

Newark Unified School District
Louis Milani Elementary School
01-61234-6001531

School Plan
2008-2009

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School Site Council Membership

School Louis Milani 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
Donna Morales	[X]	[]	[]	[]	[]
Erin Snider	[]	[X]	[]	[]	[]
Lina Tam	[]	[X]	[]	[]	[]
Kathy Tillman	[]	[]	[X]	[]	[]
Heather Miles	[]	[]	[]	[X]	[]
Amy Jones	[]	[]	[]	[X]	[]
Numbers of members of each category	1	2	1	2	

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.

Louis Milani 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

Milani Mission Statement

Our mission is to assure all Milani students regardless of race, gender, language, economic status or special needs, master the California Contents Standards in an enriched learning community characterized by high expectations, creativity, caring and achievement.

School Description

Milani 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 and the school provides California Standards-Based instruction in all the academic areas.

Milani 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.

In the 2007-08 school year, Milani was identified as a state-monitored school and has employed a SAIT provider (School Intervention Assistance Team).

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

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

Description of School Programs

1 Caring School Community Program

- The CSC Program focuses on creating a caring learning community through:
- Class meetings
- Peer Buddy Partnership that are cross grade level.
- Home School Connections K-6 that provide interactive lessons for parents and students.
- Community Service/Art Projects.

In addition our character education includes the teaching of core values, recognition for students, teachers and staff as well as inclusive community projects that focus on the celebration of core community values.

2 Title I Reading 4-6

Students in grades 4-6 who require extra support in reading are provided services in a variety of ways. Our reading specialist serves identified Title I students in grade 4-6 using the state approved technology-based Read 180 Program in a replacement model. Some students who need more foundational skills, are assisted by the Resource teacher in a program called, Language! under the Learning Center Model. Students also receive intervention in the Houghton Mifflin core curriculum from the classroom teacher during carefully constructed ELA block schedules.

Title I Math is addressed through the computer-based math interventions FASTT Math and Go Solve, built into our daily schedule.

3 Science Program

Milani teachers utilize FOSS kits in grades K-6 integrating hands-on science activities with the science curriculum offered by our Science Resource Teacher (SRT) in grades 1-6, once weekly for primary and twice weekly for upper grades. In addition teachers K-6 collaborate with the SRT to provide integrated standards based science lessons within the

classrooms. Milani also combines science and social responsibility through yearly participation in Earth Day celebrations and fundraising for environmental causes.

4 Physical Education Program

Teachers K-6 provide required instruction in physical education supplemented by our P.E. Specialist who sees primary students once a week and upper grade students twice a week for forty minute sessions. The staff collaborates and works on presenting lessons in team work, safe and fair play at the beginning of each year with kinesthetic skills and concepts introduced, practiced and extended throughout the year as grade level appropriate.

Our P.E. Specialist incorporates the use of technology into instruction to provide immediate feedback for students and to present a clear way for students to do self assessment to improve physical education skills. Also, the P.E. Specialist integrates social consciousness into our program through inclusion of special events like "Jump Rope for Heart" that promote physical activity and charitable giving.

5 English Language Development Program

Milani utilizes the services of a part time ELD specialist who works with Beginning and Early Intermediate English Language Learners in grade 3 in a Language Arts replacement program model. Native Language Tutors work with identified students in their regular education classes to aid students in accessing grade level core curriculum. Classroom teachers provide 30 minutes per day of ELD instruction using Hampton-Brown's Avenues series.

6 Resource Program

Our Resource Program offers individualized education for students who qualify in grades K-6. The Resource Program is both push in and pull out with the Resource Specialist and an aide offering on-going support and collaboration for resource students with regular education teachers. Students in grade 4-6 who need English Language Arts support participate in the Read 180 reading intervention program. These students receive technology assisted instruction that includes on-going student self-assessment component. Additionally, general education students who require specific assistance in either math or language arts but who don't qualify for a Special Education placement, are able to attend classes with the Resource teacher in a Learning Center model.

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.

In 2007-08, students identified as at-risk in grades 4-6 received Title I instruction in Reading and English Language Arts with an emphasis on word work, vocabulary, spelling, grammar, reading fluency, listening, speaking and reading comprehension. The Enterprise Edition of the Read 180 Program is the research based State approved English Language Arts Program with a proven track record that is used for instruction. The Title I teacher, a part-time reading specialist, tested students using the Scholastic Reading Inventory (SRI) to assess their baseline knowledge and begin their individualized and small group differentiated instruction and whole class strategy work. Students are then tested on a regular basis to monitor progress and determine eligibility for exiting the program. This year the Title I teacher also trained classroom teachers in grades 2-6 to administer the SRI for each student. Math intervention remained a function of classroom teachers using the computer-based programs, FASTT Math and Go Solve.

In the 2008-2009 school year Milani will continue focusing on English Language Arts particularly in reading comprehension in order to effectively close the achievement gap and ensure all students are proficient readers. The Title I Program will support this through the continued implementation of the Read 180 Program Enterprise Edition which comes with a lifetime license. We will provide an after-school reading intervention class for students in grades 1-3 who are struggling with reading. Additionally, all teachers in grades 2-6 will administer the SRI assessment to their classes at the beginning of the year to determine baseline data and periodically throughout the year to monitor progress and be used in conjunction with other measures in determining needed intervention. To help improve students' and parents awareness of the importance of vocabulary development, we will work with Education Consultants to produce a DVD explaining the significance of vocabulary development and how it influences success at 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.

Milani teachers participated in several professional development opportunities throughout 2007-08. Besides continuing to learn the math related software and to practice skills learned in Being a Writer, Milani teachers participated in six district sponsored work shops on various topics such as Science, Math and Data-Driven Dialogue. Site-based trainings were also provided in Data Analysis and ELD. Teachers in grades K-3 were trained in the implementation of language acquisition strategies for ELD students through the award winning G.L.A.D. Project. Teachers received two days of training in ELD theory and four days of observation and coaching. In an effort to improve school climate and student achievement, teachers received training in behavior management strategies and participated in a peer coaching project intended to provide insight and enhance related skills. Along with this, the Milani staff received professional development in language arts and math from Education Consultants. During the school year and summer, teachers, who had not yet attended AB466 training for Math and Language Arts, have been taking classes and the principal has attended Module I, II and III of SB430 training for administrators so that by Fall 2008, all staff will be NCLB compliant.

In 2008-09, Milani staff will continue to work with Education Consultants receiving customized professional development in Language Arts, Math and differentiating instruction to improve student achievement, along with, coaching in academic conferences and student goal-setting. Also, Milani will contract with Dr. Robert MacKenzie, to provide training for all certified and classified staff in the school-wide behavior management program, "Setting Limits" over the course of the year helping to create an optimum environment for learning. Along with this, classes will be provided for parents in the same behavior management program, as well as classes in strategies for helping their children be successful in school. Any new classroom teachers that may need to be hired, who don't yet have AB466 training in ELA or Math, will be trained. Additionally, Milani teachers will receive extended training in the OARS assessment system to facilitate plans for differentiating instruction.

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.

In 2007-2008 Milani utilized funds to provide technology assisted instructional supports for the range of student learners from at-risk to gifted. Staff received training in the programs listed below to varying degrees dependent on the resources of time, funding and priority of program implementation. In addition, SDC teachers continued to use surround sound and microphones to enhance instructional delivery for special needs of hearing impaired students.

1 Read 180 Enterprise for identified at-risk students in Title I

2 Houghton Mifflin CD K-6

3 Scott Foresman CD K-6

4 Science CD K-6

5 Scott Foresman Online Intervention 2-6

6 FASST Math Intervention Program

7 GO Solve Intervention Program

In Spring, Milani used funds from the Discretionary Block Grant to purchase PCs to create a computer lab. Additional PC's were also purchased for use in classrooms to increase the frequency with which students could access intervention software and to bring Milani closer to achieving the district goal of a 6:1 ratio. Milani also purchased two digital cameras, two video cameras, several document cameras and an additional surround sound/microphone set.

In 2008-09, Milani will continue to build technological capacity by ensuring that all teachers in grades K-6 have the opportunity to train in and use the Milani technology programs appropriate to their grade level. Intervention related programs such as SRI, Reading Counts, FASTT Math and Go Solve that directly serve students, will be first priority for training following training in the district's new assessment system. Additionally, Milani will create a new computer lab with the PC's purchased at the end of the previous school year to provide access to classes of students for training, intervention, student projects and word processing.

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 2007-08, the Milani ELD program provided a 2 hour replacement Language Arts program for Beginning and Early Intermediate English Language Learners in grade 3 that encompassed all areas of English language development. Native Language Tutors provided support to identified students at all grades to enable them to access the core curriculum. EL kindergarten students received the support of a NLT to assist in accelerating their development of English language skills. Additionally, teachers in grades K-3 and the SDC classes were trained in language acquisition strategies through the award winning G.L.A.D. Project. This program helped classroom teachers to integrate ELD strategies throughout the curriculum and maximize the understanding and achievement of EL students of all levels.

In 2008-09, Milani will employ an ELD liaison to be responsible for CELDT testing and paperwork, as well as coordinating schedules for Native Language Tutors and ELD Aides. Native Language Tutors will assist Beginning and low Early Intermediate EL students to access the core curriculum in a push-in model to minimize student time out of class. In order to provide service to a greater number of students, the school will employ ELD aides, in addition to providing an ELD teacher to conduct a 2 hour per day replacement Language Arts program. The ELD Aides will be assigned to assist teachers in grades K-6, which have high EL populations and low CELDT scores. Also, grade levels (1-6) with sufficient numbers of EL students will regroup for 30 minutes per day following their lunch break, according to CELDT proficiency levels, for ELD instruction using Avenues or High Point. Kindergarten and grade levels with low numbers of EL students will provide ELD instruction with in the classroom using Avenues.

Title IV
Safe and Drug Free Schools

Program Goals:

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

In 2007-2008 we continued our work with school wide community projects focused on character education, tolerance and collaboration through the Caring Schools Community program. By teaching students about right choices, responsible citizenship and core values with the CSC format, the Milani Team addressed safety in school. In addition, the DARE Program specifically focused on keeping students drug free through lessons, activities such as Red Ribbon Week and motivational speakers. Upper and lower grade classes were paired as buddies, participating in several learning activities together. Additionally, we held monthly award assemblies to recognize achievements in academics, behavior and attendance. Students were given lessons on preventing bullying and upper grade students had a special assembly devoted to the topic. As part of the effort to create a safe environment, teachers received a series of lessons and coaching in behavior management strategies. To motivate students and positively direct their energies, we began lunchtime sport's leagues, which also reduced referrals to the office during lunch. Through the Learning Center, the resource teacher was able to provide Social Skills training for several students recommended by their teachers.

In 2008-09, Milani will continue with the Caring School Community program, DARE, Red Ribbon Week activities, reward assemblies and lunchtime sports leagues. We will enlarge the lunchtime program to include clubs for art, drama and other areas of interest for students. Additionally all Milani staff, certified and classified will be trained in Dr. Robert MacKenzie's behavior management program called, "Setting Limits." A companion training will also be provided for interested parents. In addition Milani School will extend counseling services for students through a partnership with Cal State East Bay who will provide psychology interns, allowing us to service more students.

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.

The library media center was updated in order to provide greater access to research through the use of technology stations. These technology stations are available before school and during the day for students to use for research and learning activities and in the evening during scheduled events for community members such as parents, students and guardians.

In 2008-09, no new funds will be provided for Title V, however Milani will continue to support student learning through the technology available in the classrooms, the computer lab and the multimedia center.

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 2007-2008, English Language Learners in 3rd grade, who were rated as Beginning or Early Intermediate on the CELDT test, were instructed by an ELD specialist in a two and one half hour a day ELA replacement program. Native Language Tutors provided extra support to beginning students in various grades, helping them access the core curriculum. Additionally, a bilingual aide worked with EL learners in each kindergarten class for an hour per day to assist students' acquisition of English. EL students classified as Intermediate level through Advanced were given 30 minutes of ELD instruction daily by their classroom teacher.

In 2008-09, Milani will employ an ELD liaison to be responsible for CELDT testing and paperwork, as well as coordinating schedules for Native Language Tutors and ELD Aides. Native Language Tutors will assist Beginning and low Early Intermediate EL students to access the core curriculum in a push-in model to minimize student time out of class. In order to provide service to a greater number of students, the school will employ ELD aides, in addition to providing an ELD teacher to conduct a 2 hour per day replacement Language Arts program. The ELD Aides will be assigned to assist teachers in grades K-6, which have high EL populations and low CELDT scores. Also, grade levels (1-6) with sufficient numbers of EL students will regroup for 30 minutes per day following their lunch break, according to CELDT proficiency levels, for ELD instruction. Kindergarten and grade levels with low numbers of EL students will provide ELD instruction within the classroom.

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 2007-08 the GATE program at Milani was implemented in each of the classrooms where the teacher was GATE certified, with a minimum of at least one GATE teacher per grade level in grades 4-6. Following the Newark Unified School District's inclusive GATE model, students in grades 3 and 6 were recommended and tested for GATE identification. According to district policy, GATE classroom teachers differentiated instruction for GATE students in grades 4-6. The GATE students were challenged with rigorous academic research projects, focusing on math. Students had bi-weekly assignments (Problem of the Week) and quarterly projects to complete and conducted a special event at the site related to Art.

In 2008-09, the same GATE teachers will continue to implement the GATE program in their classrooms. Based on the needs of our new GATE students, we will focus on one academic subject and will differentiate instruction accordingly.

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.

A focus on health and good choices has consistently been a part of the curriculum at Milani which in 2006-2007 continued with health education training and the DARE Program.

In 2007-2008 we will continue and as part of Milani's Character Education Core Values Program a strand focusing throughout the year will address positive choices for health and well being specifically promoting a "Be Smart-Don't Start" philosophy.

Health instruction will be integrated into:

- 1 Reading (Expository Texts, research, Time of Kids)
- 2 Math (Statistics, graphing)
- 3 Science (biology)
- 4 Social Studies (sociology)
- 5 Physical Education
- 6 Art (Poster contests, student anti-smoking campaign)
- 7 Caring School Community (Assembly presentations)
- 8 Project TNT classes for grade 5 students
- 9 Comprehensive Sex Education Training

In 2008-09, we will follow the same model, as well as add a comprehensive, school-wide behavior management program, called "Setting Limits", geared to assisting students in managing their behavior and choices.

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 2007-2008 Milani's Special Education program consisted of two Special Day Classes K-1 and 1-3 as well as a K-6 Resource Program. Student classrooms were located in the appropriate grade level wings to allow for collaboration with grade level teams and mainstreaming with regular education classrooms. Milani is committed to providing the Least Restrictive Environment (LRE) for students through strategically addressing areas of improvement as identified by the LRE Site Survey. Many students were mainstreamed with some transitioning successfully to exit from Special Education. Milani also began piloting a Learning Center model through the Resource Center. The Resource teacher was able to provide services for many general education students in both ELA and Math and became a part of the team of teachers who regrouped students for reading instruction in grades 4-6 during 2 ELA blocks each morning. Special Ed teachers worked with the administration and general ed teachers in a peer support program to assist teachers in providing support for academic and behavior issues before entering a formal SST process.

In 2008-09, Milani will continue these activities and will move to the next level in developing its Learning Center. General Education teachers will work with administration and Special Education staff develop a greater understanding of identifying student academic and behavior needs and providing specific, targeted intervention to meet those needs. Work will be done to develop a hierarchy of interventions and processes to address a greater range of needs, distributing the responsibility for doing this more evenly.

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.

Our emphasis in 2007-2008, as identified through data, was on accelerating learning for our identified sub-group populations: African American, Socio-Economically Disadvantaged, Hispanic students and Students with Disabilities. We utilized a variety of strategies for teaching and learning, including the implementation of technology with the software intervention programs for math such as FASTT Math and Go Solve, programs for reading such as READ 180, SRI and Reading Counts, as well as professional development for teachers on issues specifically impacting these student populations.

In 2008-09, we will continue our focus on assisting at-risk students in the African American, SED and Hispanic sub-groups. Besides continuing with the Language Arts and math software programs, we will expand our use of the ELD software, Rosetta Stone, by purchasing a site license, an additional level of the program and additional computers for greater student access.

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

Program Goal:

SAIT

During 2007-08, Milani School was informed that it did not make its target API growth and became a state-monitored school. With the assistance of the district office personnel, we chose Education Consultants as our evaluators and support provider. They conducted 3 evaluation visits followed by a debrief as well as monthly DSLT meetings to check on progress toward compliance. Additionally, they provided classes and coaching in the core content areas of ELA and Math to assist teachers in helping students achieve. Additional coaching was provided in test taking genre to help students be prepared for state testing as well as in leadership strategies.

In 2008-09, Milani will continue to work with Education Consultants in activities such as those listed above. Additionally, the school will contract with Dr. Robert MacKenzie, to provide coaching and training in a school-wide behavior program. In addition, teachers will attend collaborative meetings twice a month to review student data and improve student learning. Two additional DVD's will be produced this coming year to instruct and motivate both parents and students and teachers will participate a minimum of three day-long Academic Conferences to examine data and plan instructional changes.

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)	505	463	432	461
% African American	10%	9.7%	10%	11.9%
% Asian	15%	14.9%	12.96%	7.8%
% Filipino	11%	10.8%	10%	9.5%
% Hispanic	44%	44.5%	47%	49.2%
% Pacific Islander	2%	2.2%	1.39%	1.1%
% White	17%	15.8%	16.67%	13.4%
% Free/Reduced Lunch	44%	40%	51%	55.9%
% English Language Learners	39%	38%	41%	46%
% Initially or Redesignated Fluent	15%	14%	17%	13%
# Redesignated Fluent by Year	29	17	0	9
% Special Education Services	11%	11%	11%	9.31%
% Mobility (New to School Site, Not K)	98 %	96 %	94 %	%

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

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	180	178	175	167
# Advanced	8	26	6	10
# Early Advanced	53	49	42	56
# Intermediate	81	72	76	72
# Early Intermediate	29	19	29	20
# Beginner	9	12	21	9

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	95%	95.75	96.14%	
Total Identified Truants	132	97	101	

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	99	32.2	Yes	99	44.5	Yes	98	33.8	Yes
Hispanic	99	22.4	No	97	32.1	Yes	100	24.0	Yes
White	100	43.1	Yes	100	47.4	Yes	99	36.7	--
English Learners	99	24.5	Yes	97	41.6	Yes	100	29.7	Yes
Socioeconomically Disadvantaged	100	20.6	No	98	34.1	Yes	97	23.4	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	99	41.4	Yes	100	51.6	Yes	99	42.5	Yes
Hispanic	99	32.9	Yes	100	41.3	Yes	100	32.8	Yes
White	100	51.7	Yes	100	57.9	Yes	99	44.9	--
English Learners	99	39.5	Yes	100	53.6	Yes	100	43.9	Yes
Socioeconomically Disadvantaged	99	29.9	Yes	100	42.0	Yes	98	32.9	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	717	723	6	Yes	723	746	23	Yes	748	713	-35	No
Hispanic	677	684	7	Yes	684	683	-1	No	690	665	-25	No
White	713	765	52	Yes	765	777	12	Yes	775			
Sociologically Disadvantaged	658	656	-2	No	656	693	37	Yes	696	657	-39	No
English Learners	-	-	-	-	697	736	39	Yes	734	702	-32	No

SCHOOL ACHIEVEMENT DATA

California Standards Test (CST) Proficiency Levels - English Language Arts

% of Students at the Following Levels of Performance

ELA	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above	27.0	35.0	34.0	22.0	36.0	18.0	36.0	56.0	42.0	41.0	33.0	36.0	36.0	53.0	35.0
Advanced	6	13	13	7	6	1	15	19	21	10	12	14	8	18	8
Proficient	21	22	21	15	30	17	21	37	21	31	21	22	28	35	27
Basic	33	29	19	41	23	33	43	26	44	40	39	42	46	31	43
Below Basic	27	20	34	22	23	35	16	11	6	11	21	17	13	13	13
Far Below Basic	13	15	13	15	19	14	5	6	8	8	7	5	5	4	8

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	50.0	60.0	47.0	56.0	52.0	47.0	31.0	48.0	47.0	33.0	36.0	32.0	31.0	50.0	34.0
Advanced	18	25	21	18	29	19	11	16	16	6	11	5	11	15	2
Proficient	32	35	26	38	23	28	20	32	31	27	25	27	20	35	32
Basic	22	18	17	25	30	32	31	24	35	31	19	25	49	35	25
Below Basic	22	12	30	15	17	18	31	23	16	27	30	36	16	16	37
Far Below Basic	6	10	6	4	1	3	7	5	2	8	16	7	3	0	5

California Standards Test (CST) Proficiency Levels - Science

% of Students at the Following Levels of Performance

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	33.0	23.0	25.0
Advanced	6	2	3
Proficient	27	21	22
Basic	44	44	36
Below Basic	15	25	22
Far Below Basic	8	9	17

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	32.2%	44.5%	33.8%
% English Learners	24.5%	41.6%	29.7%
% Economically Disadvantaged	20.6%	34.1%	23.4%
% Students with Disabilities	9.1%	0%	13.3%
% African American	15.0%	25.9%	13.8%
% Asian	48.1%	60 %	42.5%
% Hispanic	22.4%	32.1%	24.0%
% White	43.1%	47.4%	36.7%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	41.4%	51.6%	42.5%
% English Learners	39.5%	53.6%	43.9%
% Economically Disadvantaged	29.9%	42 %	32.9%
% Students with Disabilities	11.8%	11.4%	12.9%
% African American	28.2%	18.5%	13.3%
% Asian	51.9%	73.3%	62.5%
% Hispanic	32.9%	41.3%	32.8%
% White	51.7%	57.9%	44.9%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	22	39	22	25
48900 (a.2) Willfully used force or violence	3		1	2
48900 (b) Possess/Sale/Furnish Dangerous Object	3	4	2	2
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				1
48900 (f) Cause/Attempt Damage to Property	1	1		2
48900 (g) Stolen/Attempted to Steal Property			1	1
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity	2	4		
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				1
48900 (k) Disruption/Defied Authority	15	15	9	16
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)	2			
48900.3 Cause/Attempt/Threat/Partic. Hate Violence		1		
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
Total # of Annual Suspensions	48	64	36	53

EXPULSIONS

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

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 5 Students Taking Survey	60%*	48%	56%
% Reported Feeling Bullied at School	46%*	54%	18%
% Reported Feeling Very Safe at School	60%*	54%	53%

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		75	36.41%	75	27.99%	132	39.05%
Very		96	46.60%	123	45.90%	159	47.04%
Somewhat		27	13.11%	38	14.18%	29	8.58%
Not At All		3	1.46%	2	0.75%	5	1.48%
Don't Know/Not Enrolled		0	0%	1	0.37%	3	.89%
(Not Answered)		5	2.43%	29	10.82%	10	2.96%
TOTAL RESPONSES		206	100%	268	100%	338	100%
WRITING							
Extremely		73	35.27%	65	24.34%	106	31.36%
Very		97	46.86%	118	44.19%	176	52.07%
Somewhat		27	13.04%	43	16.10%	40	11.83%
Not At All		4	1.93%	3	1.12%	3	.89%
Don't Know/Not Enrolled		0	0%	2	0.75%	2	.59%
(Not Answered)		6	2.90%	36	13.48%	11	3.25%
TOTAL RESPONSES		207	100%	267	100%	338	100%
MATHEMATICS							
Extremely		76	36.71%	77	28.84%	116	34.52%
Very		95	45.89%	100	37.45%	165	49.11%
Somewhat		23	11.11%	48	17.98%	41	12.20%
Not At All		5	2.42%	4	1.50%	2	.60%
Don't Know/Not Enrolled		0	0%	3	1.12%	2	.60%
(Not Answered)		8	3.86%	35	13.11%	10	2.98%
TOTAL RESPONSES		207	100%	267	100%	336	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		60	28.85%	46	17.23%	88	26.27%
Very		92	44.23%	118	44.19%	156	46.57%
Somewhat		34	16.35%	53	19.85%	67	20.00%
Not At All		4	1.92%	1	0.37%	2	.60%
Don't Know/Not Enrolled		7	3.37%	9	3.37%	10	2.99%
(Not Answered)		11	5.29%	40	14.98%	12	3.58%
TOTAL RESPONSES		208	100%	267	100%	335	100%
SCIENCE							
Extremely		63	30.43%	50	18.80%	93	27.76%
Very		95	45.89%	102	38.35%	153	45.67%
Somewhat		24	11.59%	55	20.68%	64	19.10%
Not At All		7	3.38%	6	2.26%	6	1.79%
Don't Know/Not Enrolled		5	2.42%	7	2.63%	4	1.19%
(Not Answered)		13	6.28%	46	17.29%	15	4.48%
TOTAL RESPONSES		207	100%	266	100%	225	100%
PHYSICAL EDUCATION/HEALTH							
Extremely		70	33.49%	66	24.63%	102	30.36%
Very		90	43.06%	102	38.06%	162	48.21%
Somewhat		28	13.40%	36	13.43%	47	13.99%
Not At All		4	1.91%	10	3.73%	5	1.49%
Don't Know/Not Enrolled		5	2.39%	6	2.24%	7	2.08%
(Not Answered)		12	5.74%	48	17.91%	13	3.87%
TOTAL RESPONSES		209	100%	268	100%	336	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		77	36.84%	56	21.13%	109	32.25%
Very		82	39.23%	114	43.02%	172	50.89%
Somewhat		28	13.40%	42	15.85%	31	9.17%
Not At All		4	1.91%	3	1.13%	1	.30%
Don't Know/Not Enrolled		3	1.44%	3	1.13%	8	2.37%
(Not Answered)		15	7.18%	47	17.74%	175.03	%
TOTAL RESPONSES		209	100%	265	100%	338	100%
USE OF ART IN THE CURRICULUM							
Extremely		43	20.57%	34	12.69%	59	17.51%
Very		76	36.36%	73	27.24%	113	33.53%
Somewhat		48	22.97%	65	24.25%	91	27.00%
Not At All		9	4.31%	8	2.99%	19	5.64%
Don't Know/Not Enrolled		13	6.22%	21	7.84%	17	5.04%
(Not Answered)		20	9.57%	67	25.00%	38	11.28%
TOTAL RESPONSES		209	100%	268	100%	337	100%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		8	3.88%	10	3.73%	9	2.69%
Very		13	6.31%	15	5.60%	10	2.99%
Somewhat		4	1.94%	7	2.61%	10	2.99%
Not At All		3	1.46%	6	2.24%	4	1.19%
Don't Know/Not Enrolled		42	20.39%	44	16.42%	62	18.69%
(Not Answered)		136	66.02%	186	69.40%	252	74.78%
TOTAL RESPONSES		206	100%	268	100%	335	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		12	5.74%	11	4.10%	10	2.97%
Very		9	4.31%	15	5.60%	8	2.37%
Somewhat		3	1.44%	8	2.99%	3	.89%
Not At All		4	1.91%	5	1.87%	1	.30%
Don't Know/Not Enrolled		36	17.22%	32	11.94%	63	18.69%
(Not Answered)		145	69.38%	197	73.51%	252	74.78%
TOTAL RESPONSES		209	100%	268	100%	337	100%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely		4	1.91%	9	3.36%	7	2.07%
Very		13	6.22%	9	3.36%	11	3.25%
Somewhat		4	1.91%	8	2.99%	1	.30%
Not At All		3	1.44%	3	1.12%	5	1.48%
Don't Know/Not Enrolled		36	17.22%	31	11.57%	65	19.23%
(Not Answered)		149	71.29%	208	77.61%	249	73.67%
TOTAL RESPONSES		209	100%	268	100%	338	100%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely		3	1.44%	3	1.12%	3	.89%
Very		4	1.91%	7	2.61%	5	1.48%
Somewhat		2	0.96%	4	1.49%	0	0%
Not At All		1	0.48%	4	1.49%	2	.59%
Don't Know/Not Enrolled		34	16.27%	33	12.31%	66	19.58%
(Not Answered)		165	78.95%	217	80.97%	261	77.45%
TOTAL RESPONSES		209	100%	268	100%	337	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE							
(Answer only if your child participates in this program.)							
Extremely		6	2.87%	6	2.24%	15	4.45%
Very		5	2.39%	14	5.22%	21	6.23%
Somewhat		3	1.44%	2	0.75%	9	2.67%
Not At All		5	2.39%	4	1.49%	2	.59%
Don't Know/Not Enrolled		31	14.83%	36	13.43%	57	16.91%
(Not Answered)		159	76.08%	206	76.87%	233	69.14%
TOTAL RESPONSES		209	100%	268	100%	337	100%
D.A.R.E.							
(Drug Awareness Resistance Education)							
Extremely		63	30.14%	72	26.97%	83	24.70%
Very		36	17.22%	57	21.35%	64	19.05%
Somewhat		4	1.91%	7	2.62%	12	3.57%
Not At All		2	0.96%	4	1.50%	7	2.08%
Don't Know/Not Enrolled		18	8.61%	24	8.99%	43	12.80%
(Not Answered)		86	41.15%	103	38.58%	127	37.80%
TOTAL RESPONSES		209	100%	267	100%	336	100%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		50	23.92%	58	21.64%	79	23.37%
Agree		115	55.02%	126	47.01%	196	57.99%
Disagree		19	9.09%	19	7.09%	17	5.03%
Strongly Disagree		1	0.48%	8	2.99%	4	1.18%
No Opinion		12	5.74%	17	6.34%	19	5.62%
(Not Answered)		12	5.74%	40	14.93%	23	6.80%
TOTAL RESPONSES		209	100%	268	100%	338	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		34	16.27%	29	10.90%	72	21.30%
Agree		103	49.28%	112	42.11%	158	46.75%
Disagree		24	11.48%	38	14.29%	45	13.31%
Strongly Disagree		6	2.87%	9	3.38%	7	2.07%
No Opinion		22	10.53%	28	10.53%	36	10.65%
(Not Answered)		20	9.57%	50	18.80%	20	5.92%
TOTAL RESPONSES		209	100%	266	100%	338	100%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		105	49.76%	123	46.42%	182	54.01%
Agree		75	32.23%	90	33.96%	130	38.58%
Disagree		8	3.86%	11	4.15%	5	1.48%
Strongly Disagree		4	1.93%	1	0.38%	3	.89%
No Opinion		1	0.48%	3	1.13%	2	.59%
(Not Answered)		16	7.73%	37	13.96%	15	4.45%
TOTAL RESPONSES		207	100%	265	100%	337	100%
I am kept informed about school program and upcoming events.							
Strongly Agree		78	37.32%	99	36.94%	162	47.93%
Agree		94	44.98%	101	37.69%	147	43.49%
Disagree		10	4.78%	18	6.72%	8	2.37%
Strongly Disagree		5	2.39%	4	1.49%	2	.59%
No Opinion		2	0.96%	2	0.75%	1	.30%
(Not Answered)		20	9.57%	44	16.42%	18	5.33%
TOTAL RESPONSES		209	100%	268	100%	338	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		58	27.88%	51	19.03%	137	40.77%
Agree		91	43.75%	98	36.57%	132	39.29%
Disagree		6	2.88%	18	6.72%	9	2.68%
Strongly Disagree		4	1.92%	4	1.49%	1	.30%
No Opinion		29	13.94%	56	20.90%	36	10.71%
(Not Answered)		20	9.62%	41	15.30%	21	6.25%
TOTAL RESPONSES		208	100%	268	100%	336	100%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		119	56.94%	117	43.98%	188	55.95%
Agree		61	29.19%	90	33.83%	120	35.95%
Disagree		7	3.35%	5	1.88%	5	1.49%
Strongly Disagree		0	0%	1	0.38%	0	0%
No Opinion		2	0.96%	8	3.01%	5	1.49%
(Not Answered)		20	9.57%	45	16.92%	18	5.36%
TOTAL RESPONSES		209	100%	266	100%	336	100%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		73	34.93%	74	27.82%	143	42.31%
Agree		96	45.93%	125	46.99%	159	47.04%
Disagree		9	4.31%	10	3.76%	7	2.07%
Strongly Disagree		2	0.96%	5	1.88%	1	.30%
No Opinion		9	4.31%	7	2.63%	9	2.66%
(Not Answered)		20	9.57%	45	16.92%	19	5.62%
TOTAL RESPONSES		209	100%	266	100%	338	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		87	41.63%	84	31.58%	128	37.87%
Agree		86	41.15%	113	42.48%	162	47.93%
Disagree		14	6.70%	13	4.89%	17	5.03%
Strongly Disagree		0	0%	6	2.26%	3	.89%
No Opinion		3	1.44%	3	1.13%	7	2.07%
(Not Answered)		19	9.09%	47	17.67%	21	6.21%
TOTAL RESPONSES		209	100%	266	100%	338	100%
I am informed of the NUSD Homework Policy.							
Strongly Agree		63	30.14%	58	21.64%	104	30.77%
Agree		93	44.50%	121	45.15%	171	50.59%
Disagree		9	4.31%	24	8.96%	18	5.33%
Strongly Disagree		7	3.35%	7	2.61%	5	1.48%
No Opinion		10	4.78%	7	2.61%	16	4.73%
(Not Answered)		27	12.92%	51	19.03%	24	7.10%
TOTAL RESPONSES		209	100%	268	100%	338	100%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		85	40.67%	85	32.20%	131	38.76%
Agree		91	43.54%	118	44.70%	173	51.18%
Disagree		3	1.44%	5	1.89%	3	.89%
Strongly Disagree		1	0.47%	1	0.38%	1	.30%
No Opinion		5	2.39%	5	1.89%	9	2.66%
(Not Answered)		24	11.48%	50	18.94%	21	6.21%
TOTAL RESPONSES		209	100%	264	100%	338	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		58	27.88%	62	23.22%	79	23.51%
Agree		89	42.79%	105	39.33%	154	45.83%
Disagree		15	7.21%	17	6.37%	33	9.82%
Strongly Disagree		7	3.37%	4	1.50%	10	2.98%
No Opinion		18	8.65%	32	11.99%	38	11.31%
(Not Answered)		21	10.10%	47	17.60%	22	6.55%
TOTAL RESPONSES		208	100%	267	100%	336	100%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		72	34.45%	84	31.46%	132	39.05%
Agree		93	44.50%	115	43.07%	174	51.48%
Disagree		8	3.83%	16	5.99%	8	2.37%
Strongly Disagree		5	2.39%	5	1.87%	1	.30%
No Opinion		4	1.91%	5	1.87%	6	1.78%
(Not Answered)		27	12.92%	42	15.73%	17	5.03%
TOTAL RESPONSES		209	100%	267	100%	338	100%
School Climate: My child feels safe at school.							
Strongly Agree		75	35.89%	90	33.96%	144	42.60%
Agree		93	44.50%	107	40.38%	161	47.63%
Disagree		8	3.83%	10	3.77%	8	2.37%
Strongly Disagree		3	1.44%	8	3.02%	2	.59%
No Opinion		5	2.39%	4	1.51%	5	1.48%
(Not Answered)		25	11.96%	46	17.36%	18	5.33%
TOTAL RESPONSES		209	100%	265	100%	338	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		51	24.52%	53	20.00%	101	29.88%
Agree		104	50.00%	108	40.75%	177	52.37%
Disagree		16	7.69%	31	11.70%	24	7.10%
Strongly Disagree		7	3.37%	11	4.15%	6	1.78%
No Opinion		7	3.37%	12	4.53%	10	2.96%
(Not Answered)		23	11.06%	50	18.87%	20	5.92%
TOTAL RESPONSES		208	100%	265	100%	338	100%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		86	41.55%	97	36.47%	170	50.45%
Agree		94	45.41%	109	40.98%	143	42.43%
Disagree		3	1.45%	9	3.38%	3	.89%
Strongly Disagree		1	0.48%	4	1.50%	3	.89%
No Opinion		0	0%	3	1.13%	0	0%
(Not Answered)		23	11.11%	44	16.54%	18	5.34%
TOTAL RESPONSES		207	100%	266	100%	337	100%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		56	26.79%	65	24.25%	120	35.61%
Agree		90	43.06%	117	43.66%	167	49.55%
Disagree		14	6.70%	21	7.84%	15	4.45%
Strongly Disagree		8	3.83%	11	4.10%	3	.89%
No Opinion		9	4.31%	7	2.61%	12	3.56%
(Not Answered)		32	15.31%	50	18.87%	20	5.93%
TOTAL RESPONSES		209	100%	265	100%	337	100%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Enrollment has increased by 29 students this year. Hispanics are still the largest subgroup, now increased to 49.2%. SED, socio-economically disadvantaged group is now 56%, up from 51%. English Learners have increased from 41% to 46%. The greatest percentage of English Learners (76%) score Intermediate on CELDT, with the second highest percentage (42%) scoring at Early Advanced. Attendance, at 95% for three years, is now up to 97%. All teachers are highly qualified.

Conclusion:

Although ethnic sub-group percentages have remained about the same over the last 4 years with slight increases in African American and Hispanic students and slight decreases in Asian and White, Hispanic students remain the largest ethnic sub-group and there has been a significant increase in SED students. The majority of English Learners are at the Intermediate level, making this an important target population for service and intervention.

Student Achievement Data

Description of Data:

AYP

Milani has met its school-wide AYP every year for the last three years. This is the same for each sub-group every year in ELA and Math. Hispanic and SED students did not meet percent proficient required in ELA. Participation rate ranges between 97-100%, with most in the 99-100% range. Percentage of students school-wide and by sub-group, scoring proficient in Math has always exceeded the percentage scoring proficient in ELA. Although Milani met criteria, proficiency scores overall, decreased in 06-07.

API

In 06-07, Milani's API dropped 35 points. Hispanic students' scores decreased 25 points, SED students' scores decreased 39 points and EL students' scores decreased 32 points.

CST

For grade level groups from 04-06, the data reveals a fluctuating pattern for most grade levels. More students are proficient in Math than in ELA. The sub group results show that from 06-07, all scores declined except for Students with Disabilities. However, compared to 04-05 scores, most subgroups are scoring higher with the exception of African American and White subgroups, both of which declined in ELA and Math. The two lowest subgroups, scoring only approximately 13% proficient or above, are African American students and Students with Disabilities.

Conclusion:

School-wide, Milani students did not meet growth targets in ELA or Math in 06-07. Therefore in order to improve student performance, we will need to be able to effectively and efficiently identify students' specific academic needs, provide appropriate intervention and monitor success. This could be done through the use of such tools as universal screenings, benchmark assessments, curriculum-based assessments, targeted interventions and differentiated instruction.

Parent Surveys

Description of Data:

Parent participation in the survey has increased by more than 25%. Answers relating to the effectiveness of Milani's academic program indicate that an increasing number of parents (over 80%) feel their students' needs are being met. Parents feel better informed about district/school policies and events, again with over 80% in agreement. Parents are also reporting that their children feel safer at school than in previous years, with over 80% feeling that they are treated with respect and kindness, and that discipline is fairly applied. The healthy Kids Survey, taken by 5th grade students, showed a 36% decrease in students feeling bullied at school and over 50% reporting they feel very safe at school.

Conclusion:

Parents appear to be better informed and more satisfied compared to the previous year with how the school is meeting the needs of their children. Although parents feel well-informed about opportunities to volunteer, we will need to focus on ways to encourage parent participation in classrooms and/or student activities, as well as, develop ways to formally recognize the work parents do.

Summary Areas Based Upon Analysis of Data

Overall Trends:

Generally, Milani students have shown a fluctuation in the number of proficient ELA and Math, with an overall 3-year trend showing slight increases. Students with Disabilities show an upward trend. While there has been no change in the highest-scoring (Asian) and lowest-scoring (African American and Students with Disabilities) groups, the achievement gaps have been narrowing overall, partly because the scores of the highest groups have been declining.

Emerging Trends:

SED and African American student populations are increasing, while at the same time, the White and Asian student populations are slightly decreasing. Between 04-05 and 06-07, three subgroups are showing a downward trend in percent scoring proficient or above on the CST – African American, Asian and White – while the remainder of subgroups are showing overall improvement. Despite a decline in scores, parent satisfaction has increased with regard to how we meet their children's academic needs and with the overall school climate.

These trends lead to the following conclusions:

These trends indicate the need to continue focusing on increasing student achievement in ELA and Math. The data shows that we must explore ways to assist EL and Hispanic students to make continuous improvement and growth. We must also begin to strategically address the needs of the Socio-Economically Disadvantaged and African American students and Students with Disabilities. Although the parent survey indicates increased overall satisfaction, we need to increase parent participation in the classroom and in school activities.

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

GOAL:

Increase proficiency in English Language Arts and Math for all students.

Objective 1:

Each general education classroom will show an increase of of at least 3 students scoring proficient in ELA on the CST who did not score proficient the year before and each SDC classroom will show students making progress towards standards-based IEP goals in ELA.

GOAL:

Increase proficiency in English Language Arts and Math for all students.

Objective 2:

Each general education classroom will show an increase of of at least 3 students scoring proficient in Math on the CST who did not score proficient the year before and each SDC classroom will show students making progress towards standards-based IEP goals in Math.

GOAL:

Increase proficiency in English Language Arts and Math for all students.

Objective 3:

Each classroom will show an increase of at least 3 students, from significant subgroups, scoring proficient in ELA and/or Math on the CST who did not score proficient the previous year.

GOAL:

Milani Elementary school will provide a safe, caring and respectful school environment.

Objective 4:

Target specific, new activities to promote positive school experiences for all stakeholders.

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**

Louis Milani Elementary School

<u>Goal:</u> Increase proficiency in English Language Arts for all students.	
<u>Objectives 1:</u> Each general education classroom will show an increase of at least 3 students scoring proficient in English Language Arts on the CST, who did not score proficient the previous year and each Special Day Class will show students making progress toward standards-based IEP goals in ELA.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1.a. Ensure academic growth and achievement for all students	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Analysis of data shows that as of the 06-07 CST results, in all subgroups but one, less than 34 % of students scored proficient in ELA.	
<u>Activities to Meet Objective:</u> 1.1 Programs: Provide reading intervention class (READ 180) for Title I students grades 4-6 and after school reading intervention class for grades 1-3. 1.2 Activity: Implement activities such as motivational programs, reading clubs, etc. to promote increased reading and comprehension. 1.3 Product: Commission the production of a DVD to educate parents on the importance of academic vocabulary and high frequency words. 1.4 Instructional Materials: Purchase software and other technology to support student growth in language arts skills. 1.5 Professional Development: Provide instructional support to teachers through ELA coaching and monthly grade level collaboration time devoted to peer support and analysis of current, on-going achievement data to inform instruction. 1.6 SAIT Requirements: Focus on Essential Program Components (EPC's) related to ELA- # 1 Instructional Materials, #2 Instructional Time, #5 Achievement monitoring System and # 8 Lesson Pacing Schedule.	<u>Timeline:</u> 1.1 Program 9/08-6/09 1.2 Activity 9/08-6/09 1.3 Product 9/08-11/08 1.4 Instructional Materials 5/08-4/09 1.5 PD 9/08-6/09 1.6 SAIT Requirements 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> READ 180 reports, # of students in READ 180, HM and benchmark assessments, grade level meeting reports, # of students in intervention classes, intervention assessment results, EC coaching logs, CPM reviews	
<u>Funding Source(s):</u> Title I, SIP, EIA, Title III, SAIT, Block Grant	
<u>Responsible Staff:</u> Principal, Title I Reading Teacher, Teaching Staff, Librarian, Intervention teacher	

Date Approved by School Site Council 5-14-08

<u>Goal:</u> Increase proficiency in Math	
<u>Objectives 2:</u> Each general education classroom will show an increase of at least 3 students scoring proficient in Math on the CST, who did not score proficient the previous year, and each Special Day Class will show students making progress toward standards-based IEP goals in Math.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1.a. Ensure academic growth and achievement for all students.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Analysis of data shows that as of the 06-07 CST in all subgroups but one, less than 43% of the students scored proficient. The three year trend has shown an inconsistent, up and down pattern for most subgroups.	
<u>Activities to Meet Objective:</u> 2.1 Professional Development: Provide instructional support to teachers through Math coaching and monthly grade level collaboration time devoted to peer support and analysis of current, on-going achievement data to inform instruction. 2.2 Intervention: Make full use of classroom computer intervention programs such as FASTT Math, Go Solve, Scott Foresman On-line to provide in-class intervention 2.3 Intervention: Provide targeted, intervention either before, during or after school and math intervention for Title I students 2.4 Activities: Provide enrichment activities, clubs, motivational programs, materials and technology to support student achievement in math. 2.5 Requirements: Focus on Essential Program Components (EPC's) related to Math- # 1 Instructional Materials, #2 Instructional Time, #5 Achievement monitoring System and # 8 Lesson Pacing Schedule.	<u>Timeline:</u> 2.1 PD 9/08-6/09 2.2 Intervention 9/08-6/09 2.3 Intervention 9/08-6/09 2.4 Activities 9/08-6/09 2.5 SAIT Requirements 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> Grade level meeting reports, FASTT Math and Go Solve reports, # of students using software, list of enrichment activities and materials, CST reports, EC coaching logs, CPM reviews	
<u>Funding Source(s):</u> SIP, Title I, SAIT, Block Grant	
<u>Responsible Staff:</u> Principal, Teaching Staff, EC Math Coach	

Date Approved by School Site Council 5-14-08

<u>Goal:</u> Increase proficiency in Language Arts and Math for significant subgroups	
<u>Objectives 3:</u> Each general education classroom will show an increase of at least 3 students from significant subgroups scoring proficient in ELA and/or Math on the CST, than in the previous year.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1.a. Ensure academic growth and achievement for all students 1.b. Close the achievement gap for subgroup populations	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Demographic data shows, we have had an increase in the number of SED, Hispanic, EL, and African American students. Achievement data reveals that several subgroups are performing significantly lower than others on a consistent basis. These students' needs must be strategically addressed.	
<u>Activities to Meet Objective:</u> 3.1 Intervention: Provide instruction and support to EL students through ELD Teacher/Liaison, ELD Aides, Native Language Tutors. 3.2 Parent Involvement: Provide access and support to non-English speaking parents through translators, interpreters, and ELAC Committee. 3.3 Professional Development: Provide instructional support, release time and training/coaching for staff to improve ELD instruction. 3.4 Professional Development: Provide release time for teachers to observe at model school. 3.5 Programs: Begin implementation of Learning Center Model Action Plan in order to meet a variety of student needs, especially those in CST significant subgroups. Increase Resource Aide's hours to provide support necessary to implement the LC model. 3.6 Collaboration: Provide release time, at least 3 times per year, for the principal and teachers to meet for Academic Conferences/Planning. 3.7 Product: Commission the production of a DVD that educates parents in the importance and processes involved in CELDT testing and English language acquisition. 3.8 PD: Provide training for teachers in the use of OARS assessment system to target differentiation for ELD students.	<u>Timeline:</u> 3.1 Intervention 9/08-6/09 3.2 Parent Involvement 9/08-6/09 3.3 PD 9/08-5/09 3.4 PD 9/08-5/09 3.5 Program 10/08-5/09 3.6 Collaboration 9/08-6/09 3.7 Product 10/08-2/09 3.8 PD 9/08- 1/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> Meeting agendas, description of support provided to EL students and parents and # of participants, description of LC model, Academic Conference reports and plans, OARS Training Agendas and sign-in sheets	
<u>Funding Source(s):</u> SIP, EIA, ELAP, Title III, SAIT	
<u>Responsible Staff:</u> Principal, Teaching staff, Grade level teams, ELD teacher, NLT, ELAC Committee, Resource Teacher, Resource Aide	

Date Approved by School Site Council 5-14-08

<u>Goal:</u> Milani Elementary school will provide a safe, caring and respectful school environment.	
<u>Objectives 4:</u> To provide a nurturing environment that promotes the social, emotional, intellectual and physical health of each student to be shown by a 5% increase in Agree/Strongly Agree category of Parent Survey responses that reference students being treated respectfully by other students.	
<u>Board/District Goal(s) Addressed in Objective:</u> 2.a. Provide a nurturing environment that promotes the social, emotional and physical health of every student	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Analysis of the Parent Survey and consultation with teachers indicate the need to continue to cultivate a positive school climate, establishing a consistent, comprehensive behavior program, fully implementing the character education program and to incorporate activities and events that encourage respectful behavior.	
<u>Activities to Meet Objective:</u> 4.1 Professional Development: Provide training for all staff (certified and classified) in consistent school-wide behavior management through the "Setting Limits" program, in addition to using the components of the Caring Schools Community Program. 4.2 Activities: Motivate, enrich and positively direct students by providing activities such as lunch sports leagues, clubs, enrichment programs, music and art. Hold recognition assemblies for academic, behavior and attendance awards. 4.3 Activities: Provide supplementary character/behavior training through DARE, specialized materials, Red Ribbon Week, videos, CDs and assemblies. 4.4 Intervention: Recruit university psychology interns to work with the psychologist to provide additional counseling hours for students. 4.5 Requirements: Provide administrative coaching for principal and leadership team to implement school improvement projects and SAIT mandates. Provide additional office staff hours to support implementation of school improvement projects for SAIT. 4.6 Collaboration: Hold a staff retreat before school starts to provide time for training for the new school year. 4.7 Parent Involvement: Provide training for teachers in ways to increase parent involvement. 4.8 Support: Provide teacher stipends for Leadership Team and Tech Support and increase clerk's hours to provide added support for students. 4.9 School Climate: Increase clerk's hours to provide added service to students	<u>Timeline:</u> 4.1 PD 9/08-5/09 4.2 Activities: 9/08-6/09 4.3 Activities: 9/08-6/09 4.4 Intervention 4/08-6/09 4.5 SAIT Requirements 9/08-6/09 4.6 Collaboration 8/08 4.7 PD 9/08-6/09 4.8 Support 9/08-6/09 4.9 Climate 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> Description of behavior plan and training, description of additional counseling, description of enrichment activities implemented and # of students, description of parent training offered and # attending, student behavior guide, list of assemblies, DARE schedule and list of supplementary materials used	
<u>Funding Source(s):</u> SIP, Title IV, Title I, SAIT	
<u>Responsible Staff:</u> Principal, teachers, assembly/recognition committee, school psychologist, office staff, all classified and certified personnel, leadership team, tech support, clerk	

Date Approved by School Site Council 5-14-08

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th	Art, Music PE	SAIT
Objective #	1	3	3			4	1
	2,800 16,800	91,500	15,682			7,500	3,000 3,500
Object #	5670 2205	1110	2110			2110	1190 5825

Objective #	2	3					1 2
	500 1,400	9,000 3,000					5,000 5,000
Object #	4210 1190	2110 2120					5825 5825

Objective #	4						2 3
	3,707 6,000						3,400 4,000
Object #	2290 1185						1190 5825

Objective #	4						3
	6,000 12,000						1,800 7,200
Object #	1185 2435						1195 1195

Objective #							4
							12,500 19,500
Object #							5825 5825

Objective #							4
							4,700 2,000
Object #							1190 5825

Total By Program	43,207	103,500	15,682			7,500	65,900
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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	
Objective #	1			3	4		
	54,796			4,483 2,500	500		
Object #	1110			trans 4310	4310		

Objective #				3	4		
				1,200 3,500	900		
Object #				1195 5825	5825		

Objective #				4			
				3,000			
Object #				5825			

Objective #				2			
				10,500			
Object #				2110			

Objective #							
Object #							

Objective #							
Object #							

Total By Program	54,796			23,000	1,400		
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Improving Professional Practice

Primary Focus Area: Differentiated Instruction

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Content coaching for ELA and Math	Objectives 1,2 3, CST data, SAIT Monitoring Reports
2. Two staff meetings per month allocated to grade level data analysis/planning/monitoring for differentiation in ELA and Math	Objective 1, 2, 3, CST data, SAIT Monitoring Reports
3. Training in OARS assessment system for improved differentiation for ELD and Title I students	Objective 1, 3 CST data
4. Academic Conferences 3 times per year. Principal and teachers from each grade level study student data and plan interventions	Objectives 1, 2, 3 CST data, SAIT Monitoring reports
5.	

Primary Focus Area: ELD

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Training and collaboration to improve ELD instruction in the classroom	Objective 1, 3, CST data, CELDT reports
2. Training /review of Rosetta Stone, DynEd, Leap Frog	Objective 1, 3, CST data, CELDT reports
3. Optional training for teachers in understanding and speaking Spanish through Rosetta Stone	Objectives 3, 4
4.	
5.	

Primary Focus Area: Behavior management

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Train all certified and classified staff in the implementation of the "Setting Limits" behavior management program.	Objective 4, Suspension/Expulsion data, Parent Survey
2.	
3.	
4.	
5.	

Newark Unified School District Summary of Centralized Services

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

Description of Services

Administration

Provide administrative support of schools:

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

Planning/Evaluation

Provide schools with assistance in the development of schools including:

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

Implementation

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

Staff Development

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

Parent Involvement

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

Newark Unified School District Summary of Centralized Services

Title I Centralized Services

Description of Services:

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

Newark Unified School District Summary of Centralized Services

EIA-ELL Centralized Services

Description of Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

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

Appendix

Additional Assessment (if applicable)

- WASC/Focus on Learning
- Site Technology Plan
- Site Homework Policy
- Site Parent Involvement Policy
- Library Plan
- Parent Survey
- Consolidated Budget 08-09

**Appendix A
WASC**

Not Applicable

Appendix B Technology Plan

Use of Technology for Curriculum and Instruction

Goal 1:

Increase the number of teachers utilizing computer-based programs to assist students in meeting and exceeding state academic content standards.

Benchmarks:

By May 2009, at least 70% of classroom teachers will be using site-based computer software (listed under Professional Development) to assist students in meeting and exceeding state content standards in Reading, Math and ELD.

Implementation Plan

By the end of September 2008, the site Technology Committee will survey staff to determine teachers' training in on-site instructional technology tools and software appropriate to their grade levels. Results will then be used to plan professional development needed to assist teachers.

During 2008-09, Milani teachers will be trained in the use and incorporation of software programs, already owned by the site and used for instruction and monitoring student progress. The training will be built into mandated meeting times to address on-going staff development and support. This will not generate an extra cost factor as the meetings are mandated, planned out and calendared to support on-going training and staff needs. Should extra training time be required, it will be offered, on a voluntary basis, on early release days (Friday afternoons).

Monitoring and Evaluation Criteria and Process:

Progress will be monitored using meeting agendas, survey results and/or teacher reflections and software reports

Funding Source to Implement Site Technology Plan

Potential funding sources include SIP, PTC, Site Block grant

Professional Development

Training will be built into mandated meeting times to address on-going staff development and support. Staff will train in (as appropriate by grade level):

FASST Math

GO Solve

SF On-line Intervention

DynED/Rosetta Stone

SRI

Reading Counts

Unitedstreaming

READ 180 (Title I Teacher)

Scott Foresman Social Studies Software

Goal 2:

In order to be able to efficiently provide whole class instruction in word processing and computer-related skills and to enable students to access web-links connected to the adopted curriculum as well as those that provide additional support to core curriculum, Milani will establish a computer lab.

Benchmarks:

By May 2009, classes in grades 2-6 will show 50% of students meeting grade-level technology goals.

Implementation Plan:

Lab set-up	9/08-10/08
Develop class use schedule	9/08
Classes Introduced to Lab	11/08
Hire computer tech (½-1 day per week)	8/08
Development of a site-level support team	9/08- 10/08
Teachers set class goals, sample lessons	9/08/10/08
Teachers monitor progress toward goals	11/08-5/09
Teachers reflect on progress to goals and give feedback to support team	5/09

Monitoring and Evaluation Criteria and Process:

Teachers will submit class goals, and sample lesson plans which reflect steps in progress towards completion of NUSD's technology expectations for students as stated in the district's Five-Year Technology Plan. Lesson plans and goals will support students attainment of core curriculum and be in alignment with SAIT regulations. Once a month a portion of a regularly scheduled staff meeting will be devoted to updating progress and sharing ideas. In May, teachers will complete a survey or reflection document.

Funding Source to Implement Site Technology Plan

Potential funding sources include SIP, PTC, Site Block grant and SAIT

Professional Development

Goal 3

In order to monitor student achievement and provide necessary differentiated instruction Milani teachers will train in and implement the district’s new benchmark assessment and monitoring system for student achievement.

Benchmarks:

By October 2008, 100% of classroom teachers will be trained in and implement the new NUSD benchmark assessment system

Implementation Plan:

Teachers trained in new system	According to NUSD schedule
Teachers administer assessments	According to NUSD schedule
Teachers analyze data and plan	Each trimester
Interventions at Academic Conferences	Each trimester
Teachers give feedback on system	As needed and at year’s end

Monitoring and Evaluation Criteria Process:

Grade-level Collaborative meeting reports, assessment reports and intervention plans will be used to monitor progress

Funding Source to Implement Site Technology Plan:

District, SAIT

Professional Development:

Training provided by district

**Appendix C
Homework Policy**

Not Available

Appendix D
Parent Involvement Policy

Milani School Parent Involvement Policy

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

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

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

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

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

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

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

Parental Involvement – General Information

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

Shared Responsibilities

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

The **compact** shall:

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

Building Parental Involvement

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

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - The requirements of Title I
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:
- Examine and adopt model parent involvement programs such as Joyce Epstein’s Six Keys to Effect Parent Involvement or the National PTA’s National Standards for Parent/Family Involvement.
 - Work with and support a parent group (such as PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and Title I Advisory Committee.
 - Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required by parents.

Accessibility

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

As a Caring School Community Milani has already worked with parents to plan parent events. These include:

Open House: A culmination of grade level work presentation and community sharing with a short presentation and performance by the beginning band. The election of new School Site parent members may also occur.

5/27/09

(Parent Training for School Site Council will be coordinated with the district.)

Caring School Community Welcome Coffee: Principal coffee to welcome parents and guardians to the school share parent opportunities for classes and volunteering and to provide a forum for community input.

9/2/08

Back To School Night: Presentation of staff and school program as well as volunteer and parent club activities.

9/17/08

Title I Program Presentation: Presentation to explain Title I and introduce parents to the Read 180 Program, explain rights and responsibilities and answer parent questions.

10/9/08

ELC Meetings: Meetings to explain the ELD program and introduce parents to the process and supports in place for English Language Learner parents and students, as well as, opportunity to monitor effectiveness of EL Program and make recommendations for improvements.

9/25/08, 10/30/08

1/29/09, 4/23/09

Family Literacy and Library Nights: Our librarian offers literacy Nights for supporting family literacy, offering library services and creating a literate community.

School Site Council is generally held on the 1st Wednesday of each month.

Appendix E Library Plan

Library Plan for 2008-2009

Collection Goal:

To provide and maintain a comprehensive collection of quality books, materials and technological resources to support academic standards and the curriculum. To maintain the book per student ratio that meets the national average. The curriculum is the framework for building and maintaining the library collection. Keeping the library collection up to date is an on-going process. Continuous valuation, weeding and replacement purchase is necessary to ensure the collection's ability to meet curriculum demands. Changes in the curriculum result in changes in the collection.

Objectives:

Maintain a well-rounded collection that meets the needs of both the faculty and the students.
Update and replace research based nonfiction for research assignments as needed.
Update materials that represent student diversity, learning styles and ability levels.
Build up the non-English book collections.
Purchase new and inviting books at all reading levels
Replace materials that are lost, damaged and worn from use.

Caring School Community Library Goal:

To provide learning opportunities for families through scheduled events during the year to build literacy and promote increase in student achievement in reading.

Objectives:

Schedule Family Nights to promote increase in family literacy
Collaborate with all stakeholders to increase reading motivation and learning opportunities.

Homework Policy

Milani follows the NUSD Homework Policy

Appendix G Consolidated Budget

Milani Elementary 08-09 Budget

	Title I #200	T- III Immig #209	Title III LEP #210	Title IV Drug Free #204	ELAP #309	Art/Music #395	Art/Mu PE #398	EIA- SCE #317	EIA- LEP #318	Library #371	SIP #372	Block Grant #393	SAIT
08-09 Budget	51,909	2,376	14,810	948	4,091	On- going 7,881	One- time ----- -	-----	80,293	898	48,876	-----	69,000
08-09 Reductions	30% -15,191	10% -237	10% -1,481	-----	10% -409	-----	-----	----- -	10% -8,029	10% -90	25% -12,219	-----	-----
Amt post reductions	36,718	2,138	13,329	-----	3,682	7,881	-----	-----	72,263	808	36,657	-----	
07-08 Carryover	20,000	-----	10,000	700	12,000	13,000	19,000	1,600	33,000	1,156	20,000	500	Before 9/08 8,500
Category Total	56,718	2,138	23,329	1,648	15,682	20,881	19,000	1,600	105,264	1,964	56,657	500	69,000
Objective 1													
Title I Teacher	54,796												
READ 180 Maintenance											2,800		
Reading Intervention													3,000
Reading Club											16,800		
Reading Motivation										500			
ELA Software												500	
Vocab DVD													3,500
ELA Coaching													5,000
Objective 2													
Math Coaching													5,000
Math Intervention Classes K-6								1,600			1,400		3,400

Math Enrichment and materials											500		
Objective 3													
ELD Liaison										23,500			
ELD Aides K-6			10,500		15,682					9,000			
ELD Teacher										68,000			
	Title I #200	T- III Immig #209	Title III LEP #210	Title IV Drug Free #204	ELAP #309	Art/Music #395	Art/Mu PE #398	EIA- SCE #317	EIA- LEP #318	Library #371	SIP #372	Block Grant #393	SAIT
NLT										3,000			
OARS PD for ELD differentiation													4,000
Materials/supplies, tech to support ELD strategies			2,500										
ELD release time			1,200										
Release for school observation													1,800
Academic Conference release													7,200
ELD DVD			3,500										
Translation		2,138	2,300										
Objective 4													
Resource Aide hrs For LC											3,707		
Setting Limits PD													12,500
Materials, books for all PD													P & T 3,300

Awards							500						
Clubs/Motivation Supplies Activities							3,000						
Lunch Club Teachers						7,500							
DARE, RedR, etc				500									
Special Assemblies				900									
Admin Coaching													19,500
	Title I #200	T- III Immig #209	Title III LEP #210	Title IV Drug Free #204	ELAP #309	Art/Music #395	Art/Mu PE #398	EIA- SCE #317	EIA- LEP #318	Library #371	SIP #372	Block Grant #393	SAIT
Staff Retreat Pay and Venue Costs													4,700
Parent Trainings			3,000										
Parent Involvement PD													2,000
Tech. Stipend											1,500		
Leadership Team Stipend (3 staff)											4,500		
Clerk											12,000		
TOTAL	54,796	2,183	23,000	1,400	15,682	7,500	3,500	1,600	99,000	500	43,207	500	65,900