

Newark Unified School District
James L. Bunker Elementary School
01-61234-6001499

School Plan
2008-2009

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School Site Council Membership

School James L. Bunker Elementary 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
Robert Chamberlin	[X]	[]	[]	[]	[]
Liz Knight	[]	[X]	[]	[]	[]
Valerie Bloom	[]	[X]	[]	[]	[]
Jodi Croce	[]	[]	[X]	[]	[]
Corina Pena	[]	[]	[]	[X]	[]
Jim Crowley	[]	[]	[]	[X]	[]
Mauricio Cordova	[]	[]	[]	[X]	[]
Marjorie Petesch	[]	[]	[]	[X]	[]
Numbers of members of each category	1	2	1	4	

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 L. Bunker 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

Mission Statement

The mission of Bunker Elementary School is to enable students to become contributing members of a global society, empowered with the skills, knowledge and the values necessary to meet the challenges of a changing world. We work together to provide a nurturing and cooperative environment that allows for optimal growth and lifelong learning. Teachers that are energetic, knowledgeable and caring, teach curriculum in an exciting, enriching, and fulfilling manner. Students explore and question, teachers facilitate and instruct, and administrators inspire and provide instructional leadership.

School Description

Bunker 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 the continued academic progress, and this school is not under any state or federal sanction.

Bunker School celebrates our diverse ethnic population of African-American, Asian, Hispanic, and White students. The school also provides specialized services to English Learners, 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. Although each school has its own individual approach to education, 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

Students at James L. Bunker Elementary School work toward being empowered with the skills, the knowledge, and the values necessary to carry them forward with success in a challenging and changing world. Energetic, knowledgeable, and caring teachers instruct the curriculum in an exciting, enriching, and fulfilling manner. Even though most of Bunker's parents have busy work schedules, they strongly support their children's academic development, and they provide much needed support for many of the school's enrichment activities.

At Bunker, teachers and students are accountable to the grade level standards in English/Language Arts, mathematics, science and history/social science. English/Language Arts, mathematics, and science materials are standards based. The school schedule is organized to create and protect uninterrupted time blocks in ELA and mathematics. In 2008-09, the Bunker will continue implementing the adopted standards based Foss (Full Option Science System) science materials. Staff uses frequent assessments to measure ongoing student progress towards the standards. Students needing extra help receive standards based intervention assistance at designated times before, during and/or after school. Our school's teachers and administration carry on a school wide discussion within and outside the grade levels to ensure, to the greatest degree possible, that Bunker's instructional program leaves no student behind. Teachers regularly examine student performance data and collaborate on ways to improve instructional effectiveness. Special attention is paid to closing the reading achievement gap that exists between the school's regular population and the Latino and other identified target sub-groups.

The Bunker staff is committed to on-going professional development. Special focus continues to be paid to teachers gaining greater skills in implementing the Houghton Mifflin Reading Series, the Scott Foresman Mathematics Program, the DSC (Developmental Studies Center) Being A Writer, Scott Foresman social science program and the FOSS Science Program.

Bunker School offers students and staff access to innovative technology applications in its technology center. The tech center houses 33 Macintosh computers and 7 Sunray (Solaris-based) computers. All Sunray computers are Internet accessible. All classrooms have televisions connected to computers; one Sunray and one Windows based computer with Internet access, a VCR, and a DVD player. Bunker School has its own website and has email links to community and staff. Students in grades 2-6 visit the computer lab on a regular basis and receive individual instruction in the use of computers.

We are proud of the positive school climate at Bunker. Students recite daily the Cougar Cub Pledge, which instills the values of respect, honesty, cooperation, safety, and kindness. Monthly awards assemblies are conducted to acknowledge individual student achievement, citizenship, and overall improvement in each of Bunker's 23 classrooms. An example of promoting mutual support among students is the Caring School Community Program and the "reading buddies" program where upper grade students read with primary grade students.

Bunker staff attributes much of its success to the strong family and community support the school receives. The Parent Teacher Club actively supports the supplemental programs of the school by its significant fundraising activities. This effort exemplifies how the staff and parents communicate closely and work cooperatively for the benefit of the nearly 550 students who attend James L. Bunker Elementary School.

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.

Bunker is not a Title I school.

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 2008-09, staff development will continue to emphasize the effective implementation of the Houghton Mifflin English Language Arts curriculum, the DSC Being A Writer Program, the Scott Foresman math curriculum and new math program pilot, Scott Foresman Social Science Curriculum, GATE certification of upper grade teachers and the newly adopted FOSS science curriculum. At Bunker, staff will continue to place an additional emphasis on using achievement data to support targeted interventions for students achieving below standards in ELA and mathematics. Additionally, Bunker staff will continue to emphasize "Talk It Out" training to promote conflict resolution skills among Bunker students.

As Title II program funding becomes available, Bunker School will use these dollars to enhance the existing professional development of teachers and paraprofessionals in those areas identified in the NUSD Title II Staff Development survey. All such staff development will be selected to assist staff in more effectively elevating student achievement toward proficiency of the California State Standards.

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.

Available Title IID funding will be devoted to promoting teacher and student use of technology both within the classroom as well as in the library and computer lab. While Bunker already has a strong technology program in its computer lab, Title II funds will be used to provide ongoing staff and parent training in software and Internet applications that elevate student achievement toward proficiency of the California State Standards.

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.

In addition to regular English Language Development (ELD) Services provided through the classroom teacher to identified English Learners, Bunker also provides part time English Language Development (ELD) Specialist and primary language support services to those students who are non-English speaking. Title III funds will be used to provide greater support to Bunker's English Learners in the attaining proficiency in English Language Arts as well as mathematics, science, and history/social studies. Depending on the proficiency levels of the students, funds will be used to provide additional primary language support, translation services to parents desiring to help their children with homework, instructional materials useful in supporting the academic content standards, and after school intervention services for identified English Learners.

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.

Staff at Bunker School uses a variety of strategies to ensure a safe and orderly campus suitable for learning. Clear and explicit student behavior expectations are expressed in the student handbook. A pledge of good conduct called the "Cougar Cub Pledge" is recited throughout the school each school day. Daily awards are provided through the "Caught You Being Good" report slips. Bunker staff will continue implementing the Caring School Community Program, which builds classroom, and school-wide community among students. Teachers will teach explicit lessons centered on developing effective class meetings and building a cross-age buddies program. Each month, all students attend an awards assembly where specific accomplishments are recognized at the classroom and grade level. When necessary, discipline consequences are given through by the use of a "step system" called Conduct Reports. Throughout this discipline process, attention is paid to involving parents and to providing individual counseling to students in order to facilitate the modification of their behavior. Available Title IV funds will be used in support of the Caring School Community Program to help Bunker students develop improved social skills and communication skills useful in resolving conflicts before physical aggression occurs. If necessary, Title IV funds will also be used to provide students with training in developing "refusal skills." If appropriate, teachers will be trained in ways to help students develop these skills. Relevant materials focusing on building a Caring School Community, anti-bullying, violence prevention, communication skills, tobacco use prevention (TNT Program), Comprehensive Sexual Education, and refusal skills will be purchased and implemented at the appropriate grade levels. Title IV funds will also be used to purchase awards for students for their academics, their effort, and their citizenship. These awards will be given at Bunker school's monthly awards assemblies, which are designed to build community and celebrate student accomplishments. Finally, Title IV funds will be used to purchase and maintain communication equipment as well as the necessary equipment, materials and supplies to support Bunker School Site Safety (and Disaster) Plan.

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.

In 2008-09, Bunker will operate a computer lab, which served all students in grades 2 through 6. This computer time will focus on supporting the ELA and mathematics standards taught in the classroom as well as teaching 3rd and 4th grade students explicit keyboarding skills as well as computer desktop navigation skills. Students in grades 4 through 6 will develop proficiency in word processing and in using the Internet for research. Title V funding has provided Bunker with a new Windows based server in order to support the standards based software that has accompanied the District's English Language Arts, English Language Development and mathematics adoptions as well as supplemental software which has been purchased to support our English Learners. A portion of future Title V funding will be used to purchase additional hardware for the computer lab and for the classroom.

In addition, Title V funding will be devoted to supporting student access to library services, technology, books, and media materials useful for students in achieving proficiency in the state content standards. As the Bunker collection continues to grow and technology evolves, we envision that Title V funds would be used to provide replacement furniture, bookcases, computers and other non-print items that will enhance student access to a wide scope of media and materials. Also, Title V funds will be used to augment the book and media collection addressing the needs of at-risk students. Books written in other languages will be secured. Books containing a variety of reading levels will also be purchased to ensure that Bunker's at risk students will have a wider choice of "just right" materials to fit their needs.

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.

In 2008-09, helping Bunker's English Learners reach language proficiency as rapidly as possible continues to be the primary goal. To do this, the classroom teacher provides regular English Language Development (ELD) and sheltered content instruction to identified English Learners. Bunker will continue to promote a part time English Language Development (ELD) Specialist and primary language support services to those students who are non-English speaking. Specifically, students scoring at the beginning level on the most recent CELDT test will receive supplementary pullout ELD from an itinerant ELD Teacher. Primary language support is provided for identified students on an as needed basis. Funds may be directed toward providing additional classroom technology, software, books, and other materials designed to address the language acquisition needs of students at all levels of the language proficiency spectrum. As an enhancement of the Bunker's existing ELD program, an additional computer server was purchased.

In 2007-08, Bunker staff began implementing ELD support software called "Language First" from Leapfrog, Let's Go! from Dyne Ed, and Rosetta Stone. These instructional tools will further enhance the effectiveness of Bunker's existing ELD program. When appropriate, staff will supplement or replace the use of HM ELA materials with Avenues or High Point in accordance with District expectations.

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.

In 2008-09, the needs of GATE students in grades 4,5,6 will continue to be met directly by the classroom teacher on an individualized basis. Students were provided accelerated and/or differentiated learning opportunities in both ELA and mathematics. Specific GATE instruction will be provided to identified GATE students during the regular school day. Funding for Bunker's Gifted and Talented Education Program will be designed to provide staff training, materials, and technology designed to address the GATE student's need for differentiated experiences with the existing grade level content. The focus will be on developing instructional experiences that provide increased complexity, depth, and specialized research as well as allow for the unique social needs for GATE students.

At Bunker, the GATE program will be available in the upper grades for identified students. The program will be delivered by a GATE certified teacher who will work with groups of GATE students at dedicated times during the week. In 08/09 any upper grade teacher who lacks GATE certification will be trained.

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.

In 2008-09 TUPE funding, if available, will be used for the prescribed purposes of continuing to inform students of the evils of tobacco. Specifically, funds will be used to purchase teacher training, teacher materials, and consumable student materials needed to implement the "Toward No Tobacco Use (TNT)" program. Also, at the elementary level, emphasis will be placed on the importance of students understanding the influences of "peer pressure" and the importance of developing sound decision-making as well as refusal skills. Funds will be used for materials, speakers and activities in support of the above-mentioned purposes.

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.

In 2007-08, students with exceptional needs were appropriately identified, assessed and provided with an appropriate program designed to meet their needs. Individualized Learning Plan Teams drafted the IEP goals. Where appropriate, services were provided by the: Resource Center, Severely Handicapped Class, Speech and Language Specialist, Adaptive Physical Education Specialist, as well as the Physical and Occupational Therapy Specialist.

In 2008-09, the Bunker Special Education student identification and IEP process will continue. The IEP teams will continue to define specific learning goals and objectives, as well as timelines for attainment of those goals and objectives. Bunker's special education students will be provided the least restrictive environment and will be afforded, to the greatest extent possible, the opportunity to participate in as much of the regular education program as possible. Wherever possible, school wide activities and events will be adapted to include every special education student. School funds will be used, when appropriate, to provide additional support and adaptations to the particular needs of the school's special education students.

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.

In 2008-09, The School and Library Improvement Block Grant (SLIP-AB825) funds will be used to provide for Computer Technician services for the computer lab, additional office clerical services to provide for student safety, and specific grade level "teacher taught" remedial and enrichment interventions that take place before school and after school.

In 2008-09, The SLIP funded interventions will be used for enhancing student achievement toward state standards, supporting a safe, nurturing environment, sustaining a strong home school communication link, developing student and staff skills in the use of technology within the tech center and classroom, providing for staff collaboration time, and staff development.

1. Enhancing Student Achievement Toward State Standards: SLIP-AB825 funds will be used to augment state intervention monies in order to provide targeted grade level specific remedial and enrichment interventions in reading/language arts and mathematics before and/or after school. Funds will be used for pay teachers at their hourly rate and intervention materials costs.

2. Supporting a Safe, Nurturing Environment: SLIP-AB825 funds will be used to continue to fund an additional .5 FTE School Clerk in order to make the Bunker clerk's hours conform to the entire school day. This position will provide assistance in the office to parents, students, and NUSD staff in matters directly related to all Bunker students. The clerk's role is to provide immediate response to student illnesses, injuries, social/emotional/personal problems. Timely home-school communication will result. Additionally, the additional clerk hours will provide for rapid student attendance related communications. School discipline recordkeeping and attendance accounting functions will continue to remain efficient.

3. Developing staff and student skills in the use of technology: SLIP-AB825 funds will be used to fund a .5 FTE Computer Lab Technician who manages and maintains the Bunker Technology Lab and provides technology collaboration and support with the teachers and students on specific grade level standards areas. Lab activities are tailored specifically to classroom content instruction. In addition, students receive formal keyboarding instruction and practice. The technician also provides guided assistance in using the Internet appropriately. The computer lab technician will be funded to provide for ongoing maintenance of the Bunker website which is a strong component of the home-school communication connection.

4. Providing for teacher collaboration time and staff development: SLIP-AB825 funds will be used for purchasing substitute teachers to release Bunker teachers for planning and collaboration purposes. Funds will be used to pay the costs related to sending teachers to conferences and symposia designed to address greater student achievement, school climate, data use and analysis, as well as strategies for targeting intervention activities to respond to the most recent data results. The Title II survey will be used to prioritize staff development offerings.

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

Program Goal:

The Bunker School Parent Teacher Club provides parent support to many additional activities that enrich the life of Bunker School.

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)	550	546	562	542
% African American	11%	12.8%	13%	12.4%
% Asian	24%	22.3%	22.95%	24.7%
% Filipino	11%	11.0%	11%	11.6%
% Hispanic	23%	25.5%	27%	28.4%
% Pacific Islander	2%	2.0%	1.96%	1.7%
% White	28%	25.1%	23.31%	20.5%
% Free/Reduced Lunch	21%	23%	27%	26%
% English Language Learners	14%	14.0%	14%	17%
% Initially or Redesignated Fluent	26%	27%	30%	31%
# Redesignated Fluent by Year	25	15	13	9
% Special Education Services	09%	07%	08%	9.48%
% Mobility (New to School Site, Not K)	97%	97%	95%	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	84.6%	92.9%	%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	78	75	76	53
# Advanced	10	27	10	14
# Early Advanced	27	23	19	13
# Intermediate	26	17	25	16
# Early Intermediate	11	4	14	8
# Beginner	4	4	8	2

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	94%	95.4%	96.26%	
Total Identified Truants	44	123	142	

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
English-Language Arts									
Schoolwide	100	57.4	Yes	100	55.0	Yes	99	57.4	Yes
Hispanic	100	40.2	Yes	100	44.8	Yes	100	48.4	Yes
White	99	69.2	Yes	100	67.3	Yes	100	68.5	Yes
English Learners	100	51.0	--	100	59.0	--	98	48.5	--
Socioeconomically Disadvantaged	100	37.2	Yes	100	36.7	Yes	100	35.3	Yes

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 - 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
Mathematics									
Schoolwide	100	69.4	Yes	100	66.8	Yes	99	66.1	Yes
Hispanic	100	57.5	Yes	100	55.2	Yes	100	53.7	Yes
White	99	78.6	Yes	100	73.8	Yes	100	68.5	Yes
English Learners	100	69.6	--	99	72.4	--	98	63.4	--
Socioeconomically Disadvantaged	100	50.0	Yes	100	45.6	Yes	100	44.1	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	786	829	43	Yes	829	820	-9	Yes	819	828	9	Yes
Hispanic	743	765	22	Yes	765	784	19	Yes	780	778	-2	No
White	809	875	66	Yes	875	863	-12	Yes	861	853	-8	Yes
Sociologically Disadvantaged	708	738	30	Yes	738	738	0	No	736	733	-3	No
English Learners	-	-	-	-								

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	46.0	56.0	44.0	50.0	47.0	46.0	66.0	63.0	73.0	57.0	49.0	58.0	53.0	55.0
Advanced	16	28	22	13	13	20	25	29	34	26	20	25	22	29	22
Proficient	30	28	22	37	34	26	41	34	39	31	29	33	31	26	30
Basic	35	24	27	33	32	30	20	26	18	18	32	31	34	15	31
Below Basic	14	18	22	14	13	18	13	11	3	16	13	8	10	17	11
Far Below Basic	5	4	7	4	9	6	1	0	5	9	5	2	2	13	7

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	63.0	67.0	65.0	76.0	74.0	68.0	71.0	75.0	78.0	61.0	56.0	65.0	65.0	54.0
Advanced	33	31	29	35	35	44	34	48	49	36	29	28	30	32	19
Proficient	30	36	36	41	39	24	37	27	29	25	27	37	35	22	31
Basic	28	26	20	15	9	23	14	16	16	12	24	22	26	22	28
Below Basic	9	5	12	8	16	9	15	10	7	22	17	13	9	19	18
Far Below Basic	1	1	3	1	0	1	0	0	0	5	3	1	0	4	4

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

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	46.0	36.0	54.0
Advanced	6	1	7
Proficient	40	35	47
Basic	35	45	31
Below Basic	13	16	15
Far Below Basic	5	3	0

SCHOOL ACHIEVEMENT DATA
(Continued)

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

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
All Students	57.4%	54.8%	57.4%
% English Learners	51%	59%	48.5%
% Economically Disadvantaged	37.2%	36.3%	35.3%
% Students with Disabilities	28.2%	25.6%	27.9%
% African American	22.5%	27.7%	28.6%
% Asian	72.5%	68.3%	75.6%
% Hispanic	40.2%	44.8%	48.4%
% White	59.2%	66.7%	68.5%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	69.4%	66.7%	66.1%
% English Learners	69.6%	72.4%	63.4%
% Economically Disadvantaged	50%	45.1%	44.1%
% Students with Disabilities	35.9%	48.7%	27.9%
% African American	27.5%	38.3%	42.9%
% Asian	85.7%	82.5%	87.2%
% Hispanic	57.5%	55.2%	53.7%
% White	78.5%	73.1%	68.5%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	6	9	9	18
48900 (a.2) Willfully used force or violence				1
48900 (b) Possess/Sale/Furnish Dangerous Object		1	1	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				
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity	2			
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority	14	3	4	14
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			1	
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				
Total # of Annual Suspensions	22	13	15	34

EXPULSIONS

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

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 5 Students Taking Survey	60%*	48%	49%
% Reported Feeling Bullied at School	46%*		15%
% Reported Feeling Very Safe at School	60%*	54%	57%

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		78	35.14%	116	36.48%	122	40.80%
Very		113	50.90%	166	52.20%	144	48.16%
Somewhat		26	11.71%	30	9.43%	24	8.03%
Not At All		0	0%	3	0.94%	4	1.34%
Don't Know/Not Enrolled		0	0%	1	0.31%	3	1.00%
(Not Answered)		5	2.25%	2	0.63%	2	.67%
TOTAL RESPONSES		222	100%	318	100%	299	100%
WRITING							
Extremely		59	26.34%	99	31.23%	98	32.78%
Very		119	53.13%	166	52.37%	163	54.52%
Somewhat		34	15.18%	42	13.25%	30	10.03%
Not At All		0	0%	4	1.26%	3	1.00%
Don't Know/Not Enrolled		1	0.45%	1	0.32%	2	.67%
(Not Answered)		11	4.91%	5	1.58%	3	1.00%
TOTAL RESPONSES		224	100%	317	100%	299	100%
MATHEMATICS							
Extremely		74	33.04%	121	38.29%	103	34.68%
Very		115	51.34%	154	48.73%	152	51.18%
Somewhat		27	12.05%	34	10.76%	35	11.78%
Not At All		1	0.45%	2	0.63%	2	.67%
Don't Know/Not Enrolled		0	0%	1	0.32%	2	.67%
(Not Answered)		7	3.13%	4	1.27%	3	1.01%
TOTAL RESPONSES		222	100%	317	100%	297	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		46	20.72%	78	24.61%	80	27.03%
Very		113	50.90%	176	55.52%	141	47.64%
Somewhat		44	19.82%	47	14.83%	58	19.59%
Not At All		3	1.35%	4	1.26%	1	.34%
Don't Know/Not Enrolled		5	2.25%	6	1.89%	10	3.38%
(Not Answered)		11	4.95%	6	1.89%	6	2.03%
TOTAL RESPONSES		222	100%	317	100%	296	100%
SCIENCE							
Extremely		42	18.83%	77	24.97%	83	28.04%
Very		120	53.81%	163	51.58%	140	47.30%
Somewhat		43	19.28%	56	17.72%	55	18.58%
Not At All		5	2.24%	4	1.27%	6	2.03%
Don't Know/Not Enrolled		6	2.89%	6	1.90%	4	1.35%
(Not Answered)		7	3.14%	10	3.16%	8	2.70%
TOTAL RESPONSES		223	100%	316	100%	296	100%
PHYSICAL EDUCATION/HEALTH							
Extremely		61	27.35%	91	28.80%	93	31.21%
Very		111	49.78%	147	46.52%	147	49.33%
Somewhat		30	13.45%	50	15.82%	40	13.42%
Not At All		4	1.79%	9	2.85%	5	1.68%
Don't Know/Not Enrolled		6	2.69%	11	3.48%	7	2.35%
(Not Answered)		11	4.93%	8	2.53%	6	2.01%
TOTAL RESPONSES		223	100%	316	100%	298	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		64	28.70%	110	34.59%	102	34.11%
Very		122	54.71%	163	51.26%	155	51.84%
Somewhat		23	10.31%	27	8.49%	24	8.03%
Not At All		0	0%	5	1.57%	1	.33%
Don't Know/Not Enrolled		2	0.90%	5	1.57%	8	2.68%
(Not Answered)		12	5.38%	8	2.52%	9	3.01%
TOTAL RESPONSES		223	100%	318	100%	299	100%
USE OF ART IN THE CURRICULUM							
Extremely		46	20.54%	59	18.67%	57	19.13%
Very		95	42.41%	124	39.24%	108	36.24%
Somewhat		51	22.77%	83	26.27%	78	26.17%
Not At All		9	4.02%	10	3.16%	18	6.04%
Don't Know/Not Enrolled		7	3.13%	15	4.75%	15	5.03%
(Not Answered)		16	7.14%	25	7.91%	22	7.38%
TOTAL RESPONSES		224	100%	316	100%	298	100%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		4	1.79%	5	1.58%	6	2.01%
Very		9	4.02%	16	5.05%	10	3.36%
Somewhat		9	4.02%	16	5.05%	10	3.36%
Not At All		0	0%	2	0.63%	4	1.34%
Don't Know/Not Enrolled		45	20.09%	66	20.82%	55	18.46%
(Not Answered)		157	70.09%	212	66.88%	213	71.48%
TOTAL RESPONSES		224	100%	317	100%	298	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		6	2.68%	10	3.14%	8	2.68%
Very		12	5.36%	15	4.72%	7	2.34%
Somewhat		0	0%	5	1.57%	2	.67%
Not At All		0	0%	1	0.31%	1	.33%
Don't Know/Not Enrolled		36	16.07%	60	18.87%	56	18.73%
(Not Answered)		170	75.89%	227	71.38%	224	75.25%
TOTAL RESPONSES		224	100%	318	100%	299	100%
PROGRAM FOR ENGLISH LEARNERS							
(Answer only if your child participates in this program.)							
Extremely		9	4.02%	11	3.46%	3	1.00%
Very		6	2.68%	12	3.77%	9	3.01%
Somewhat		0	0%	4	1.26%	1	.33%
Not At All		1	0.45%	1	0.31%	3	1.00%
Don't Know/Not Enrolled		41	18.30%	62	19.50%	58	19.40%
(Not Answered)		167	74.55%	228	71.70%	225	75.25%
TOTAL RESPONSES		224	100%	318	100%	299	100%
TITLE I PROGRAM							
(Answer only if your child participates in this program.)							
Extremely		1	0.45%	3	0.94%	2	.67%
Very		5	2.23%	6	1.89%	5	1.67%
Somewhat		0	0%	2	0.63%	0	0%
Not At All		0	0%	1	0.31%	1	.33%
Don't Know/Not Enrolled		42	18.75%	63	19.81%	56	18.73%
(Not Answered)		176	78.57%	243	76.42%	235	78.60%
TOTAL RESPONSES		224	100%	318	100%	299	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE							
(Answer only if your child participates in this program.)							
Extremely		4	1.79%	9	2.84%	14	4.68%
Very		10	4.46%	13	4.10%	20	6.69%
Somewhat		4	1.79%	10	3.15%	9	3.01%
Not At All		0	0%	4	1.26%	1	.33%
Don't Know/Not Enrolled		42	18.75%	58	18.30%	47	15.72%
(Not Answered)		164	73.21%	223	70.35%	208	69.57%
TOTAL RESPONSES		224	100%	317	100%	299	100%
D.A.R.E.							
(Drug Awareness Resistance Education)							
Extremely		41	18.47%	67	21.14%	76	25.42%
Very		52	23.42%	94	29.65%	55	18.39%
Somewhat		16	7.21%	22	6.94%	11	3.68%
Not At All		2	0.90%	3	0.95%	5	1.67%
Don't Know/Not Enrolled		25	11.26%	31	9.78%	41	13.71%
(Not Answered)		86	38.74%	100	31.55%	111	37.12%
TOTAL RESPONSES		222	100%	317	100%	299	100%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		35	15.70%	86	27.13%	70	23.41%
Agree		143	64.13%	174	55.21%	179	59.87%
Disagree		10	4.48%	18	5.68%	16	5.35%
Strongly Disagree		3	1.35%	8	2.52%	3	1.00%
No Opinion		14	6.28%	19	5.99%	17	5.69%
(Not Answered)		18	8.07%	11	3.47%	14	4.68%
TOTAL RESPONSES		223	100%	317	100%	299	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		32	14.29%	63	19.94%	66	22.07%
Agree		102	45.54%	138	43.67%	142	47.49%
Disagree		27	12.05%	38	12.03%	43	14.38%
Strongly Disagree		3	1.34%	13	4.11%	4	1.34%
No Opinion		37	16.52%	39	12.34%	32	10.70%
(Not Answered)		23	10.27%	25	7.91%	12	4.01%
TOTAL RESPONSES		224	100%	316	100%	299	100%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		113	50.45%	176	55.35%	167	56.04%
Agree		90	40.18%	114	35.85%	116	38.93%
Disagree		2	0.89%	4	1.26%	4	1.34%
Strongly Disagree		0	0%	3	0.94%	2	.67%
No Opinion		2	0.89%	2	0.63%	2	.67%
(Not Answered)		17	7.59%	19	5.97%	7	2.35%
TOTAL RESPONSES		224	100%	318	100%	298	100%
I am kept informed about school program and upcoming events.							
Strongly Agree		110	49.11%	164	51.74%	149	49.83%
Agree		98	43.75%	130	41.01%	134	44.82%
Disagree		0	0%	5	1.58%	7	2.34%
Strongly Disagree		1	0.45%	0	0%	1	.33%
No Opinion		0	0%	3	0.95%	1	.33%
(Not Answered)		15	6.70%	15	4.73%	7	2.34%
TOTAL RESPONSES		224	100%	317	100%	299	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		96	42.86%	142	44.94%	129	43.43%
Agree		87	38.84%	116	36.71%	121	40.74%
Disagree		3	1.34%	4	1.27%	7	2.36%
Strongly Disagree		2	0.89%	2	0.63%	0	0%
No Opinion		19	8.48%	37	11.71%	29	9.76%
(Not Answered)		17	7.59%	15	4.75%	11	3.70%
TOTAL RESPONSES		224	100%	316	100%	297	100%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		137	61.16%	191	60.25%	172	57.91%
Agree		67	29.91%	97	30.60%	108	36.36%
Disagree		2	0.89%	5	1.58%	5	1.68%
Strongly Disagree		0	0%	0	0%	0	0%
No Opinion		4	1.79%	7	2.21%	3	1.01%
(Not Answered)		14	6.25%	17	5.36%	9	3.03%
TOTAL RESPONSES		224	100%	317	100%	297	100%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		108	48.21%	163	51.26%	132	44.15%
Agree		96	42.86%	125	39.31%	142	47.49%
Disagree		2	0.89%	5	1.57%	9	2.01%
Strongly Disagree		0	0%	0	0%	1	.33%
No Opinion		3	1.34%	5	1.57%	9	3.01%
(Not Answered)		15	6.70%	20	6.29%	9	3.01%
TOTAL RESPONSES		224	100%	318	100%	299	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		84	37.50%	116	36.48%	117	39.13%
Agree		108	48.21%	157	49.37%	148	49.50%
Disagree		8	3.57%	15	4.72%	15	5.02%
Strongly Disagree		0	0%	2	0.63%	1	.33%
No Opinion		5	2.23%	9	2.83%	7	2.34%
(Not Answered)		19	8.48%	19	5.97%	11	3.68%
TOTAL RESPONSES		224	100%	318	100%	299	100%
I am informed of the NUSD Homework Policy.							
Strongly Agree		69	30.80%	108	33.96%	97	32.44%
Agree		107	47.77%	152	47.80%	156	52.17%
Disagree		10	4.46%	21	6.60%	17	5.69%
Strongly Disagree		2	0.89%	2	0.63%	3	1.00%
No Opinion		15	6.70%	14	4.40%	14	4.68%
(Not Answered)		21	9.38%	21	6.60%	12	4.01%
TOTAL RESPONSES		224	100%	318	100%	299	100%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		93	41.52%	132	41.64%	122	40.80%
Agree		104	46.43%	150	47.32%	155	51.85%
Disagree		4	1.79%	6	1.89%	3	1.00%
Strongly Disagree		0	0%	0	0%	1	.33%
No Opinion		3	1.34%	7	2.21%	7	2.34%
(Not Answered)		20	8.93%	22	6.94%	11	3.68%
TOTAL RESPONSES		224	100%	317	100%	299	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		39	17.41%	82	25.79%	72	24.24%
Agree		101	45.09%	130	40.88%	143	48.15%
Disagree		21	9.38%	32	10.06%	30	10.10%
Strongly Disagree		5	2.23%	6	1.89%	8	2.69%
No Opinion		35	15.63%	44	13.84%	33	11.11%
(Not Answered)		23	10.27%	24	7.55%	11	3.70%
TOTAL RESPONSES		224	100%	318	100%	297	100%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		78	35.14%	118	37.11%	122	40.80%
Agree		107	48.20%	161	50.63%	156	52.17%
Disagree		7	3.15%	7	2.20%	8	2.68%
Strongly Disagree		0	0%	1	0.31%	1	.33%
No Opinion		3	1.35%	9	2.83%	5	1.67%
(Not Answered)		27	12.16%	22	6.92%	7	2.34%
TOTAL RESPONSES		222	100%	318	100%	299	100%
School Climate: My child feels safe at school.							
Strongly Agree		92	41.26%	133	41.96%	130	43.48%
Agree		95	42.60%	151	47.63%	145	48.49%
Disagree		5	2.24%	9	2.84%	8	2.68%
Strongly Disagree		2	0.90%	1	0.32%	2	.67%
No Opinion		7	3.14%	1	0.32%	5	1.67%
(Not Answered)		22	9.86%	22	6.94%	9	3.01%
TOTAL RESPONSES		223	100%	317	100%	299	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		50	22.32%	95	29.87%	92	30.77%
Agree		127	56.70%	158	49.69%	161	53.85%
Disagree		14	6.25%	24	7.55%	22	7.36%
Strongly Disagree		3	1.34%	2	0.63%	6	2.01%
No Opinion		11	4.91%	10	3.14%	8	2.68%
(Not Answered)		19	8.48%	29	9.12%	10	3.34%
TOTAL RESPONSES		224	100%	318	100%	299	100%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		99	44.39%	150	47.32%	154	51.68%
Agree		99	44.39%	143	45.11%	129	43.29%
Disagree		2	0.90%	1	0.32%	3	1.01%
Strongly Disagree		0	0%	0	0%	3	1.01%
No Opinion		2	0.90%	0	0%	0	0%
(Not Answered)		21	9.42%	23	7.26%	9	3.02%
TOTAL RESPONSES		223	100%	317	100%	298	100%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		78	34.82%	106	33.33%	109	36.58%
Agree		110	49.11%	152	47.80%	154	51.68%
Disagree		6	2.68%	16	5.03%	14	4.70%
Strongly Disagree		4	1.79%	7	2.20%	3	1.01%
No Opinion		9	4.02%	11	3.46%	9	3.02%
(Not Answered)		17	7.59%	26	8.18%	9	3.02%
TOTAL RESPONSES		224	100%	318	100%	298	100%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Like the entire State of California, Bunker's student population is becoming more diverse; no single ethnic group is in the majority. In the 2007-08 school year, the African American population is 13% (roughly 68 students school wide), the Asian population is 24% (roughly 151 students school-wide), the Filipino population has remained constant, the Hispanic population has increased to 28% and the White population has decreased by 3%.

Conclusion:

In general, Bunker's white subgroup is declining and other ethnic subgroups are increasing. This trend mirrors the overall demographic of the State. These ongoing demographic shifts call for a continued emphasis on building effective home-school communication and cooperation to promote increased student achievement and to continue to maintain a strong sense of student safety and belongingness.

Student Achievement Data

Description of Data:

Overall the school has 57.4% of the students achieving at the proficient level or above in English Language Arts (ELA). Over 69.4% are at the proficient level or above in mathematics. Over the past three years 2004/05, 2005/06, and 2006 /07 two subgroups, Hispanic and African American students, have scored significantly below the overall school in both ELA and mathematics.

Conclusion:

School-wide ELA results have remained steady at 57.4% proficient and above in 2004/05 through 2006/07. School-wide mathematics results have slipped from 69.4 proficient or above in 2004/05 to 66.1 in 2006/07. A continued instructional emphasis needs to be placed on increasing the numbers of students meeting standards in both ELA and mathematics.

Parent Surveys

Description of Data:

Two hundred ninety-eight surveys made up the data aggregate for the 2007/08 surveys. In the first nine questions addressing general academic areas, the lowest approvals were on science where 75% of the respondents felt the history/social science program was "very effective" or "extremely effective." History/Social science had 73.9% of the respondents feeling that the history/social science program was "very effective" or "extremely effective." The highest approval rating was for reading-language arts where 88.9% of the respondents answered that Bunker are either "very effective" or "extremely effective" in meeting their child's needs. The other academic areas scored within the percentage range established by the science and reading results. In the area of home/school communication, 95% said they were kept informed about their child's progress and they knew about school programs and upcoming events; 88.6% of parents felt the school was providing information about how to support their child's learning at home; 84.6% of the surveys said that they strongly agree with the homework policy; 92.6% felt that the homework has relevant to classroom instruction. Parents felt that staff was accessible, 84.1% agreed or strongly agreed that the principal responded to their questions/concerns and a whopping 94.2% felt that their child's teacher was accessible to answer questions or respond to concerns (3.02% did not answer). Ninety five and seven tens percent of the parents knew about school programs, upcoming events, and opportunities to volunteer at Bunker.

Parents gave Bunker high marks on school climate: 91.9% of parents said that their child feels safe at school. 94.9% of parents "agree" or "strongly agree" that staff treats their child with respect and kindness.

Conclusion:

Those responding to to Bunker Parent Survey held a highly favorable opinion of Bunker School and its programs and services. This information would argue for a continuation of existing practices. Compared to the other academic areas, parents felt that the history/social science program and the science program were relatively weaker than the others in meeting their child's needs.

Summary Areas Based Upon Analysis of Data

Overall Trends:

Student Achievement

Summary Statement: In ELA, there is an emerging trend of increased achievement, although in 2005/06 there was a slight decline in the number of proficient students. In mathematics, the three-year data show significant annual school-wide increases, but in 2005/06 there was a decline in the number of proficient students. Bunker's two target subgroups, Hispanic and African American have a 3-year trend of scoring beneath the school average in both ELA and math. However, in general both of these groups have made steady progress to narrow the achievement gap. (African American students do not make up at a minimum, 15% of the school population; therefore, they are not considered a statistically significant subgroup.)

Demographic Data

Enrollment at Bunker School has declined slightly between 2002-07. The White student population is steadily declining while the African American, and Hispanic populations are gradually increasing. The implications of these changes are still uncertain. Clearly, since African American and Hispanic student populations continue to achieve below the school as a whole, the resulting achievement gap will most likely continue to be a challenge.

Parent Survey Data

While a significantly high percentage of parents felt Bunker's academic programs were "very effective" or "extremely effective," they gave relatively weaker approvals to the questions addressing whether the use of technology – 72.3% "agreed" or "strongly agreed" and the use of the arts in the curriculum – 55.4% "agreed" or "strongly agreed." Especially noteworthy are the responses parents gave to the questions addressing how safe their child feels at Bunker – 91.9% "agreed" or "strongly agreed" and whether their child is treated with fairness and respect – 94.9% "agreed" or "strongly agreed." Parents also felt that they were well informed about programs and events – 95% "agreed" or "strongly agreed."

Emerging Trends:

Based on comparing 2004/05 CST data to 2006/07 CST data, the percent of students' proficient for the following emerging trends are noted:

School-wide: Bunker's ELA and mathematics achievement continues to increase, from 42.6% to 54.8% in ELA and 57.4% to 66.7% in mathematics.

Trends: Based on comparing 2003/04 CST data to 2005/06 CST data, the percent of students proficient for the following trends are noted:

Subgroups: Hispanic students are continuing to achieve at higher levels. Their performances moved from 34.1% to 44.8% proficient in ELA and from 44.7% proficient to 55.2% proficient in mathematics.

African American students showed an upward trend from 12.1% to 27.7% in ELA and an increase from 31.7% to 38.3% proficient in mathematics. Asian students are making continual achievement gains from 56.1% to 68.3% proficient in ELA and 74.1% to 82.5% in mathematics.

White students increased from 48.8% to 66.7% proficient or above in ELA and 64.1% to 73.1% proficient or above in math.

English Learners (former ELs) increased from 39.2% to 59% proficient or above in ELA and from 55.3% to 66.7% proficient or above in mathematics.

These trends lead to the following conclusions:

1. English Language Arts achievement continues to be Bunker's main academic focus: 42.6% of the school population continues to score "below proficient" on the STAR test. Hispanic and African American students, as subgroups, continue to score below the overall school. To address this need, AB825 funding will be used to provide after/before school interventions in ELA.
2. Mathematics achievement continues on a steady trajectory toward higher scores on STAR. Still, over 33.9% of the students are scoring "below proficient." Hispanic and African American students are making progress toward closing the achievement gap, but a gap still exists. Extra time intervention efforts will continue to be needed to address the needs of the "below proficient" students as well as the target populations overall. To address this need, AB825 funding will be used to provide after/before school interventions in math.
3. Parents rate Bunker highly for supporting student safety and promoting student feelings of being respected. Student feelings of safety and of being respected contribute substantially to a school's positive learning environment. While many factors play into creating such a positive learning environment, a crucial component is having a kind, considerate, communicative, and professional office staff available to handle student physical, emotional, and emergency needs. AB825 funding will be needed to sustain the .5FTE school clerical position essential in supporting student safety, nurturance, attendance, and home-school communication in 2008/09.
4. Parents expressed relative concern that their "child regularly has access to and uses computers and other technology as part of the instructional programs." To address this relative deficiency and to support home-school communication by maintaining the Bunker website, AB825 funding will be needed to sustain the .5FTE technology lab technician position for 2008/09.
5. Parents expressed relative concern that the school was meeting individual needs in art, history, social science, science, physical education/health, and music. To address this relative deficiency, AB825 funding will be needed to provide extension and enrichment materials, services, activities, and equipment in visual and performing arts, history/social science, science, physical education/health, and music.
6. Parents expressed approval over the appearance of the Bunker facility. To maintain this standard, Discretionary Site Block Grant funds will be used to purchase school and classroom equipment and furniture as well as spare parts for repairs and equipment maintenance services.

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

GOAL:

To Increase Student Achievement

Objective 1:

In 2008-09, the overall school wide number of students performing at proficient and above in ELA and mathematics, will increase by 5%. (ELA/math school wide achievement)

GOAL:

To Increase Student Achievement

Objective 2:

In 2008-09, the percentage of all statistically significant subgroups and the African American subgroup performing at proficient and above in ELA and mathematics will increase by 7% (ELA/math closing the achievement gap)

GOAL:

To Increase Student Achievement

Objective 3:

In 2008-09, 60% of the English Learners will demonstrate an increase of one level as measured on the fall 2007-08 CELDT test. (English Language Learner achievement)

GOAL:

To Increase Student Achievement

Objective 4:

In 2008-09, students in 2nd-6th grades will receive specific instruction from a .5 FTE Computer Lab Technician in use of the computers and use of the internet in support of standards based curriculum at that grade level. (Technology and the curriculum)

GOAL:

To Increase Student Achievement

Objective 5:

In 2008-09, the library will acquire technology including hardware and software, books media materials, and equipment necessary to utilize the media and furniture to store the media. (Library)

GOAL:

To Maintain a Safe, Orderly, and Nurturing Learning Environment

Objective 6:

In 2008-09, teachers will be provided staff development and collaboration time in one to several of the following designated areas: standards based instruction and assessment, differentiated instruction for English Language Learners and special needs students, differentiated instruction techniques for addressing varied student learning styles to enhance the learning of English/Language Arts, mathematics, science and history/social science content standards, and/or use of assessment data to plan instruction and close the achievement gap. (Staff Development)

GOAL:

To Maintain a Safe, Orderly, and Nurturing Learning Environment

Objective 7:

In 2008-09, students will receive enrichment, extension, and or reinforcement instructional activities that support state standards and state frameworks in the areas of art, health, music, physical education, science and social science.

GOAL:

To Increase Student Use of Art in the Curriculum

Objective 8:

In 2008-09, the physical, emotional and safety needs of Bunker students will continue to be addressed by the AB825 funded augmentation of a 0.5 FTE office clerk position in order to adequately support a safe, orderly and nurturing learning environment for the entire school. (Office support)

GOAL:

To Increase Student Use of Art in the Curriculum

Objective 9:

In 2008-09, the physical, emotional, and safety needs of Bunker students will continue to be addressed through a variety of programs, activities, materials and equipment purchases and repairs designed to support student safety and student involvement in the overall school community.

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**

James L. Bunker Elementary School

<u>Goal:</u> To Increase Student Achievement	
<u>Objectives 1:</u> In 2008-09, the overall school wide number of students performing at proficient and above in ELA and mathematics, will increase by 5%. (ELA/math school wide achievement)	
<u>Board/District Goal(s) Addressed in Objective:</u> 1b. 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> This objective continues the school's work in raising student achievement.	
<u>Activities to Meet Objective:</u> 1.1. Pursue more focused data driven instruction. 1.2. More teachers to be trained in AB466/SB472 ELA and mathematics. 1.3. Interventions – inside and outside the school day. 1.4 ELA and math differentiation. 1.5. Teachers maintain classroom web pages to feature classroom news and examples of student work.	<u>Timeline:</u> Sept.-June '09 Sept.-June '09 Oct.-May '09 Oct.-May '09 Oct-May '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Embedded regular classroom benchmark assessments, and annual STAR test results. 2. Number of teachers trained in each subject. 3. Number of students who participate in interventions. 4. Number of current, up to date, classroom web pages.	
<u>Funding Source(s):</u> AB825, Title II, Title III, GATE, EIA-LEP, Site Discretionary Block Grant (393), Instructional Materials, Library and Ed. Tech. Block Grant (396)	
<u>Responsible Staff:</u> Principal and Teachers	

Date Approved by School Site Council May 28, 2008

<u>Goal:</u> To Increase Student Achievement	
<u>Objectives 2:</u> In 2008-09, the percentage of all statistically significant subgroups and the African American subgroup performing at proficient and above in ELA and mathematics will increase by 7% (ELA/math closing the achievement gap).	
<u>Board/District Goal(s) Addressed in Objective:</u> 1b. 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> This objective continues the school's work in closing the ELA/Math achievement gaps among Bunker's subgroups and the school overall.	
<u>Activities to Meet Objective:</u> 2.1. Pursue more focused data driven instruction. 2.2. More teachers to be trained in AB466/SB472 ELA and mathematics. 2.3. Interventions – inside and outside the school day. 2.4 ELA and math differentiation. 2.5. Teachers maintain classroom web pages to feature classroom news and examples of student work. 2.6. A minimum of 20 sessions of EL parent homework help nights.	<u>Timeline:</u> Sept.-June '09 Sept.-June '09 Oct.-May '09 Sept-June '09 Sept-June '09 Sept-June '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Embedded regular classroom and benchmark assessments, STAR, and CELDT tests. 2. Specific differentiation strategies used. 3. Participation rate in Homework Help Nights and parent feedback/evaluation of sessions.	
<u>Funding Source(s):</u> AB825, Intervention Funds, EIA-LEP, Title III, Site Discretionary Block Grant (393), Instructional Materials, Library, and Ed. Tech Grant (396)	
<u>Responsible Staff:</u> Principal, Teachers, Parent Homework Evening Staff Members, Translators	

Date Approved by School Site Council May 28, 2008

<u>Goal:</u> To Increase Student Achievement	
<u>Objectives 3:</u> In 2008-09, 60% of the English Learners will demonstrate an increase of one level as measured on the fall 2007-08 CELDT test. (English Language Learner achievement)	
<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. 1b. Close the achievement gap among students in defferent socio-economic groups, racial/ethnic and language groups through aggregated and disaggregated student gains.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> This objective continues the school's work in closing the ELA/Math achievement gaps among Bunker's subgroups and the school overall.	
<u>Activities to Meet Objective:</u> 3.1. Universal access daily in ELA at all grade levels. 3.2. Differentiation strategies within regular ELA. 3.3 After school interventions by classroom teacher and a minimum of 20 sessions of parent homework help.	<u>Timeline:</u> Sept.-June '09 Sept.-June '09 Oct.-May '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Embedded regular classroom and benchmark assessment, STAR, and CELDT tests. 2. Specific differentiation strategies used. i.e. use of concrete materials, group work, slow down, restate-rephrase, role play, explain word families, pronoun usage, cause and effect relationships, phonics support, sequence. et.al. 3. Participation rate in Homework Help Nights.	
<u>Funding Source(s):</u> AB825, Intervention Funds, EIA-LEP, Title III, ELAP, Site Discretionary Block Grant (393), Instructional Materials, Library and Ed. Technology Grant (396)	
<u>Responsible Staff:</u> Principal, Teachers	

Date Approved by School Site Council May 28, 2008

Goal:

To Increase Student Achievement

Objectives 4:

In 2008-09, students in 2nd-6th grades will receive specific instruction from a .5 FTE Computer Lab Technician in use of computers and use of the internet in support of the use of standards based curriculum at that grade level. (Technology and the curriculum)

Board/District Goal(s) Addressed in Objective:

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

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

Parent survey indicated relative strengths and/or weaknesses in use of technology in accessing the curriculum.

Activities to Meet Objective:

- 4.1. 2nd through 6th grade classrooms will be scheduled for computer lab use.
- 4.2. Computer lab activities will support computer literacy and academic standards.
- 4.3. Hardware and software and other technological equipment will be purchased to greater facilitate student achievement and the acquisition of technology skills.

Timeline:

- Sept.-June '09
- Oct.-May '09
- Oct.-May '09

Method/Criteria to evaluate success in meeting the objective:

- 1. Review computer lab schedule for all 2nd and 6th grade classrooms.
- 2. Maintain monthly list of class projects and activities that are in support of the standards based curriculum and instruction and the acquisition of technology skills.
- 3. A list of technology equipment purchases will be developed.

Funding Source(s):

AB825, Title V Funds (if available), Site Discretionary Block Grant (393), Instructional Materials, Library Materials and Educational Technology Grant (396)

Responsible Staff:

Principal, Teachers and Computer Lab Technician

Date Approved by School Site Council May 28, 2008

<u>Goal:</u> To Increase Student Achievement	
<u>Objectives 5:</u> In 2008-09, the library will acquire technology, including hardware and software, books, media materials, equipment necessary to utilize the media, and furniture to store the media. (Library)	
<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.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> This objective supports overall student achievement in all standards areas.	
<u>Activities to Meet Objective:</u> 5.1 As funds become available, the Bunker library will order technology, additional books, media, and other materials necessary to support standards based activities in the classroom.	<u>Timeline:</u> Oct.-May '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Review of list of items purchased.	
<u>Funding Source(s):</u> AB825, Title V Funds, State Library Funds (if available), Site Discretionary Block Grant (393), Instructional Materials, Library Materials & Ed. Technology Grant (396).	
<u>Responsible Staff:</u> Principal, Teachers, and Library Technician	

Date Approved by School Site Council May 28, 2008

Goal:

To increase Student Achievement

Objectives 6:

In 2008-09, teachers will be provided with staff development and collaboration time in one to several of the following designated areas: standards based instruction and assessment, differentiated instruction for English Language Learners and special needs students, differentiated instruction techniques for addressing varied student learning styles to enhance the learning of English/Language Arts, mathematics, science and history/social science content standards, and/or use of assessment data to plan instruction that will assist in closing the achievement gap. (Staff Development)

Board/District Goal(s) Addressed in Objective:

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

These items were the staff development areas identified in the Title II Survey.

Activities to Meet Objective:

- 6.1. Training in the implementation of Houghton Mifflin ELA, newly adopted Mathematics program, FOSS science and Scott Foresman history/social studies adoption.
- 6.2. Training in the techniques of differentiated instruction.
- 6.3. Collaboration time for teachers to discuss selected areas identified in this objective. (Specific times and areas are to be determined by teachers based on their needs.)

Timeline:

- Oct.-May '09
- Oct.-May '09
- Oct -May '09

Method/Criteria to evaluate success in meeting the objective:

1. Teacher participation records.
2. Professional development evaluations.
3. End of year survey of teachers regarding success of this means of support.

Funding Source(s):

AB825 Funds, Title V Funds, Site Discretionary Block Grant (393), Instructional Materials, Library Materials and Ed. Technology Block Grant (396)

Responsible Staff:

Principal, Teachers, and Classified Staff, when appropriate

Date Approved by School Site Council May 28, 2008

Goal:

To Increase Student Achievement

Objectives 7:

In 2008-09, students will receive enrichment, extension, and or reinforcement instructional activities that support state standards and state frameworks in the areas of art, health, music, physical education, science, and social science.

Board/District Goal(s) Addressed in Objective:

- 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year.
- 1b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains.
- 2b. Provide a nurturing environment that promotes the social, emotional, and physical health of every student as measured by improved student behaviors, results of the California Healthy Kids Survey, and results of the state-designated physical fitness tests.

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

This objective was selected to support the school's work in raising the overall academic achievement. Historically, the parent survey indicates that parents perceive a relative weakness in the effectiveness of Bunker's science, social science, P.E./health, art, and music programs.

Activities to Meet Objective:

- 7.1. Purchase materials to construct and maintain a school garden. Expenditures will be for fencing, a gate, a shed, a work bench, lumber for planter, irrigation equipment, seeds and plants, instructional materials as well as associated labor costs.
- 7.2. Conduct the following school-wide activities: Turkey Trot, other P.E. activities & events, and grade-level events: 4th grade Walk Through California, 5th grade American Revolution, and 6th grade Ancient World.
- 7.3. Purchase P.E. equipment and materials.
- 7.4 Purchase staff training materials, software, consultant services and activities, and equipment to provide curricular support to state standards of science, social science/health, physical education, art, and music programs.
- 7.5 Purchase supplemental student materials, as needed, and provide any additional photocopies needed for classroom instruction and interventions.
- 7.6 Fund vocal music staff and/or services and purchase supplies, materials, and/or support services and provide for expenses for band teacher and vocal music teacher. i.e. mileage costs, instrument repair, and piano tuning.

Timeline:

- Oct.-May '09
- Oct.-May '09
- Oct.-May '09
- Oct.-May '09
- Oct - May '09
- Oct - May '09
- Oct - May '09

Method/Criteria to evaluate success in meeting the objective:

- 1. Documentation of purchases.
- 2. Parent Survey questionnaires addressing school effectiveness in science, social science, P.E./health, art and music programs with a minimum of 75% approval (agree and strongly agree).
- 3. Student work and participation, performances, establishment of the garden.

Funding Source(s):

AB825, Title IV Funds, Title V Funds, TUPE, Site Discretionary Block Grant (393), Instructional Materials, Library Materials and Ed. Technology Block Grant (396), Arts and Music Block Grant (395), Arts, Music, & P.E. Supplies and Equipment Block Grant (398), California Instructional School Garden Grant (252),

Responsible Staff:

Principal, Certificated Staff, Classified Staff, and Students

Date Approved by School Site Council May 28, 2008

<u>Goal:</u> To Maintain a Safe, Orderly, and Nurturing Learning Environment	
<u>Objectives 8:</u> In 2008-09, the physical, emotional, and safety needs of Bunker students will continue to be addressed by the AB825 funded augmentation of a 0.5 FTE office clerk position in order to adequately support a safe, orderly, and nurturing learning environment for the entire school. (Office support)	
<u>Board/District Goal(s) Addressed in Objective:</u> Provide a nurturing environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors, results of the California Healthy Kids Survey, and the results of state-designated physical fitness tests.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The objective was selected in support of the Board goal and Bunker School's need to sustain the consistently high level of parent satisfaction in that "their child feels safe at Bunker School."	
<u>Activities to Meet Objective:</u> 8.1. The office clerk will maintain active communication with parents concerning the physical, emotional, and safety needs of Bunker students. 8.2. The office clerk will attend to the immediate physical, emotional, and safety needs of Bunker students.	<u>Timeline:</u> Oct.-May '09 Oct.-May '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Parent Survey with a minimum of 75% parent approval (strongly agree and agrees). 2. Seek input from certificated and classified staff regarding the success of this means of support.	
<u>Funding Source(s):</u> AB 825 Funds	
<u>Responsible Staff:</u> Principal, Office Clerk	

Date Approved by School Site Council May 28, 2008

<u>Goal:</u> To Maintain a Safe, Orderly, and Nurturing Learning Environment	
<u>Objectives 9:</u> In 2008-09, the physical, emotional, and safety needs of Bunker students will continue to be addressed through a variety of programs, activities, materials and equipment purchases and repairs designed to support student safety and student involvement in the overall school community.	
<u>Board/District Goal(s) Addressed in Objective:</u> .2a. Provide a nurturing environment that promotes the social, emotional and physical health of every student as measured by improved student behaviors, results of the California Healthy Kids Survey, and the results of state-designated physical fitness tests.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The objective was selected in support of the Board goal and Bunker School's priority to continue to address the parent expectation that "their child feels safe at Bunker School."	
<u>Activities to Meet Objective:</u> 9.1. Continue staff training in "Talk It Out" conflict resolution and Caring School Community. 9.2. Identify, pilot, receive training, and implement materials focusing on bullying, refusal skills and communication skills, and violence prevention. 9.3. Continue monthly award assemblies, which promote academics, effort and citizenship. (AB825 funds will be used to purchase awards for these three areas.) 9.4 Schedule CAPA (Child Abuse Prevention Education), and D.A.R.E. (Drug Abuse Resistance Education) presentations to identified grade level classrooms. 9.5 Provide athletic and social activities during recess and purchase recess equipment and materials. 9.6 Purchase multi-purpose room equipment and furniture, classroom furniture, white boards, school and classroom equipment, and spare parts and repair services for existing school furniture and equipment.	<u>Timeline:</u> Oct.-May '09 Oct.-May '09 Oct.-May '09 Oct -May '09 Oct -May '09 Oct -May '09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Parent Survey with a minimum of 75% parent approval (strongly agree and agrees) on safety related, facility related, and school climate related questions. 2. Seek input from certificated and classified staff regarding the success of this means of support. (Teacher questionnaire)	
<u>Funding Source(s):</u> AB825, Title IV, TUPE, Governor's Performance Award, General Fund, Parent Teacher Club Funds, Site Discretionary Block Grant (393), Arts, Music & P.E. Supplies and Equipment Block Grant (398)	
<u>Responsible Staff:</u> Principal, Teachers, Classified Staff	

Date Approved by School Site Council May 28, 2008

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	SI Block Grant	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	School Site Discretionary Block Grant	Instructional Materials, Library & Ed. Technology Block Grant
Objective #	1,2	1,2	1,2		1,2	1,2	1,2
Object #	#1190	#1190	#1190		#1190	#1190	#1190
	\$14,579	\$26,098	\$1,900		if funds available	\$29,642	\$7,321

Objective #	4						
	\$16,150						
Object #	2220 Comp Tech						

Objective #	3						
	\$2,000						
Object #							

Objective #	5						
	\$1,500						
Object #							

Objective #	8			8			
	\$22,117			\$973			
Object #	2435 clerk						

Objective #							
Object #					4130		
					\$21,218		

Total By Program	\$56,346	\$26,098	\$1,900	\$973	\$21,218	\$29,642	\$7,321
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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
			EETT	LEP	SDFSC	Strategies	SOURCE
	K-12	K-12	K-12	K-12	K-12	K-12	Library Resource Materials
Objective #						4	4
						if funds available	
Object #						4310	4310
							\$544

Objective #		5					
		if funds available					
Object #							

Objective #			3			3	
			if funds available			\$372	
Object #							

Objective #				2			
				\$5113			
Object #							

Objective #					7		
					\$1196		
Object #					4310		

Objective #							
Object #							

Total By Program	0	if funds available	if funds available	\$5,113	\$1,196	\$372	\$544
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): For The Year 2008-2009: Student Achievement

Primary Focus Area: AB466 – ELA and Mathematics Training

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. AB466/SB472 ELA Training	Goal 1, Ob 1, 2
2. AB466/SB472 Math Training	Goal 1, Ob 1, 2
3. Collaboration Time, Grade Level and Cross Grade Level	Goal 1, Ob 6
4.	
5.	

Primary Focus Area: Differentiated Instruction for Student Learning Styles and Content Standards

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Presentation of NUSD Educational Services Materials on Differentiation	Title II Survey
2. Meeting Time to Discuss Differentiation Issues	Title II Survey
3. Collaboration Time, Grade Level and Cross Grade Level	Goal 1, Ob 5
4.	
5.	

Primary Focus Area:

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Review STAR Test and Benchmark Exams	Title II Survey, Goal 1a, 1b.
2. Curriculum Mapping and Planning	Title II Survey, Goal 1a, 1b.
3. Collaboration Time, Grade Level and Cross Grade Level	Title II Survey, Goal 1a, 1b, Goal 1 Obj. 5
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)

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source

Appendix

Additional Assessment (if applicable)

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

**Appendix A
WASC**

**Appendix B
Technology Plan**

**Newark Unified School District
Bunker Elementary School
Site Technology Plan
2008-09**

School: Bunker Elementary School

Current Availability of Technology at the Site:

Technology of tools available for staff and students are:

1. A computer lab with 32 Apple computers, 6 Sunray computers with internet accessibility.
2. A library with 10 Internet accessible computers.
3. All classrooms have a minimum of 2 computers with Internet accessibility.
4. All classrooms and other student use spaces have cable television access and VCR's/DVD's attached.
5. All classrooms and other student use areas are equipped with telephone connectivity. All teachers have voicemail boxes.
6. All certificated and most classified staff has an email account.
7. A LCD projector.

Current Use of Technology for Learning and Management:

Bunker's computer lab is an integral part of enhancing our curriculum. Students in grade 2-6 work in the lab 40 minutes a week using the 32 Apple computers and printers. Our lab technician directly supports the general education teachers, focusing on integrating skills from the Houghton Mifflin and Scott Foresman (along with new math textbook pilot) curriculum. In addition, students build technological proficiency through their work on keyboarding skills, formatting term papers, and researching information on the Internet.

Our computer lab is only one aspect of technology at Bunker School. Newark Unified has Sunray computers in each classroom and additional locations throughout the school. Teachers take attendance, access records, and communicate with staff, district, and parents via email. They access the Cruncher program to review assessment data of their students. Bunker has its own website with whole school, grade level, and classroom information posted regularly by teachers and the Webmaster. Students and parents can check their own room's classroom page to access information about homework policies, prep schedules, and curriculum.

Our staff continues to strive for continual improvement in our own use of technology in our classrooms and for our students. Our entire staff completed the California Technology Assistance Project (CTAP) Survey in order to be provided with data on the competence of our staff for using computers. The data of the CTAP survey is used to inform decisions about staff development and program improvements.

Use of Technology for Curriculum and Instruction

Goal(s):

In 2008-09 all students in grades 2-6 will learn the basic use of the computer, including keyboarding skills. In grades 4-6 students will demonstrate the use of the computer as a tool for research and word processing. Students in grades 2 and 3 will demonstrate their ability to keyboard, to use the mouse, and to navigate from the desktop.

Benchmarks:

1. 70% of students in grades 2 and 3 will demonstrate their ability to use the keyboard, to use the mouse, and to navigate on the desktop.
2. 95% students in grade 4-6 will demonstrate proficiency to word process grade level writing to locate information on the Internet and to print their work.

Implementation Plan:

1. Students in grades 2-6 will visit the computer lab to receive instruction and practice in performing the benchmark tasks that support Bunker's technology goals and practice benchmark activities.

Monitoring and Evaluation Criteria and Process:

1. Students will be asked to demonstrate grade level proficiency at the benchmark tasks. Their performance will be recorded and reported to the regular classroom teacher.

Teachers' and Administrator's Personal Technology Skills

Goal(s):

2008-09 in support of student achievement and enhancing home/school communication, 85% of the classroom teachers will maintain current up to date classroom web pages that feature classroom news and example of student work.

Benchmarks:

1. 85% of the classroom teachers will have current classroom web pages.
2. The computer technician will initially work as the classroom page Webmaster, but at the end of 2008-09, 20% of the teachers will manager their own classroom web page independently.

Implementation Plan:

Monitoring and Evaluation Criteria and Process:

1. The computer lab technician will prepare a monthly report to staff providing the number of classrooms with student work posted.
2. The computer lab technician will provide a quarterly report to staff on the progress of benchmarks 1 and 2.

Goals for Infrastructure Development and Hardware

1. Conditional upon available funding, Bunker School will acquire current up to date Windows based computers for the technology lab and other relevant technology hardware and software.

Funding Source to Implement Site Technology Plan

SIP funds, Title V funds (if available), Site Discretionary Block Grant funds, Instructional Materials, Library and Educational Technology Funds

Professional Development

The computer lab technician will assist all certificated staff in the completion of the benchmark identified in this site technology plan. (Hands on training)

Appendix C
Homework Policy

Appendix D
Parent Involvement Policy

Bunker School Policy for Parent Involvement in the Education of Their Children 2008-09

James L. Bunker School recognizes that a critical part of effective schooling is parent involvement. The school staff and parents are encouraged to collaborate to help children adjust to the responsibilities of being successful students.

Involvement by parents in their children's education greatly contributes to student achievement and positive 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 continue on through all grades.
6. Parents are encouraged to support their children's education both at home and in the school, in order to ensure the quality of the schools.

The staff at Bunker 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 their 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 – General Information

- Each year parents shall be invited to attend 8 regularly scheduled Parent Teacher Club meetings, scheduled on the second Wednesday from 6:30-8:00 p.m. – except December and June. Topics will include: fundraising activities, expenditures, classroom grant approvals, school wide events, DARE, improving school climate, question and answer with the principal.
- The principal will arrange a Parent Information Night each fall to discuss topics related to the instructional program. (See Building Parent Involvement for details.)
- Parents will be kept informed regarding the progress of their children in the core academic program.
- The principal and staff shall provide information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual 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.

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 informational meeting on October 9, 2008 to address topics requested and needed by parents. The school shall enable parents to gain a better understanding for the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - 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.
2. Parents will be kept informed about their student's progress through a variety of channels that are found to be the most effective. Among these are: report cards, weekly and/or daily notes home, phone calls, voicemail, email, website and classroom pages, face to face chats during drop off and pick up, parent conferences, student study team meetings, Homework Help Nights, Back to School Nights. Translation services will be made available when needed.
3. School staff will 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 are sent in a parent-friendly format, and to the extent required and practical, in a language parents understand.
 - Implement and coordinate an informational meeting to address Bunker's parent questions about the Standards and about school performance.
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Club, and other decision-making groups at school.
 - Conduct a minimum of 20 Homework Help Nights throughout the school year to assist English Learners and their parents with regular homework.
4. To further the goal of effective parent involvement, school staff will:
 - Work with the Parent Teacher Club for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Recruit and train parents in leadership roles in order to effectively serve on the Parent Teacher Club, School Site Council, and other advisory committees.
 - Provide other support and services as requested 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.