewhat	5	23.81%	4	21.05%	0	0%
Not At All	0	0%	0	0%	0	0%
Don't know/Not enrolled (Not Answered)	0 0	0% 0%	0 1	0% 5.26%	1 0	14.29% 0%
TOTAL RESPONSES	21	100%	19	100%	7	100%
MATHEMATICS						
Extremely	5	23.81%	5	26.32%	3	42.86%
Very	6	28.57%	6	31.58%	2	28.57%
Somewhat	5	23.81%	7	36.84%	1	14.29%
Not At All	1	4.76%	0	0%	0	0%
Don't Know/Not Enrolled (Not Answered)	2 2	9.52% 9.52%	0 1	0% 5.26%	1 0	14.29% 0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2008-2009	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	5	23.81%	4	21.05%	3	42.86%
Very	10	47.62%	7	36.84%	3	42.86%
Somewhat	4	19.05%	5	26.32%	0	0%
Not At All	1	4.76%	0	0%	0	0%
Don't Know/Not Enrolled	1	4.76%	2	10.53%	1	14.29%
(Not Answered)	0	0%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%
SCIENCE						
Extremely	6	28.57%	3	16.67%	2	28.57%
Very	7	33.33%	9	50.00%	4	57.14%
Somewhat	3	14.29%	5	27.78%	0	0%
Not At All	2	9.52%	0	0%	0	0%
Don't know/Not enrolled	2	9.52%	0	0%	1	14.29%
(Not Answered)	1	4.76%	1	5.56%	0	0%
TOTAL RESPONSES	21	100%	18	100%	7	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	0	0%	1	5.56%	1	14.29%
Very	1	5.00%	7	38.89%	2	28.57%
Somewhat	4	20.00%	1	5.56%	1	14.29%
Not At All	1	5.00%	2	11.11%	1	14.29%
Don't know/Not enrolled	12	60.00%	6	33.33%	1	14.29%
(Not Answered)	1	5.00%	1	5.56%	1	14.29%
TOTAL RESPONSES	20	100%	18	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	2	9.52%	2	10.53%		
Very	2	9.52%	2	10.53%		
Somewhat	3	14.29%	8	42.11%		
Not At All	3	14.29%	2	10.53%		
Don't Know/Not Enrolled	9	42.86%	5	26.32%		
(Not Answered)	2	9.52%	2	10.53%		
TOTAL RESPONSES	21	100%	19	100%		

PERFORMING ARTS(Dance/Drama/Band/Chorus)
(Answer only if your child participates in this program.)

Extremely	0	0%		
Very	0	0%		
Somewhat	2	9.52%		
Not At All	1	4.76%		
Don't Know/Not Enrolled	10	47.62%		
(Not Answered)	8	38.10%		
TOTAL RESPONSES	21	100%		

VISUAL ARTS

Extremely	2	9.52%	1	14.29%
Very	3	14.29%	2	28.57%
Somewhat	4	19.05%	1	14.29%
Not At All	1	4.76%	1	14.29%
Don't know/Not enrolled	8	38.10%	2	28.57%
(Not Answered)	3	14.29%	0	0%
TOTAL RESPONSES	21	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION						
(Answer only if your child participates in this program.)						
Extremely	0	0%	0	0%	1	14.29%
Very	0	0%	1	5.26%	1	14.29%
Somewhat	3	14.29%	0	0%	0	0%
Not At All	0	0%	1	5.26%	0	0%
Don't know/Not enrolled	8	38.10%	5	26.32%	0	0%
(Not Answered)	10	47.62%	12	63.16%	5	71.43%
TOTAL RESPONSES	21	100%	19	100%	7	100%

PROGRAM FOR ENGLISH LEARNERS

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

Extremely	0	0%	0	0%	0	0%
Very	0	0%	0	0%	1	14.29%
Somewhat	2	9.52%	0	0%	0	0%
Not At All	0	0%	1	5.26%	0	0%
Don't Know/Not Enrolled	9	42.86%	6	31.58%	0	0%
(Not Answered)	10	47.62%	12	63.16%	6	85.71%
TOTAL RESPONSES	21	100%	19	100%		

ATHLETICS AND SPORTS

Extremely	1	4.76%				
Very	0	0%				
Somewhat	2	9.52%				
Not At All	3	14.29%				
Don't know/Not enrolled	14	66.67%				
(Not Answered)	1	4.76%				
TOTAL RESPONSES	21	100%				

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
CAREER AND VOCATIONAL EDUCATION PROGRAMS						
Extremely	1	4.76%	2	10.53%	3	42.86%
Very	7	33.33%	6	31.58%	0	0%
Somewhat	4	19.05%	2	10.53%	0	0%
Not At All	1	4.76%	0	0%	0	0%
Don't know/Not enrolled	6	28.57%	7	36.84%	2	28.57%
(Not Answered)	2	9.52%	2	10.53%	2	28.57%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	7	33.33%	5	26.32%	4	57.14%
Agree	11	52.38%	10	52.63%	3	42.86%
Disagree	1	4.76%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	1	4.76%	2	10.53%	0	0%
(Not Answered)	1	4.76%	2	10.53%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

I am aware of the Bridgepoint HS Graduation Requirements.

Strongly Agree	6	28.57%	10	52.63%	4	57.14%
Agree	13	61.90%	8	42.11%	3	42.86%
Disagree	1	4.76%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	1	4.76%	0	0%	0	0%
(Not Answered)	0	0%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

I receive sufficient information about my child's progress through grade reports, progress reports, state test results, phone calls, notes, etc.

Strongly Agree	6	28.57%	9	47.37%	2	28.57%
Agree	12	57.14%	8	42.11%	3	42.86%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	2	9.52%	0	0%	0	0%
No Opinion	0	0%	1	5.26%	2	28.57%
(Not Answered)	1	4.76%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am kept informed about school program and upcoming events.						
Strongly Agree	2	9.52%	8	42.11%	4	57.14%
Agree	14	66.67%	7	36.84%	2	28.57%
Disagree	1	4.76%	1	5.26%	0	0%
Strongly Disagree	1	4.76%	0	0%	0	0%
No Opinion	1	4.76%	2	10.53%	1	14.29%
(Not Answered)	2	9.52%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	5	23.81%	9	47.37%	3	42.86%
Agree	10	47.62%	8	42.11%	4	57.14%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	1	4.76%	0	0%	0	0%
No Opinion	4	19.05%	1	5.26%	0	0%
(Not Answered)	1	4.76%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

The assistant principals of my child's school are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	2	9.52%				
Agree	8	38.10%				
Disagree	0	0%				
Strongly Disagree	1	4.76%				
No Opinion	8	38.10%				
(Not Answered)	2	9.52%				
TOTAL RESPONSES	21	100%				

	2005-2006		2006-2007		Count	Percent
	Count	Percent	Count	Percent		
The counselor of my child's school are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	10	47.62%				
Agree	0	0%				
Disagree	2	9.52%				
Strongly Disagree	0	0%				
No Opinion	6	28.57%				
(Not Answered)	3	14.29%				
TOTAL RESPONSES	21	100%				

	2005-2006		2006-2007		Count	Percent
	Count	Percent	Count	Percent		
My child's teachers are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	2	9.52%	8	42.11%	2	28.57%
Agree	12	57.14%	8	42.11%	5	71.43%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	5	23.81%	0	0%	0	0%
(Not Answered)	2	9.52%	3	15.79%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		Count	Percent
	Count	Percent	Count	Percent		
My school informs me of opportunities for me to volunteer at school.						
Strongly Agree	1	4.76%	4	21.05%	1	14.29%
Agree	7	33.33%	9	47.37%	3	42.86%
Disagree	2	9.52%	2	10.53%	1	14.29%
Strongly Disagree	3	14.29%	1	5.26%	0	0%
No Opinion	8	38.10%	2	10.53%	2	28.57%
(Not Answered)	0	0%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My child's school provides me with information about how I can support my child's learning at home.						
Strongly Agree	14	66.67%	3	15.79%	3	42.86%
Agree	0	0%	13	68.42%	4	57.14%
Disagree	2	9.52%	0	0%	0	0%
Strongly Disagree	2	9.52%	0	0%	0	0%
No Opinion	0	0%	1	5.26%	0	0%
(No Answered)	3	14.29%	2	10.53%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

I am informed of the NUSD Homework Policy.

Strongly Agree	2	9.52%	6	31.58%	4	57.14%
Agree	12	57.14%	10	52.63%	3	42.86%
Disagree	1	4.76%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	5	23.81%	2	10.53%	0	0%
(Not Answered)	1	4.76%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

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

Strongly Agree	4	19.05%	5	26.32%	1	14.29%
Agree	15	71.43%	11	57.89%	5	71.43%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	2	9.52%	2	10.53%	1	14.29%
(Not Answered)	0	0%	1	5.26%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My child has access to, and regularly uses, computers and other technology as part of the classroom instructional programs.						
Strongly Agree	4	19.05%	5	26.32%	3	42.86%
Agree	11	52.38%	11	57.89%	4	57.14%
Disagree	1	4.76%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	4	19.95%	1	5.26%	0	0%
(Not Answered)	1	4.76%	2	10.53%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

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

Strongly Agree	4	19.05%	5	26.32%	2	28.57%
Agree	11	52.38%	10	52.63%	5	71.43%
Disagree	1	4.76%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	3	14.29%	1	5.26%	0	0%
(Not Answered)	2	9.52%	3	15.79%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

School Climate: My child feels safe at school.

Strongly Agree	3	15.00%	6	31.58%	3	42.86%
Agree	12	60.00%	10	52.63%	4	57.14%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	1	5.00%	2	10.53%	0	0%
(Not Answered)	4	20.00%	1	5.26%	0	0%
TOTAL RESPONSES	20	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	7	33.33%	10	152.63%	4	57.14%
Agree	10	47.62%	7	36.84%	3	42.86%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	2	9.52%	0	0%	0	0%
(Not Answered)	2	9.52%	2	10.53%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

School Climate: Students treat my child with respect and kindness.						
Strongly Agree	2	9.52%	6	33.33%	3	42.86%
Agree	13	61.90%	8	44.44%	4	57.14%
Disagree	1	4.76%	1	5.56%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	3	14.29%	0	0%	0	0%
(Not Answered)	2	9.52%	3	16.67%	0	0%
TOTAL RESPONSES	21	100%	18	100%	7	100%

School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	7	33.33%	8	42.11%	4	57.14%
Agree	10	47.62%	10	52.63%	3	42.86%
Disagree	0	0%	0	0%	0	0%
Strongly Disagree	0	0%	0	0%	0	0%
No Opinion	2	9.52%	0	0%	0	0%
(Not Answered)	2	9.52%	1	5.265	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My Student is aware of, and uses, the Tutorial Center on campus.						
Strongly Agree	4	19.05%				
Agree	8	38.10%				
Disagree	2	9.52%				
Strongly Disagree	1	4.76%				
No Opinion	3	14.29%				
(Not Answered)	3	14.29%				
TOTAL RESPONSES	21	100%				

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am informed of opportunities to attend school activities, i.e., Back to School Night, Report Card Night, Parent Advisory Committee meetings, etc.						
Strongly Agree	5	23.81%	5	26.32%	4	57.14%
Agree	11	52.38%	8	42.11%	2	28.57%
Disagree	1	4.76%	1	5.26%	0	0%
Strongly Disagree	1	4.76%	0	0%	0	0%
No Opinion	1	4.76%	1	5.26%	1	14.29%
(Not Answered)	2	9.52%	3	15.79%	0	0%
TOTAL RESPONSES	21	100%	19	100%	7	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am informed of opportunities to attend school sporting events, dramatic presentations, concerts, etc.						
Strongly Agree	1	4.76%				
Agree	7	33.33%				
Disagree	3	14.29%				
Strongly Disagree	1	4.76%				
No Opinion	6	28.57%				
(Not Answered)	3	14.29%				
TOTAL RESPONSES	21	100%				