

Newark Unified School District
New Beginnings Academy and Progressive Academy
01-61234-6120752

School Plan
2008-2009

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School Site Council Membership

School New Beginnings Academy and Progressive Academy 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
Carolyn Scott	[X]	[]	[]	[]	[]
Richard Nikssarian	[]	[X]	[]	[]	[]
La Dottye Williams	[]	[]	[]	[X]	[]
Marc Lopes	[]	[]	[X]	[]	[]
Keldrick Randolph	[]	[]	[]	[X]	[]
Numbers of members of each category	1	1	1	3	

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.

New Beginnings Academy and Progressive Academy 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

Vision

The purpose of Comity Day Schools is to address the personal and educational needs of each student. This school-community will inspire, assist and educate students to achieve their full potential to be responsible, respectful productive citizens. This vision and corresponding beliefs can be demonstrated by the following:

- A. Providing a variety of alternatives and educational opportunities for students to gain knowledge and skills in a safe orderly supportive learning environment.
- B. Creating an atmosphere that emphasizes self worth, positive social interaction and collegiality
- C. Seeking to provide solutions for deficient academic skills, improve attendance and behavior
- D. Guide students toward positive future goals

School Description

The New Beginnings Academy is a small Community Day School that serves at-risk students in grades 7th and 8th. The school provides individualized California Standards-Based instruction in all the academic areas. State and federal accountability reports demonstrate continued academic progress and that this school is not under any state or federal sanction.

The purpose of New Beginnings Academy is to address the social and educational needs of each student. The school community will inspire, assist and educate each student to achieve his or her full potential.

New Beginnings Academy has a mandatory and challenging 360 -minute instructional day, and a student -teacher ratio of 15 to 1. The small class size allows for the establishment of discipline management system, individualized instruction, differentiated instruction, reciprocal teaching and mentoring.

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

The school serves mandatory expelled students, students referred by The Department of Probation and truant students referred by the School District Attendance Review Board. The CDS Program provides a mandatory 360-minute, 6-period instructional day. The student-teacher ratio of 15:1 allows for discipline management, individualized instruction and mentoring of students. The CDS team meets weekly to organize curriculum, discuss instructional strategies and problem-solve issues. The CDS team collaborates with district resources such as education services, special education, information technology, and child nutrition. Community agency collaborations have been formed with Newark Police Department, Alameda County Probation, Fremont Youth and Family Services, Alameda County Job Corps, and Tri-City Health.

In order to better assist students who score below basic on the California Standards Assessment Tests, the Community Day School Program will implement Response to Intervention (RTI), a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

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.

na

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.

CDS will use Title II part A funding to provide teacher quality training with consistent focus on leadership, communication, prevention and intervention. Training will also focus on differentiated instruction; district adopted textbook training, character development curriculum, Response To Intervention, behavior modification and discipline management.

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.

Community Day Schools will use Title II part D funds for professional training in technology and usage in the classroom and the training of staff using the PLATO software program and Renance learning assessment software

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.

Students who are designated EL and are enrolled in the Community Day School will be assigned appropriate materials and an appropriately trained teacher. EL students will receive EL development daily, using our part-time bilingual aide support.

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.

The Community Day School purchased the "Project Toward No Drug Abuse" curriculum that will be used for all high school students in attendance. The CDS 7th and 8th graders will receive drug prevention awareness instruction using the "Too Good for Drugs" purchased curriculum. The total CDS student population will continue to participate yearly with the California National Guard military organization in Team Building-Drug Prevention Program and our school success counselor to address drug and violence prevention using community resources.

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.

Our school site did not receive Title V funds

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.

Students who are designated ELL are assigned an appropriate trained teacher and will receive EL development daily.

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.

na

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.

Tobacco prevention education is included in the "Project Toward No Drug Abuse" curriculum purchased in 2005. Every high school student enrolled at CDS will receive instruction using this curriculum.

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.

For the academic year 2008-2009, CDS will continue to provide small group instruction and individualized assistance using resources from the district's Special Education program. In 2007-2008, fourteen percent of the students placed at CDS were designated Resource as documented in their individual education plan. These students do not perform well on standardized tests and assistance from part-time on site Resource Specialist and aide is necessary. CDS will implement a Response to Intervention Model aimed at assisting students who may not qualify for special education services.

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.

na

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

Program Goal:

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

SCHOOL DEMOGRAPHIC DATA

ENROLLMENT	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Enrollment (CBEDS)		8	19	
% African American	%	12.5%	32%	%
% Asian	%	12.5%	%	%
% Filipino	%	0.0%	%	%
% Hispanic	%	50.0%	58%	%
% Pacific Islander	%	0.0%	%	%
% White	%	25.0%	5.26%	%
% Free/Reduced Lunch	%	37%	16%	%
% English Language Learners	%	17.0%	12%	%
% Initially or Redesignated Fluent	9%	13%	18%	%
# Redesignated Fluent by Year	0	0	0	
% Special Education Services	0%	13%	14%	%
% Mobility (New to School Site, Not K)	%	43 %	56 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	0.0 %	25 %	%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students				2
# Advanced				
# Early Advanced				*****
# Intermediate				
# Early Intermediate				
# Beginner				

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance		92%		
Total Identified Truants	12	0		

SCHOOL ACCOUNTABILITY DATA

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
English-Language Arts									
Schoolwide	100	--	Yes	100	0.0	Yes	92	0.0	Yes
Hispanic	100	--	--	100	--	--	93	--	--
White	100	--	--	100	--	--	100	--	--
English Learners	100	--	--	100	--	--	80	--	--
Socioeconomically Disadvantaged	100	--	--	100	--	--	100	--	--

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
Mathematics									
Schoolwide	100	--	Yes	97	0.0	Yes	92	0.0	Yes
Hispanic	100	--	--	100	--	--	93	--	--
White	100	--	--	86	--	--	100	--	--
English Learners	100	--	--	100	--	--	80	--	--
Socioeconomically Disadvantaged	100	--	--	100	--	--	100	--	--

**SCHOOL ACCOUNTABILITY DATA
(Continued)**

ACADEMIC PERFORMANCE INDEX (API)	2004 - 2005				2005 - 2006				2006-2007			
	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T	B A S E	G R O W T H	D I F F E R E N C E	M E T T A R G E T
Schoolwide					B	544	B		528	416	-112	D
Hispanic												
White												
Sociologically Disadvantaged												
English Learners	-	-	-	-								

SCHOOL ACHIEVEMENT DATA

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

ELA	Grade 7			Grade 8		
	05	06	07	05	06	07
Proficient or Above		0.0			0.0	7.0
Advanced	*	0	*	*	0	0
Proficient	*	0	*	*	0	7
Basic	*	40	*	*	57	14
Below Basic	*	53	*	*	29	50
Far Below Basic	*	7	*	*	14	29

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

MATH	Grade 7			General Math 8			Algebra 1			Geometry		
	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above		0.0			7.0	0.0						
Advanced	*	0	*		0	0						
Proficient	*	0	*		7	0						
Basic	*	27	*		14	9						
Below Basic	*	40	*		36	64						
Far Below Basic	*	33	*		43	27						

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

HISTORY/ SOCIAL SCIENCE	Grade 8		
	05	06	07
Proficient or Above		7.0	7.0
Advanced	*	0	0
Proficient	*	7	7
Basic	*	7	14
Below Basic	*	27	57
Far Below Basic	*	60	21

SCIENCE	Grade 8		
	05	06	07
Proficient or Above		7.0	0.0
Advanced		0	0
Proficient		7	0
Basic		0	21
Below Basic		29	43
Far Below Basic		64	36

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	%	%	%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	%	%	%
% English Learners	%	%	%
% Economically Disadvantaged	%	%	%
% Students with Disabilities	%	%	%
% African American	%	%	%
% Asian	%	%	%
% Hispanic	%	%	%
% White	%	%	%

SCHOOL ACHIEVEMENT DATA
(Continued)

Average Student GPA

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
Grade 7			
Grade 7 ELL			
Grade 7 SPED			
Grade 8			
Grade 8 ELL			
Grade 8 SPED			

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
General Math			
Pre Algebra			
Algebra 1			
Geometry			

Percent of Students (C or Above)

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
Grade 7	%	%	%
Grade 8	%	%	%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
General Math	%	%	%
Pre Algebra	%	%	%
Algebra 1	%	%	%
Geometry	%	%	%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	49	17	9	15
48900 (a.2) Willfully used force or violence	17	1	3	7
48900 (b) Possess/Sale/Furnish Dangerous Object	4	1	1	1
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.	3		3	
48900 (d) Offer/Sale Controlled Substance	1			
48900 (e) Commit/Attempt Robbery or Extortion	1	1		
48900 (f) Cause/Attempt Damage to Property	8	1	2	
48900 (g) Stolen/Attempted to Steal Property	1			
48900 (h) Possession of Tobacco	9		4	
48900 (i) Obscene Act/Vulgarity	24		30	2
48900 (j) Possess/Offer/Sale of Drug Paraphernalia	10		2	
48900 (k) Disruption/Defied Authority	131	47	104	99
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm	2			
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness			5	
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)	4	3	2	3
48900.3 Cause/Attempt/Threat/Partic. Hate Violence	1	3	2	
48900.4 Created intimidating or hostile environment	3	8	1	
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				1
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	262	82	167	128

EXPULSIONS

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

HEALTHY KIDS SURVEY
(DISTRICTWIDE)*

	2003 - 2004	2005 - 2006	2007-2008
Percentage of Students Taking Survey			
% Reported Feeling Bullied at School			
% Reported Feeling Very Safe at School			

Parent Survey Results

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

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
READING							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
WRITING							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
MATHEMATICS							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
SCIENCE							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
PHYSICAL EDUCATION/HEALTH							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
USE OF ART IN THE CURRICULUM							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely			%		%		%
Very			%		%		%
Somewhat			%		%		%
Not At All			%		%		%
Don't Know/Not Enrolled			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION (Answer only if your child participates in this program.)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%
TITLE I PROGRAM (Answer only if your child participates in this program.)						
Extremely		%		%		%
Very		%		%		%
Somewhat		%		%		%
Not At All		%		%		%
Don't Know/Not Enrolled		%		%		%
(Not Answered)		%		%		%
TOTAL RESPONSES		%		%		%

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

		2005-2006		2006-2006		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
I am informed on the NUSD Promotion and Retention Criteria.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
I am kept informed about school program and upcoming events.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		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			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		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			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		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			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
School Climate: My child feels safe at school.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree			%		%		%
Agree			%		%		%
Disagree			%		%		%
Strongly Disagree			%		%		%
No Opinion			%		%		%
(Not Answered)			%		%		%
TOTAL RESPONSES			%		%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

According to CBEDS enrollment data, the Community Day School student population has increased from 8 students in 2005-06 to 19 in 2006-07. The greatest demographic changes have been the increase of the African American student population from 12% in 2005-2006 to 32% in 2006-2007 and the decrease in the White population from 25% in 2005-06 to 5.26% in 2006-07. Hispanic students which make up the largest ethnic group increased, from 54% in 2005-06 to 58% in 2006-2007. The percent of English Language Learners decreased from the 17% in 2005-06 to 12% in 2006-2007. The percent of students redesignated as fluent English Proficient increased from 13% in 2005-06 to 18% in 2006-07. Our student mobility rate increased from 43% in 2005-06 to 56% in 2006-07. The percent of students who qualified for free and or reduced lunches decreased from 37% in 2005-06 to 16% in 2006-07, and the percent of students in Special Education increased slightly from 13% in 2005-06 to 14% in 2006-2007. The number of students suspended decreased from 167 2005-06 to 128 in 2006-07 with the majority of suspensions due to disruption and defiance and attempted injury.

Conclusion:

The demographic data indicates a 3.5% increase in the enrollment of African American students and a 21% decrease of students that qualify for free/reduced lunches. Hispanic students continue to represent our largest ethnic student population with an 8% increase, while Special Education serviced student's slightly increased 1%. English Language Learners declined by 5% and 5% of our students were redesignated as fluent. The student mobility rate increased 13% and the suspension rate decreased by 37 suspension. The primary reasons for suspensions were due to acts of disruption and defiance of authority followed by attempted injury.

Conclusion statements:

- More African American students are attending CDS
- More students are redesignated as fluent English Proficient
- More CDS students are new to the school based on a higher mobility rate
- Disruptive and defiant behavior is the leading reason for student suspensions
- Fewer students are receiving free and reduced lunches
- Fewer students are English Language Learners
- Hispanic students remain the largest ethnic group
- The special education student population is consistently increasing
- Fewer White students are enrolled in CDS

Student Achievement Data

Description of Data:

Description of Data

Please note that CST data are not reported for certain grades in some years due to too few students. However, some changes of interest are :

- 2006 to 2007 7% increase in the percentage of students who scored proficient on the ELA CST
- 2006 to 2007 7 % decline in percentage of students who scored proficient on the general math CST

Conclusion:

CST data are not reported for certain grades in some years due to too few students. In this case our high school data is not included below. However, some changes of interest are :

- 2006 to 2007 7% increase in the percentage of students who scored proficient on the ELA CST
- 2006 to 2007 7 % decline in percentage of students who scored proficient on the general math CST
-

Parent Surveys

Description of Data:

na

Conclusion:

na

Summary Areas Based Upon Analysis of Data

Overall Trends:

Overall Trends: Newark Community Day School is going through demographic change.

- A major subgroup population (African American) has increased from 30% in 2003-2004 to 43% in 2006-2007.
- The White student population decreased in from 26% in 2004-2005 to 10% in 2006-2007.
- The Hispanic student populations remain the largest sub group enrolled although Hispanic enrollment has settled back from 54% in 2003-2004 to 47% in 2006-2007.
- Student achievement data of junior high and high school students indicate a low number of students performing at proficiency level on the CST in math and language arts.
- The student suspension rate increased from 2004-05 by 84 suspensions in 2005-06.

Emerging Trends:

Emerging Trends:

- Over a 3 year period from 2005-2007 student performance on the CST math and language arts shows a consistent trend of below basic test results.
- The student suspension data from 2003-2006 indicate a trend of behavior violations for acts of defiance, disruption, obscenity and vulgarity and therefore a need to provide a safe learning environment free from disruptions and distractions

These trends lead to the following conclusions:

Data shows a need to:

- Provide additional intervention and resources to all students including special need students in math and language arts
- Allow opportunities for increased access to instructional technology and reference materials
- Provide added teacher training and resources in effective instructional strategies character education curriculum and safe classroom management practice.
- Provide a safe school-community and learning environment that promotes the social, emotional, and physical health of every student

Therefore the following goals and objectives are required:

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

GOAL:

(1) Improve student achievement in English Language Arts

Objective 1:

Improve student achievement in English Language Arts and demonstrate a 3 percentage-point increase in students scoring proficient or higher on the CST yearly assessment.

GOAL:

(2) Improve student achievement in Math

Objective 2:

. Improve student achievement in Math and demonstrate a 3 percentage-point increase in students scoring proficient or higher on the CST yearly assessment.

GOAL:

(3) Promote an environment which fosters mutual respect and a desire for learning

Objective 3:

Improve student behavior as demonstrated by a 3% decrease in student suspension rate reduction as compared to the previous school year. This will also be measured by a 2% improvement in school attendance and students feeling safe at school will be assessed by responses of parents and students on California Healthy Kids Survey.

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**

New Beginnings Academy and Progressive Academy

<u>Goal:</u> Improve English Language Arts Achievement	
<u>Objectives 1:</u> Improve student achievement in English Language Arts and demonstrate a 3 percentage-point increase in scoring proficient or higher on the CST yearly assessment.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement	
1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year. 1b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Low student achievement in English-Language Arts.	
<u>Activities to Meet Objective:</u> 1.2. Provide staff training in Response to Intervention (RTI), a multi-tiered approach to help struggling learners. 1.3 . Provide staff training in assessment using Renaissance Learning and PLATO computerize software programs 1.4 Provide in-class small group instruction using bilingual teacher aide 1.5 Provide after school intervention tutoring to focus on ELA 1.6. Provide appropriate instructional materials for ELL student based on CEDLT level and scores 1.7. Purchase and use literacy based character education curriculum 1.8 Provide literacy appreciation field trips to emphasis literacy usage beyond the classroom 1.9 Staff to attend CDS state conference January 09	<u>Timeline:</u> August 08-June 09
<u>Method/Criteria to evaluate success in meeting the objective:</u> Purchase orders, copies of teacher lesson plans, computer lab usage schedule, after school sign in sheet. Assessment results of students progress using RTI model Tutoring staff time card	
<u>Funding Source(s):</u> EIA, Title III, Site Discretionary funds, block grant library funds, educational tech funds Microsoft settlement voucher (if qualified)	
<u>Responsible Staff:</u> Principal, Teachers, Teacher Aide and support staff	

Date Approved by School Site Council May29,2008

<u>Goal:</u> To Improve Mathematics Achievement	
<u>Objectives 2:</u> . Improve student achievement in Math and demonstrate a 3 percentage-point increase in students scoring proficient or higher on the CST yearly assessment.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement 1a. Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year. 1b. Close the achievement gap among students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Low math achievement	
<u>Activities to Meet Objective:</u> 2.1. Use of PLATO software program to supplement instruction 2.2 Use Renaissance math software to teach and assess students progress 2.3. Provide staff training in technology usage in the classroom 2.4. Purchase hands on materials in math 2.5. Provide after school intervention class in math 2.6. Provide staff training in Response to Intervention (RTI), a multi-tiered approach to help struggling learners. 2.7 . Provide staff training in assessment using Renaissance Learning and PLATO computerize software programs for assessment and to supplement learning in math 2.8 Provide in-class small group instruction using bilingual teacher aide 2.9 Provide after school intervention tutoring to focus on math 3.0. Provide appropriate instructional materials for ELL student based on CEDLT level and scores 3.1 Provide math field trips to emphasis math usage beyond the classroom 3.2 Staff to attend CDS state conference January 09	<u>Timeline:</u> August 2008-June 2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> Dates of training Copies of purchase order Sign in sheet for after school intervention participation of students Tutoring staff time card Copies of teacher lesson plans Computer lab usage schedule Purchase orders of software purchased Assessment results of students progress using RTI model	
<u>Funding Source(s):</u> EIA, Title III, Site Discretionary funds, block grant library funds, educational tech funds Microsoft settlement voucher (if qualified)	
<u>Responsible Staff:</u> Principal , teachers, and aide	

Date Approved by School Site Council May 29, 2008

<u>Goal:</u> Promote an environment which fosters mutual respect and a desire for learning	
<u>Objectives 3:</u> Improve student behavior as demonstrated by a 3% decrease in student suspension rate reduction as compared to the previous school year. This will also be measured by a 2% improvement in school attendance and students feeling safe at school as assessed by responses of parents and students on the California Healthy Kids Survey.	
<u>Board/District Goal(s) Addressed in Objective:</u> 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, the California Healthy Kids Survey, and the state-designed physical fitness test.	
2b. Provide expanded alternative school opportunities for students who have difficulty learning in a regular school environment as measured by referrals and placements.	
2c. Provide added student supervision using parents College interns	
2d. Work closely with School Resource Officer to provide in class presentations on safety	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Student population is at risk academically and socially as measured by high suspension rate, low CST scores and High School Exit exam results.	
<u>Activities to Meet Objective:</u> 3.1. Provide conflict management training through counselors 3.2. Provide a positive incentive program school wide 3.3. Provide staff training to implement character education curriculum and classroom management strategies 3.4. Counselor/staff to attend safe and drug free school training 3.5. The districts gang education youth advocate and SRO will work with identified students and their families 3.5. Use community resources to work with identified students and their families to promote regular school attendance and non- violent interactions with others 3.6. Work collaboratively with other schools,SRO and NPD to maintain a safe school environment 3.7. Continue school and classroom recognition awards for attendance and behavior 3.8. Continue to implement quarterly newsletter emphasizing positive accomplishments of students 3.9. Purchase "It's Time to Teach" classroom management program 4.0 implement Response to Intervention (RTI), a multi-tiered approach to help struggling learners to improve. 4.1 Implement group and individual counseling practice to assist students to understand respectful behavior toward others 4.2 Provide monthly school celebration of diversity 4.3 Provide weekly art/music appreciation and expression class and/or workshop for students 4.4 Provide parent education meetings quarterly focused on safety and violence prevention, drug education, positive parenting,educational awareness, career education 4.5 Provide art and music field trips to emphasis art and music appreciation beyond the classroom 4.6 Staff to attend CDS state conference January 09	<u>Timeline:</u> August 2008-June 2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> Feed back from parents, teachers and students, gang advocate feedback, counselor supervision write up, teacher evaluations, staff development dates and topics, parent survey and feedback, school/community sign-in sheet , results of RTI assessments, suspension and attendance reports	
<u>Funding Source(s):</u> General fund, outside donation, block grant, discretionary fund, EIA, Title IV, Title III, Art and music block grant	
<u>Responsible Staff:</u> Principal, SRO, teachers, counselor, gang educator and office staff	

Date Approved by School Site Council

May 29, 2008

**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	4th-8th	4th-8th	EIA-SCE AB825SGSIP ED tech	DiscrBG-SI MISC Don Art/MusicBG
Objective #		4415.00	1000.00			8500.00	
Object #							

Objective #		4415.00	206.00			6500.00	275.00
Object #							

Objective #				147.00		2100.00	7000.00
Object #						5598.00	

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program		8831.00	1206.00	147.00		22698.00	7275.00
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING
			EETT	LEP	SDFSC	Strategies	SOURCE
	K-12	K-12	K-12	K-12	K-12	K-12	
Objective #				1485.00	128.00	77.00	
Object #							

Objective #				900.00			
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program				2385.00	128.00	77.00	
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): In order to better assist students who score below basic on the California Standards Assessment Tests, in ELA and Math the Community Day School Program will implement Response to Intervention (RTI), a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. RTI requires intergration of technology for assessing student progress, developing instructional strategies, maintaining classroom management through a positive incentive program, after school tutoring.

Primary Focus Area: Promote student acheivement in ELA and Math through RTI and the intergration of technology

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Provide staff training on RTI Model for restructuring CDS to better meet the needs of at-risk learners	TO MEET OBJECTIVE 1,2,3
2. Provide staff release time to collaborate with district schools, to attend text book adoption meetings, and to attend conferences aimed at adopting intervention materials for at -risk learners	TO MEET OBJECTIVE 1,2
3. Provide weekly staff meetings to discuss RTI , data driven dialogue, and differentiated instructional strategies	TO MEET OBJECTIVE 1,2
4. Provide staff release time to collaborate with junior high and high school staff, to examine and discuss student acheivement and instructional success strategies.	TO MEET OBJECTIVE 1,2, 3
5. Provide staff development to support understanding of diagnostic assessment tools for teaching and assessing student learning through the use of Renaissance reading and math software programs, Rosetta Stone English Learning, and PLATO Diagnostics	TO MEET OBJECTIVE 1,2, 3

Primary Focus Area: Promote and provide a safe and nurturing learning environment free from violence

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Update staff training on literacy based character education curriculum	TO MEET OBJECTIVE 1,3
2. Provide quarterly parent education meetings to promote academic achievement at home, positive attendance, and parenting	TO MEET OBJECTIVE 1,2, 3
3. Provide release time for counselor and teachers to attend annual State Community Day School Conference in January 2009	TO MEET OBJECTIVE 1,2, 3
4. Provide staff a gang awareness update through the Newark Gang Task Force representative	TO MEET OBJECTIVE 3
5. Provide staff release time to visit RTI programs in the area	TO MEET OBJECTIVE 1,2,3

Primary Focus Area: Promote and provide a safe and nurturing learning environment free from violence

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Provide teachers release time to attend classroom management workshopsin the use of "It's Time to Teach"	To meet objective 3

Newark Unified School District Summary of Centralized Services

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

Description of Services

Administration

Provide administrative support of schools:

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

Planning/Evaluation

Provide schools with assistance in the development of schools including:

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

Implementation

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

Staff Development

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

Parent Involvement

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

Newark Unified School District Summary of Centralized Services

Title I Centralized Services

Description of Services:

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

Newark Unified School District Summary of Centralized Services

EIA-ELL Centralized Services

Description of Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

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

Appendix

Additional Assessment (if applicable)

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

**Appendix A
WASC**

Not Applicable

Appendix B Technology Plan

Newark Community Day Schools Site Technology Plan

Availability of Technology at the Site:

The Community Day School is located on the same site as the Adult Education School. The Community Day School has access to the Adult School computer lab daily. Both programs use Plato Learning software technologies, Rosetta Stone for English Language development and Renaissance math and reading assessment as a tool for increased student learning. Each Community Day School teacher has 5 sun computers in the classroom. These computers are used to supplement instruction through online web access. Students conduct research and complete assigned projects.

Use of Technology for Learning and Management:

The Community Day School uses technology as a tool in school financial and or personnel management. Technology is used for learning:

- To analyze and monitor student achievement data
- To assist with instructional leadership and management of strategies regarding the use of instructional technology to improve pupil performance.
- To supplement instruction and to increase learning.
- To management of records
- To communicate with parents and teachers, district office and others
- To manage attendance, report writing, word processing, and conduct research.
- To access content-specific software or web-based resources

Use of Technology for Curriculum and Instruction

Goal(s):

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

Benchmarks:

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

Implementation Plan:

- Begin the third year implementation of PLATO Learning Inc. a computer-based program, for grades 7-12.
- Identify and increase teacher use of electronic resources related to academic content standards.
- Purchase Renaissance Learning Math and Reading assessment programs and begin the first year of Response to Intervention (RTI) a multi-tiered approach to help struggling learners
- Utilize Rosetta Stone software program for English Language development

Monitoring and Evaluation Criteria and Process:

Responsible person (s) for monitoring the curriculum component:

Site Principal

Review CTAP survey

Percentage of teachers' use of technology

Percentage of administrators' use of technology

Amount of time technology used in addressing content standards

Student's PLATO work assignment and assessment profile

Teacher Lesson Plan

Assessment result of: STAR, CST, and CAHSEE, school wide Renaissance Learning

School Technology plan

Teachers' and Administrators' Personal Technology Skills

Goal(s):

Teachers and administrators will acquire necessary personal technology competencies

Benchmarks:

By June 30, 2009, 85% of teachers and administrator will indicate that they are proficient in general computer knowledge and skills, internet, email and presentation software skills. 40 % of teachers and administrators will indicate that they are at the proficient user level.

Implementation Plan:

Yr 2

- Implement personal professional development from basic technology operation to specific topics such as advanced email and assessment of student learning.
- Continue to purchase hardware and software as needed for specific topics to increase access
-

Monitoring and Evaluation Criteria and Process:

Principal will monitor process with the assistance of district administration.

Technology Assessment Profile Results

- Measure personal technology knowledge and skills- collection of data annually
- Lists of training dates, topics and programs –collection of data annually
- List of sources for professional development both internal and external to district- collection of data annually
- Sign in sheets for each professional development activity – collected at each activity
- Measure integration of technology into areas- collection of data annually

Goals for Infrastructure Development and Hardware

The Community Day School with the assistance of the district will set a target for each classroom establishing specifications for teacher hardware and software and specifications for student hardware and software.

Student workstations:

Student computer ratio of 6 students to 1 computer

Current operating system

Connectivity to school local network

Internet access and current browser

Word processing and spread sheet software

Presentation software

Graphics and multimedia software

Networked printer

Teacher Workstation:

Basic student configuration as above

Administrative support software for attendance, grades, and student data

Connectivity to presentation device

Networked printer

Funding Source to Implement Site Technology Plan

The district general fund expenditures provide for information technology, which provides network administration, electronic business services, record, and accounting systems, and direct support to all schools for technology. The district has funded infrastructure for networks, tech support, needs for physical plant for the support of technology. Although costs of individual computers have dropped dramatically in the past three years, the costs of networking systems, peripheral technologies and software remains high.

Newark actively pursues avenues for reducing costs for hardware and software, including volume pricing and service contracts ensuring School's Interoperability Framework compliance of all technology systems and programs. Sources of funding include the K-12 Technology Voucher Program, Title II Part D (Enhancing Education Through Technology formula grants), Title funds for educational technology and Measure A funds (local district bond measure). One year ago the Community Day Schools used Measure A funding to purchase PLATO Learning's Instructional Solutions software. An academic software program proven effective in helping learners in all grades and at all skill levels achieve success. The community day schools technology plan includes the purchase of Read 180, reading intervention program.

Professional Development

Date

Renaissance Learning and Rosetta Stone

- Staff training

August 2008

Plato Learning instructional Solutions training

March 2009

**Appendix C
Homework Policy**

Not Available

Appendix D
Parent Involvement Policy

Parent Involvement

Community Day Schools Policy for Parent Involvement* in the Education of Their Children

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

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

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

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

Parental Involvement – General Information

- 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. 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.

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 quarterly (November 2008, February 2009, May 2009) to address topics requested and needed by parents. Topics to be addressed:
November: Gang violence and Drug Awareness
February: Understanding Adolescent Behavior
May: Parent Involvement
2. 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.
 - 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.
 -
3. 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 are sent in a parent-friendly format and to the extent required and practical, in a language parents understand.
 - Implement and coordinate parent education programs to assist parents in understanding and gang awareness, school safety, school attendance and managing teen-at-risk behaviors. The parent education program is aimed at building ties between parents, students and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities and helping their child to be a successful learner.
 - 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.
 -
4. 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 other advisory committees.
 - 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.