

Newark Unified School District
Newark Junior High School
01-61234-6102917

School Plan
2008-2009

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School Site Council Membership

School Newark Junior High School School Year 2008-2009

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donald Gill	[X]	[]	[]	[]	[]
Jennifer Synder	[]	[]	[]	[X]	[]
Sandra Schroetlin	[]	[]	[]	[X]	[]
Luann Sorenson	[]	[]	[]	[X]	[]
Darlene Cooley	[]	[]	[]	[X]	[]
Jeff Alves	[]	[X]	[]	[]	[]
Paula Cassano	[]	[X]	[]	[]	[]
Matthew Miller	[]	[X]	[]	[]	[]
Chris Baugh	[]	[X]	[]	[]	[]
Jeanne Phung (alternate)	[]	[X]	[]	[]	[]
Ann Grundell	[]	[]	[X]	[]	[]
Lisa Tran	[]	[]	[]	[]	[X]
Henna Bianchini	[]	[]	[]	[]	[X]
Priscilla Rodriguez	[]	[]	[]	[]	[X]
Numbers of members of each category	1	5	1	4	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.

Newark Junior High School School Information

District Mission Statement

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

Introduction

The educational community of Newark Junior High School works diligently to promote the academic, social, and emotional development of each of its students. All students are provided a safe and nurturing learning environment with instruction provided by highly qualified and dedicated teachers. It is the desire of all teachers, staff, and administration to assist students in their ability to advance academically and socially as far and fast as possible.

School Description

Newark Junior High School consists of over 1,100 students who attend classes in seventh and eighth grade. Newark Junior High School teachers are highly trained and provide a rigorous and broad-based curriculum to help prepare students to be successful at their next level of academic study.

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

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

The Newark Unified School District inspires and educates all students to achieve their full potential and to 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 large urban centers, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Description of School Programs

All 7th and 8th grade students at the Newark Junior High School are enrolled in 5, year-long courses: language arts, mathematics, social studies, science, and physical education all taught by highly qualified teachers. In addition, students can choose to enroll in one of the following elective classes: choir, band, movement and flexibility, and computer technology. Seventh grade students are enrolled in a semester of "Skills for Adolescence" program, which includes the G.R.E.A.T. (Gang Resistance Education and Awareness Training) program taught by the school resource officer.

Students at Newark Junior High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of other people and cultures. The school's discipline philosophy promotes a safe school and a warm, friendly classroom environment. School and classroom policies are reasonable and clearly stated. The discipline policy encourages students to evaluate their situations and make rational decisions based on the consequences of their actions. At the beginning of the year, each student receives an "agenda book" which outlines all school rules and policies. In addition, students also receive a student handbook, which is reviewed and distributed to each student so that there is no misunderstanding as to the rules and policies of the school. The school principal makes a presentation to all students during a social studies class so that all students know and understand that NJHS is a school that emphasizes academic achievement and personal responsibility for self-directed behavior. There is also a peer conflict mediation program managed by the school counselor to provide conflict resolution for students by students to prevent escalation of conflicts into serious behavior incidents. The school's dress code policy has proved to be an effective deterrent of classroom disruptions, allowing for a very pleasant learning environment. Newark Junior High School student activities are planned and implemented through the Associated Student Body and the Leadership Class composed of 7th and 8th grade officers and class representatives and facilitated by the student activities director.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan, to ensure instructional programs are consistent with students' needs and comply with district goals.

These committees include:

- Safety Team
- Leadership Team
- Parent Organization
- School Plan Program (SPP) Council
- District/School English Learner Advisory Committees

Before and after school intervention and tutoring programs are available for students struggling in language arts and/or mathematics. After school extra curricular activities include advanced band, advanced choir, Project N.E.S.T., an after school safety program, school rally squad, and Ballet Folklorico.

A unique aspect of a Newark Junior High School education is the opportunity students have to receive diversified instruction through the “House” system. The house system assigns students to one of eight houses – a group of teachers from each of the core subject areas (language arts, science, and social science). Students rotate classes for each of these areas, giving them exposure to a variety of teaching styles, increased personal attention, and a sense of belonging. House teachers meet once a week to discuss any problems with students, hold parent conferences, and plan cross-curricular programs.

The overall goal is to continue refining the school into a model junior high school through modeling the programs outlined in “Taking Center Stage”, the state’s plan for the ideal junior high school as well as meeting the essential components of a high-performing school.

SUPPLEMENTARY PROGRAMS

Title I

Program Goal:

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

Title II Part A Teacher Quality

Program Goal:

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

To increase student academic achievement by improving teacher quality.

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

During the school year, as a result of staff development needs identified by the NUSD Department of Educational Services, Newark Junior High School teachers participated in staff development opportunities focusing on the following areas of concentration:

- Differentiated Instruction
- English Language Development
- The Culturally Proficient School
- Anti-bullying Strategies
- Classroom Management

As we develop our programs to support all students including our English language learners and gifted and talented students, we will continue to provide staff development opportunities on the above focus in all areas of 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.

During the school year teachers were provided staff development training on utilizing technology in the curriculum. Teachers continued to develop their skills in designing and creating academic websites through a program called "Teacher Web." This program serves as a communication tool to expand the home / school connection. The primary purpose of this website is to provide information to parents and students regarding grades, homework, and Internet links which support improved teaching and learning. Teachers, in an effort to expand the ability to communicate with parents, plan to implement a similar program called "School Loop" which is a more complete and expanded program than "Teacher Web." With the assistance of site and District funds, NJHS was able to expand the READ 180 program, which is published by Scholastic, Inc. This program allows the emerging adolescent reader to develop the critical language arts skills of reading, listening, writing, spelling, and grammar. The program was piloted in special education and was expanded during the 2007 – 2008 school year for use by a greater number of special education students than previously planned.

The school computer lab was upgraded during the 2007-2008 school year with MAC mini computers. This upgrade replaced the SUN Microsystems lab and provide students an opportunity to expand their technological expertise with this newer and more powerful system.

As NJHS acquires new instructional technology related to software and hardware during the next school year, staff development will be provided as to the proper utilization of these technologies in the classroom setting. School personnel also devote time each week to post and maintain a current and useful school website. The goal is to provide increased access to students and families which will result in greater parent involvement.

**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.

Newark Junior High School English Language Learner students are placed in one of four classes according to their English language proficiency level. A certified English Language development teacher works closely with each of these students on a daily basis to develop their English proficiency. All English language learner students are required to take the ELD classes in lieu of their regular language arts classes. They are then mainstreamed in math, social studies, and science classes, which are also taught, by CLAD certified teachers. Our ELL students will continue to be placed in sheltered math, science, social studies taught by CLAD certified teachers to promote their English language development and academic progress in the core curriculum.

**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.

All Newark Junior High School seventh grade students continue to receive a drug and violence prevention program through the "Skills for Adolescence" course. This includes the G.R.E.A.T. (Gang Resistance Education and Awareness Training) program taught by the school resource officer. By the end of their term at the Newark Junior High School, all students' will complete this program. This includes those students who missed the course in seventh grade due to the necessity of taking an intervention class in lieu of an elective. In addition to "life skills" and G.R.E.A.T., students had opportunities to be educated by several nationally recognized speakers on the topic of "bullying" and "resisting bullying behavior."

A full-time school resource police officer and a full-time school counselor provide counseling and support services to all our students. The school resource officer also conducts gang awareness and staff development training to all teachers throughout the year as a way to increase knowledge and understanding of gangs and their influence upon young urban youth.

It is our goal to continue the G.R.E.A.T. classes for all 7th graders, staff development on gang awareness and education, implement an anti-bullying and positive behavior program to decrease violence among 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 READ 180 program was implemented at NJHS to provide support and assistance to the emerging adolescent reader. The goal of this reading program is to develop skills in all areas of English – language arts. The program was expanded during the 2007 – 2008 school year. A technology innovation grant was applied for by Newark Unified School District personnel to provide funds to expand the use of the READ 180 program at Newark Junior High School for the next school year. This program funding would allow the purchase of more computer software to allow the program to be implemented with students who are not designated as special needs.

A major goal next year is to maintain and continue to enhance student learning through technology by providing increased student access to the library. The school site council again approved funding to support the full time operation of the school library. A full time library clerk allows the library to remain open each day of the week, before, during, and after school. This access provides technology access to our at-risk students who otherwise do not have technology connections at their homes. Having the library open throughout the week provides instructional and media materials to our students and staff to enrich and enhance their teaching and learning experiences at NJHS.

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.

NJHS English Language Learners (ELL) received English Language Development (ELD) support from our ELD teacher and bilingual aide. These students are mainstreamed into content classes taught by CLAD certified teachers using SDAIE strategies. Bilingual aides and native language tutors support the mainstreamed ELL students. In their ELD classes, our ELL students use state-adopted, standards-based materials funded by EIA and ELAP funds.

For the coming school year, there will be a continued focus on ELD instruction to our ELL students provided by our ELD teacher. These students will attend sheltered classes in math, social studies, and science taught in sheltered classrooms with the support of CLAD certified teachers. NJHS will continue to provide standards-based materials and provide primary language support to enable all ELL students to access core curriculum and succeed academically.

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.

All students designated as gifted and talented are provided differentiated instruction in their classes. In math, students were grouped by ability level. Students designated as gifted and talented were placed in Algebra and Geometry classes.

All GATE students will be clustered, as they were this year, in groups of 5-8 in language arts classes in all the houses. Each student will receive differentiated instruction from teachers who are trained in teaching GATE students. The GATE program at NJHS will follow our district GATE plan as adopted by the NUSD Board of Education.

A GATE advisory group was formed this year to provide leadership and direction for utilization of GATE funds.

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.

All 7th grade students receive lessons in tobacco and tobacco product use prevention in their "Skills for Adolescence" classes. Students are provided refusal skills and skills to resist peer pressure regarding the use of tobacco and tobacco products. The G.R.E.A.T. (Gang Resistance and Education Training) lessons, taught by the school resource officer in the "Life Skills" class, stresses the effects of tobacco and tobacco products and the need to resist the pressure and learn refusal skills against its use.

Next year the "Skills for Adolescence" and "G.R.E.A.T." classes will continue to provide lessons on the harmful effects of

tobacco and tobacco products, refusal skills, and resistance to use these products.

Funding for this program was eliminated for the 2008-2009 school year.

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.

Special education students are identified for additional services based upon cognitive and achievement assessments. The school's resource specialist teachers teach students in their resource classes' skills to become proficient in language arts and/or math. Resource students are mainstreamed into science, social studies, science, physical education, and elective classes. There are three special day classes where severely handicapped (SH) students attend self-contained classes, although some of our students are mainstreamed to one or two content classes. All SH special day students are mainstreamed into physical education and elective classes. SH students also attend a self-contained class where they are taught the core academic curricula.

Some special education students attend adaptive physical education according to their needs. Speech and language services are provided by a part-time speech pathologist. Two part-time psychologists provide psychological assessment and counseling. Our district behaviorist provides group behavior skills sessions and conducts observations and assessments as requested and needed.

Students will continue to have resource specialist teachers teach math and/or language arts. Several students will be mainstreamed through a "push-in" program where the resource teacher team-teaches with the regular core content teacher. Likewise, NJHS will continue to have SH special day class teachers provide self-contained instruction to special day students. SH students will continue to be mainstreamed in some content classes and in all physical education and elective classes.

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.

NJHS will continue to support the Bay Area School Reform Collaborative (BASRC) goals within our school improvement program to close the achievement gap between the English only population and at risk students, to develop grade level plans and to participate in professional development that focus on textual, functional and recreational reading strategies, and to continue to strengthen the current school/home partnership and communication strategies.

Although there are no more BASRC funds, we plan to sustain the BASRC goals of closing the achievement gap between the English only population and at risk students, organizing peer observations, encouraging teachers to observe one another, establishing meaningful meetings including staff development and meeting schedules, planning high leverage professional development days throughout the year, and developing a leadership team that will facilitate, implement and oversee these goals.

There has been staff development throughout the year, which focused on differentiation of instruction, mainstreaming our ELL students, data analysis, peer observations, and de-privatization of practice. SIP will to support purchase of instructional materials to meet the educational needs of all students.

SIP goals for 2008 -2009 include high quality professional development to support proficiency of all students in language arts and mathematics, to provide instructional materials to meet the educational needs of all students, to provide personnel support in order to meet the educational needs of all students, and to support a safe learning environment for all students and staff.

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

Program Goal:

Block Grant for Physical Education:

The physical education department purchased new exercise equipment to enhance the physical fitness of theseventh and eighth grade students. The equipment included strength training machines, fitness bikes, and basketball rims and nets.

Block Grant for the Performing Arts:

Funds from this program allowed the Newark Junior High School choir to purchase recorders, sheet music, performance platforms, and new student chairs. The Newark Junior High School band was able to use their funds to purchase a directors platform and chair, sheet music, new band instruments, equipment repairs, and student chairs.

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)	1152	1121	1065	1036
% African American	9%	8.9%	8%	7.6%
% Asian	12%	12.1%	13.52%	11.4%
% Filipino	10%	9.0%	9%	9.4%
% Hispanic	40%	42.6%	44%	43.9%
% Pacific Islander	3%	2.2%	2.44%	2.9%
% White	25%	24.1%	22.25%	24%
% Free/Reduced Lunch	35%	35%	38%	41%
% English Language Learners	12%	12.0%	11%	15%
% Initially or Redesignated Fluent	33%	33%	39%	35%
# Redesignated Fluent by Year	37	44	23	34
% Special Education Services	11%	9%	9%	10.8%
% Mobility (New to School Site, Not K)	97 %	94 %	96 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	66.5 %	94.4 %	%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	138	119	114	151
# Advanced	13	31	3	6
# Early Advanced	43	47	29	59
# Intermediate	51	20	48	57
# Early Intermediate	18	11	22	19
# Beginner	13	10	12	10

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	94%	95.53%	95.81%	
Total Identified Truants	201	254	200	

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	40.0	Yes	99	44.6	Yes	100	46.8	Yes
Hispanic	100	28.6	Yes	99	30.0	Yes	99	34.7	Yes
White	100	50.7	Yes	99	58.8	Yes	100	58.4	Yes
English Learners	100	21.4	Yes	100	24.1	No	99	19.9	No
Socioeconomically Disadvantaged	99	24.2	Yes	99	27.8	Yes	99	30.0	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	40.2	Yes	99	48.8	Yes	99	48.0	Yes
Hispanic	99	29.5	Yes	99	35.7	Yes	98	38.9	Yes
White	99	48.6	Yes	98	64.3	Yes	99	54.7	Yes
English Learners	99	26.2	Yes	99	30.5	Yes	97	27.3	--
Socioeconomically Disadvantaged	99	26.7	Yes	98	34.0	Yes	98	34.0	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	729	695	-34	No	695	732	37	Yes	737	752	15	Yes
Hispanic	669	643	-26	No	643	670	27	Yes	676	698	22	Yes
White	774	745	-29	No	745	792	47	Yes	798	805	7	Yes
Sociologically Disadvantaged	641	612	-29	No	612	653	41	Yes	659	679	20	Yes
English Learners	-	-	-	-	611	657	46	Yes	659	645	-14	No

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	41.0	42.0	49.0	37.0	45.0	42.0
Advanced	7	14	14	11	16	16
Proficient	34	28	35	26	29	26
Basic	33	33	29	32	33	38
Below Basic	17	18	17	18	16	13
Far Below Basic	9	8	4	12	6	7

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	36.0	45.0	43.0	39.0	44.0	43.0	89.0	94.0	79.0	96.0	81.0	87.0
Advanced	13	15	16	13	9	7	23	39	15	62	24	39
Proficient	23	30	27	26	35	36	66	55	64	34	57	48
Basic	29	26	30	26	32	36	11	6	20	3	14	13
Below Basic	24	21	22	23	18	16	0	0	0	0	5	0
Far Below Basic	12	9	5	13	6	5	0	0	1	0	0	0

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	23.0	32.0	39.0
Advanced	6	8	11
Proficient	17	24	28
Basic	34	38	35
Below Basic	22	17	14
Far Below Basic	21	14	13

SCIENCE	Grade 8		
	05	06	07
Proficient or Above	-	47.0	51.0
Advanced	-	20	25
Proficient	-	27	26
Basic	-	29	26
Below Basic	-	17	16
Far Below Basic	-	7	8

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	40.0%	44.4%	46.8%
% English Learners	21.4%	24.0%	19.9%
% Economically Disadvantaged	24.2%	27.8%	30.0%
% Students with Disabilities	5.9%	14.8%	13.3%
% African American	22.7%	34.1%	27.4%
% Asian	55.6%	58.6%	63.2%
% Hispanic	28.6%	30.0%	34.7%
% White	50.7%	58.5%	58.4%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	40.2%	48.7%	48.0%
% English Learners	26.2%	30.4%	27.3%
% Economically Disadvantaged	26.7%	34.2%	34.0%
% Students with Disabilities	2.6%	17.6%	17.5%
% African American	16.7%	34.2%	26.0%
% Asian	69.4%	60.9%	63.2%
% Hispanic	29.5%	35.8%	38.9%
% White	48.6%	64.1%	54.7%

SCHOOL ACHIEVEMENT DATA
(Continued)

Average Student GPA

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
Grade 7	2.5	2.6	
Grade 7 ELL	2.2	2.3	
Grade 7 SPED	2.1	2.2	
Grade 8	2.5	2.6	
Grade 8 ELL	2.3	2.3	
Grade 8 SPED	2.1	2.2	

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
General Math	1.5	1.8	
Pre Algebra	2.8	3.0	
Algebra 1	3.2	3.3	
Geometry	3.6	3.7	

Percent of Students (C or Above)

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
Grade 7	75%	78%	%
Grade 8	78%	80%	%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
General Math	57%	58%	%
Pre Algebra	73%	75%	%
Algebra 1	84%	86%	%
Geometry	90%	92%	%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) <i>Caused/Threatened/Attempted Injury</i>	88	109	96	109
48900 (a.2) <i>Willfully used force or violence</i>	4	15	2	1
48900 (b) <i>Possess/Sale/Furnish Dangerous Object</i>	2	12	9	1
48900 (c) <i>Possess/Use/Sale/Furnish Controlled Subst.</i>	4	7	3	12
48900 (d) <i>Offer/Sale Controlled Substance</i>		1		
48900 (e) <i>Commit/Attempt Robbery or Extortion</i>	12		2	2
48900 (f) <i>Cause/Attempt Damage to Property</i>	3		7	5
48900 (g) <i>Stolen/Attempted to Steal Property</i>	4		5	13
48900 (h) <i>Possession of Tobacco</i>	3			
48900 (i) <i>Obscene Act/Vulgarity</i>		7	8	5
48900 (j) <i>Possess/Offer/Sale of Drug Paraphernalia</i>		3		
48900 (k) <i>Disruption/Defied Authority</i>	40	179	282	285
48900 (l) <i>Received Stolen Property</i>		1		
48900 (m) <i>Possess Imitation Firearm</i>	1		4	
48900 (n) <i>Sexual Assault/Battery</i>				1
48900 (o) <i>Harass/Threaten/Intimidate Witness</i>			1	
48900 (p) <i>Offer/Arrange/Sale of drug Soma</i>				
48900 (q) <i>Engaged/Attempted Hazing</i>				
48900 (s) <i>Aids or abets in attempted or infliction of physical injury</i>			3	1
48900.2 <i>Committed sexual harassment (grs. 4-12)</i>	4		7	
48900.3 <i>Cause/Attempt/Threat/Partic. Hate Violence</i>				
48900.4 <i>Created intimidating or hostile environment</i>	19		4	2
48900.7 <i>Terrorist Threat</i>				
48915 (a) 1. <i>Causing Serious Injury to Another Person, Except in Self-defense</i>				
48915 (a) 2. <i>Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil</i>	3		1	1
48915 (a) 3. <i>Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis</i>				
48915 (a) 4. <i>Robbery or Extortion.</i>				
48915 (a) 5. <i>Assault or Battery on Any School Employee</i>				
48915 (c.1) <i>Sale, possession or furnishing firearm</i>				
48915 (c.2) <i>Brandishing a knife at another person</i>				
48915 (c.3) <i>Selling a controlled substance</i>				
48915 (c.4) <i>Sexual assault or battery</i>				
48915 (c.5) <i>Possession of an explosive</i>				
Total # of Annual Suspensions	187	366	433	439

EXPULSIONS

<i>School</i>	2003-2004	2004-2005	2005-2006	2006-2007
Total # of Annual Expulsions				
48900 (a) <i>Caused/Threatened/Attempted Injury</i>	2	5		
48900 (a.2) <i>Willfully used force or violence</i>				
48900 (b) <i>Possess/Sale/Furnish Dangerous Object</i>	13	1	1	1
48900 (c) <i>Possess/Use/Sale/Furnish Controlled Subst.</i>	5	1		
48900 (d) <i>Offer/Sale Controlled Substance</i>				
48900 (e) <i>Commit/Attempt Robbery or Extortion</i>				
48900 (f) <i>Cause/Attempt Damage to Property</i>		2		
48900 (g) <i>Stolen/Attempted to Steal Property</i>				
48900 (h) <i>Possession of Tobacco</i>				
48900 (i) <i>Obscene Act/Vulgarity</i>				
48900 (j) <i>Possess/Offer/Sale of Drug Paraphernalia</i>				
48900 (k) <i>Disruption/Defied Authority</i>				
48900 (l) <i>Received Stolen Property</i>				
48900 (m) <i>Possess Imitation Firearm</i>	2			
48900 (n) <i>Sexual Assault/Battery</i>				
48900 (o) <i>Harass/Threaten/Intimidate Witness</i>				
48900 (p) <i>Offer/Arrange/Sale of drug Soma</i>				
48900 (q) <i>Engaged/Attempted Hazing</i>				
48900 (s) <i>Aids or abets in attempted or infliction of physical injury</i>				
48900.2 <i>Committed sexual harassment (grs. 4-12)</i>				
48900.3 <i>Cause/Attempt/Threat/Partic. Hate Violence</i>				
48900.4 <i>Created intimidating or hostile environment</i>	1			
48900.7 <i>Terrorist Threat</i>				
48915 (a) 1. <i>Causing Serious Injury to Another Person, Except in Self-defense</i>				
48915 (a) 2. <i>Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil</i>				
48915 (a) 3. <i>Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis</i>				
48915 (a) 4. <i>Robbery or Extortion.</i>				
48915 (a) 5. <i>Assault or Battery on Any School Employee</i>				
48915 (c.1) <i>Sale, possession or furnishing firearm</i>				
48915 (c.2) <i>Brandishing a knife at another person</i>				
48915 (c.3) <i>Selling a controlled substance</i>				
48915 (c.4) <i>Sexual assault or battery</i>				
48915 (c.5) <i>Possession of an explosive</i>				
Total # of Annual Expulsions	23	9	1	1

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Students Taking Survey	48%	83%	89%
% Reported Feeling Bullied at School	20%	40%	24%
% Reported Feeling Very Safe at School	14%	13%	20%

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		47	12.63%	29	28.16%	59	20.92%
Very		181	48.66%	48	46.60%	136	48.22%
Somewhat		105	28.23%	20	19.42%	68	24.11%
Not At All		8	2.15%	2	1.94%	3	1.06%
Don't Know/Not Enrolled		5	1.34%	3	2.91%	3	1.06%
(Not Answered)		26	6.99%	1	0.97%	13	4.60%
TOTAL RESPONSES		372	100%	103	100%	282	100%
WRITING							
Extremely		42	11.29%	25	24.27%	52	18.43%
Very		181	48.66%	48	46.50%	141	50.00%
Somewhat		108	29.03%	26	25.24%	66	23.40%
Not At All		12	3.23%	1	0.97%	3	1.06%
Don't Know/Not Enrolled		2	0.54%	2	1.94%	4	1.41%
(Not Answered)		27	7.26%	1	0.97%	16	5.67%
TOTAL RESPONSES		372	100%	103	100%	282	100%
MATHEMATICS							
Extremely		92	24.66%	22	21.15%	57	20.43%
Very		145	38.87%	46	44.23%	118	42.79%
Somewhat		78	20.91%	25	24.04%	73	26.16%
Not At All		23	6.17%	7	6.73%	13	4.66%
Don't Know/Not Enrolled		3	0.80%	2	1.92%	3	1.08%
(Not Answered)		32	8.58%	2	1.92%	15	5.37%
TOTAL RESPONSES		373	100%	104	100%	279	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		71	19.09%	24	23.08%	67	23.76%
Very		174	46.77%	60	57.69%	138	48.94%
Somewhat		87	23.39%	15	14.42%	52	18.44%
Not At All		10	2.69%	0	0%	3	1.06%
Don't Know/Not Enrolled		6	1.61%	3	2.88%	9	3.19%
(Not Answered)		24	6.45%	2	1.92%	13	4.61%
TOTAL RESPONSES		372	100%	104	100%	282	100%
SCIENCE							
Extremely		93	24.93%	28	26.92%	76	27.14%
Very		155	41.55%	56	53.85%	131	46.79%
Somewhat		61	16.35%	14	13.46%	44	15.71%
Not At All		15	4.02%	0	0%	4	1.43%
Don't Know/Not Enrolled		12	3.22%	2	1.92%	7	2.50%
(Not Answered)		37	9.92%	4	3.85%	18	6.43%
TOTAL RESPONSES		373	100%	104	100%	280	100%
PHYSICAL EDUCATION/HEALTH							
Extremely		96	26.02%	35	33.98%	83	29.43%
Very		172	46.61%	52	50.49%	126	44.68%
Somewhat		59	15.99%	8	7.77%	45	15.96%
Not At All		3	0.81%	2	1.94%	7	2.28%
Don't Know/Not Enrolled		5	1.36%	3	2.91%	1	.70%
(Not Answered)		34	9.21%	3	2.91%	19	6.74%
TOTAL RESPONSES		369	100%	103	100%	263	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		34	9.14%	17	16.35%	38	13.57%
Very		99	26.61%	29	27.88%	93	33.21%
Somewhat		95	25.54%	25	24.04%	63	22.50%
Not At All		44	11.83%	8	7.69%	19	6.79%
Don't Know/Not Enrolled		63	16.94%	20	19.23%	41	14.64%
(Not Answered)		37	9.95%	5	4.81%	26	9.29%
TOTAL RESPONSES		372	100%	104	100%	280	100%
USE OF ART IN THE CURRICULUM							
Extremely		61	16.35%	12	11.65%		%
Very		95	25.47%	15	14.56%		%
Somewhat		64	17.16%	5	4.85%		%
Not At All		15	4.02%	4	3.88%		%
Don't Know/Not Enrolled		38	10.19%	24	23.30%		%
(Not Answered)		100	26.81%	43	41.75%		%
TOTAL RESPONSES		373	100%	103	100%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		44	11.86%	23	22.12%		%
Very		62	16.71%	38	36.54%		%
Somewhat		41	11.05%	10	9.62%		%
Not At All		6	1.62%	2	1.92%		%
Don't Know/Not Enrolled		45	12.13%	6	5.77%		%
(Not Answered)		173	46.63%	25	24.04%		%
TOTAL RESPONSES		371	100%	104	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		8	2.14%	2	1.94%		%
Very		11	2.95%	3	2.91%		%
Somewhat		11	2.95%	2	1.94%		%
Not At All		6	1.61%	3	2.91%		%
Don't Know/Not Enrolled		74	19.84%	24	23.30%		%
(Not Answered)		263	70.51%	69	66.99%		%
TOTAL RESPONSES		373	100%	103	100%		%
PROGRAM FOR ENGLISH LEARNERS							
(Answer only if your child participates in this program.)							
Extremely		11	2.95%	3	2.88%		%
Very		17	4.56%	3	2.88%		%
Somewhat		13	3.49%	2	1.92%		%
Not At All		4	1.07%	3	2.88%		%
Don't Know/Not Enrolled		65	17.43%	26	25.00%		%
(Not Answered)		263	70.51%	67	64.42%		%
TOTAL RESPONSES		373	100%	104	100%		%
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		16	4.31%	8	7.69%		%
Very		25	6.74%	15	14.42%		%
Somewhat		26	7.01%	4	3.85%		%
Not At All		16	4.31%	3	2.88%		%
Don't Know/Not Enrolled		56	15.09%	21	20.19%		%
(Not Answered)		232	62.53%	53	50.96%		%
TOTAL RESPONSES		371	100%	104	100%		%
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		72	19.41%	24	23.08%		%
Agree		203	54.72%	57	54.81%		%
Disagree		39	10.51%	10	9.62%		%
Strongly Disagree		7	1.89%	1	0.96%		%
No Opinion		23	6.20%	9	8.65%		%
(Not Answered)		27	7.28%	3	2.88%		%
TOTAL RESPONSES		371	100%	104	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		60	16.26%	22	21.15%		%
Agree		174	47.15%	58	55.77%		%
Disagree		51	13.82%	7	6.73%		%
Strongly Disagree		8	2.17%	4	3.85%		%
No Opinion		38	10.30%	10	9.62%		%
(Not Answered)		38	10.30%	3	2.88%		%
TOTAL RESPONSES		369	100%	104	100%		%

I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		110	29.49%	39	37.50%		%
Agree		170	45.58%	52	50.00%		%
Disagree		39	10.46%	4	3.85%		%
Strongly Disagree		14	3.75%	3	2.88%		%
No Opinion		4	1.07%	2	1.92%		%
(Not Answered)		36	9.65%	4	3.85%		%
TOTAL RESPONSES		373	100%	104	100%		%

I am kept informed about school program and upcoming events.							
Strongly Agree		80	21.56%	16	15.38%		%
Agree		192	51.75%	66	63.46%		%
Disagree		39	10.51%	8	7.69%		%
Strongly Disagree		15	4.04%	3	2.88%		%
No Opinion		9	2.43%	7	6.73%		%
(Not Answered)		36	9.70%	4	3.85%		%
TOTAL RESPONSES		371	100%	104	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		72	19.67%	17	16.35%		%
Agree		131	35.79%	50	48.08%		%
Disagree		31	8.47%	1	0.96%		%
Strongly Disagree		6	1.64%	2	1.92%		%
No Opinion		93	25.41%	30	28.85%		%
(Not Answered)		33	9.02%	4	3.85%		%
TOTAL RESPONSES		366	100%	104	100%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		85	22.97%	25	24.04%		%
Agree		164	44.32%	60	57.69%		%
Disagree		25	6.76%	3	2.88%		%
Strongly Disagree		8	2.16%	2	1.92%		%
No Opinion		43	11.62%	10	9.62%		%
(Not Answered)		45	12.16%	4	3.85%		%
TOTAL RESPONSES		370	100%	104	100%		%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		52	13.98%	16	15.38%		%
Agree		168	45.16%	41	39.42%		%
Disagree		48	12.90%	14	13.46%		%
Strongly Disagree		15	4.03%	6	5.77%		%
No Opinion		46	12.37%	21	20.19%		%
(Not Answered)		43	11.56%	6	5.77%		%
TOTAL RESPONSES		372	100%	104	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		64	17.30%	15	14.42%		%
Agree		188	50.81%	45	43.27%		%
Disagree		47	12.70%	15	14.42%		%
Strongly Disagree		13	3.51%	7	6.73%		%
No Opinion		25	6.76%	13	12.50%		%
(Not Answered)		33	8.92%	9	8.65%		%
TOTAL RESPONSES		370	100%	104	100%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree		74	20.05%	28	27.18%		%
Agree		178	48.24%	59	57.28%		%
Disagree		38	10.30%	5	4.85%		%
Strongly Disagree		7	1.90%	2	1.94%		%
No Opinion		27	7.32%	2	1.94%		%
(Not Answered)		45	12.20%	7	6.80%		%
TOTAL RESPONSES		369	100%	103	100%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		72	19.30%	19	18.27%		%
Agree		214	57.37%	65	62.50%		%
Disagree		17	4.56%	3	2.88%		%
Strongly Disagree		4	1.07%	0	0%		%
No Opinion		24	6.43%	7	6.73%		%
(Not Answered)		42	11.26%	10	9.62%		%
TOTAL RESPONSES		373	100%	104	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		63	17.03%	19	18.27%		%
Agree		141	38.11%	57	54.81%		%
Disagree		52	14.05%	10	9.62%		%
Strongly Disagree		21	5.68%	3	2.88%		%
No Opinion		47	12.70%	10	9.62%		%
(Not Answered)		46	12.43%	5	4.81%		%
TOTAL RESPONSES		370	100%	104	100%		%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		56	15.09%	16	15.38%		%
Agree		203	54.72%	65	62.50%		%
Disagree		33	8.89%	5	4.81%		%
Strongly Disagree		14	3.77%	5	4.81%		%
No Opinion		23	6.20%	9	8.65%		%
(Not Answered)		42	11.32%	4	3.85%		%
TOTAL RESPONSES		371	100%	104	100%		%
School Climate: My child feels safe at school.							
Strongly Agree		51	13.75%	16	15.53%		%
Agree		215	57.95%	61	59.22%		%
Disagree		46	12.40%	12	11.65%		%
Strongly Disagree		12	3.23%	5	4.85%		%
No Opinion		12	3.23%	4	3.88%		%
(Not Answered)		35	9.43%	5	4.85%		%
TOTAL RESPONSES		371	100%	103	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		48	12.90%	21	20.39%		%
Agree		191	51.34%	54	52.43%		%
Disagree		45	12.10%	12	11.65%		%
Strongly Disagree		18	4.84%	5	4.85%		%
No Opinion		29	7.80%	7	6.80%		%
(Not Answered)		41	11.02%	4	3.88%		%
TOTAL RESPONSES		372	100%	103	100%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		78	21.02%	26	25.00%		%
Agree		205	55.26%	60	57.69%		%
Disagree		24	6.46%	5	4.81%		%
Strongly Disagree		10	2.70%	3	2.88%		%
No Opinion		17	4.58%	3	2.88%		%
(Not Answered)		37	9.97%	7	6.73%		%
TOTAL RESPONSES		371	100%	104	100%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		66	17.79%	17	16.35%		%
Agree		167	45.01%	53	50.96%		%
Disagree		33	8.89%	9	8.65%		%
Strongly Disagree		12	3.23%	4	3.85%		%
No Opinion		46	12.40%	9	8.65%		%
(Not Answered)		47	12.67%	12	11.54%		%
TOTAL RESPONSES		371	100%	104	100%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

At NJHS there has been an increase of Hispanic students (2% each year from 2002 to 2005). There was only a 1% increase from 2006-2007 and another 1% increase from 2007-2008. There was a decrease in the White student population (a 2.75% decline from 2002- 2007). However, this subgroup populations did increase 1.75% for the 2007-2008 school year. All other subgroup populations remained relatively static from 2002 to the present: African American (8.4%), Asian (12.25%), Filipino (9.5%), and Pacific Islander (2.5%). Note all percentages are four-year averages.

The percentage of students designated “ free and reduced” remained static from the year 2004- 2005 to 2005-2006(35%). There was a 3% increase during the 2006-2007 school year and another 3% in 2007-2008 for a total of 41%.

There has been very little change over the past three years in the following sub-group populations: % of English Language Learners (12%) for the past three years but there was a 4% increase in 2007-2008 to total 15% of the student population, the % of students needing special education services (9%) remained steady from 2005-2007 then the percent increased by 1.8% this year to include a total of 10.8%.

The number of English Language Learners declined from 138 to 118 (20 students) from 2004- to 2007. There was an increase of ELL students during the 2007-2008 school year by 34 students. The number of students at the beginner, early intermediate and intermediate level of achievement increased from 2007 to 2008. There was a decrease of students identified as advanced from three to two students and a 19 student increase of students identified as early advanced during the same time period.

There has been an increase each year in average daily attendance from 94% in 2005, 95.5%, a gain of 1.5% in 2006 and 96% a gain of .50% in 2007.

Over a three year period the % of classes taught by NCLB compliant teachers increased each year: 2004 (20.6%), 2005 (55.2%), 2006 (66.5%), 2007 (94.4%), 2008 (98%). This is a 77.4% increase from 2004 to 2008.

Conclusion:

Newark Junior High School is experiencing demographic changes. Major subgroup populations (African American and Asian,) slightly decreased during the years from 2007 –2008 where in the previous two years there was a increase. The two largest subgroup populations who have demonstrated a major shift in demographics are the Hispanic and White populations. Hispanic students have increased from 40% in 2005 to 43.9% in 2008. During 2008 the white population increased by 1.75% to a total of 24%, one percentage point away from the 25% enrollment in 2005. Because of the steady increase in the total number of Hispanic students attending Newark Junior High School resources will need to continue to be directed towards interventions that will increase student proficiency in English-language arts and empower Hispanic parents to become actively involved in the school's educational community.

Student Achievement Data

Description of Data:

Progress towards Adequate Yearly Progress (AYP) was met school wide in English – language arts by all subgroup populations from 2004 –2006 except for English learners. Progress toward the AYP in mathematics was met school wide by all subgroup populations except English Language Learners. Results on the Academic Performance Index (API) were met for all subgroup populations during 2003-2004 and missed by all subgroup populations in 2004-2005. There was a 42-point increase in the Base API from 695 in 2005 to 737 in 2006. There was also an increase in the statewide rank from a five in 2005 to a six in 2006. A more significant increase was made from the 2005 similar school rank from a two to a six in 2006. The API score increased 15 points from 737 to 752 in 2006-2007. The only sub-group population that failed to meet their target were English Language Learners.

Results by students on the California Standards Test (CST) in ELA, math, and history-social science showed a general increase in students scoring proficient or above during the years 2002 -2007. The exceptions were 8th grade ELA (-3%), 8th grade general math (-1%), and algebra I (-15%). For students scoring at “below basic” and

“far below basic”, there was a slight increase during the same time period in ELA, math, and history – social science.

Subgroup proficiency on the CST with students scoring proficient or above in ELA showed an increase in scores in 2004-2006, except for a slight decrease for Hispanic students (-4%) and an increase for all subgroups in 2006-2007. During this time period there was a (-1/2%) decrease for students with disabilities and a (-6.7%) decrease in students designated African-American. The results in mathematics showed an increase in 2004-2006 for all subgroups and a decrease for some subgroups for 2006-2007. These subgroups include (-3%) for English Learners and (-4.2%) for African-Americans.

English- Language Arts

Academic growth by all subgroups on the California State Standards Test (CST) in terms of the % of students scoring proficient and above was achieved in comparison to 2004-2005 and 2005-2006 in English-Language Arts. The overall improvement was 4.4% for all populations. The percentage improvement for the various subgroups follows:

English Learners, (4.4%) increase
Economically Disadvantaged, (2.6%) increase
Students with Disabilities, (8.9%) increase
African American, (11.4%) increase
Asian, (3.0%) increase
Hispanic, (2.6%) increase
White, (7.8%) increase

Both seventh and eighth grade students improved at all levels of performance from the basic level to the advanced level. There was a corresponding decrease in the number of students who scored at the below basic and far below basic level

Mathematics

For the same time period the growth results of the CST test in mathematics was more significant. The overall improvement was 8.5% for all populations. The percentage improvement for the various subgroups follows:

English Learners, (4.2%) increase
Economically Disadvantaged, (7.5%) increase
Students with Disabilities, (15.0%) increase
African American, (17.2%) increase
Asian, (8.5%) decline
Hispanic, (6.3%) increase
White, (15.5%) increase

Seventh Grade Math

There was a slight decrease (-4%) on the CST for seventh grade students, (43%) of the seventh grade math students scored proficient or above on this assessment. There was a (4%) increase in students scoring at the basic level. In addition there was a slight decline in the number of students scoring below basic (1%) and far below basic (4%) from 2004-2007.

Eighth Grade Math

The eighth grade general math results decreased (1%) between the 2006-2007. On the CST assessment (43%) were proficient or above. There was a (2%) decline in the number of students scoring advanced. This was countered by an increase of (1%) in students at the proficient and a (4%) increase of students scoring basic. For students at the below basic level there was a (2%) decrease and a (1%) decrease in the number of students scoring far below basic.

Algebra I

Algebra I students demonstrated a (5%) increase at the proficient or above level from 2004-2005 to 2005-2006. There was a decline of (30%) at the advanced level. This was countered with a (32%) increase at the proficient level and a (5%) increase at the basic level. No students scored below or far below in Algebra I.

Geometry

Students demonstrated an increase of (6%) scoring proficient or above in geometry from 2006-2007.

Proficient or above, (87%)
Advanced, (39%)
Proficient, (48%)
Basic, (13%)
Below Basic, (0%)
Far Below Basic, (0%)

Eighth Grade Science

Students in 8th grade science increased (4%) at the proficient or above level.

Proficient or above, (51%)
Advanced, (25%) an increase of (5%)
Proficient, (27%) a decline of (1%)
Basic, (26%) a decline of (3%)
Below Basic, (17%) a decline of (1%)
Far Below Basic, (08%) an increase of (1%)

Grade Eight History-Social Science

The eighth grade history –social science results improved each year between the 2004-2007. Students scoring on the CST showed that (39%) were proficient or above, an increase of (7%). There was a (3%) increase in the number of students scoring advanced and an increase of (4%) in students at the proficient level. This was followed by a (3%) decrease in students scoring at the basic level. For students at the below basic level there was a (3%) decrease and a (1%) decrease in the number of students scoring far below basic.

Conclusion:

Student achievement data for students with disabilities, and both African American and Hispanic students indicate that resources need to be directed to these two subgroup populations in an effort to increase their proficiency on the CST assessments. In addition, all subgroup populations' score significantly lower than Asian and White students on the CST. Efforts to diminish this achievement gap need to be directed towards these students.

Parent Surveys

Description of Data:

The majority of parent's responded that they were "Extremely Satisfied" (ES) or "Very Satisfied" (VS) towards NJHS in meeting the needs of their students in the core academic subjects from 2005 –2006, 2006-2007, and 2008. The following list provides summary data:

Academic Programs

Reading 5.9% decrease or 68.82% combined ES/VS
Writing 3.3% decrease or 67.30% ES/VS
History 8.5% decrease or 80.77% ES/VS
Science 6.4% decline or 74.33% ES/VS
Math 2.6% decline or 62.69% ES/VS
P.E. 8.9% decline or 74.53% ES/VS
Library 3.0% gain or 47.74% ES/VS
Art 15.6% decline or 26.21% ES/VS
RSP .15% decline or 4.85% ES/VS
ELD 1.7% decline or 5.77% ES/VS
GATE 11.6% gain or 22.11% ES/VS
Music 22.1% gain or 22.10% ES/VS

The same positive trend data appears when parents responded to the degree of service, communication and support they receive from the teachers, staff, and administration from NJHS. Positive and negative parent responses follow:

Knowledge of State Standards 3.76% gain or 77.89% ES/VS
NUSD Promotion/Retention 17.2% gain or 80.68% ES/VS
Information from School 12.5% gain or 87.5% ES/VS
Principal Accessibility 8.9% gain or 64.4% ES/VS

VP Accessibility 0.0% gain or 53.8% ES/VS
Counselor Accessibility 1.2% gain or 54.8% ES/VS
Teacher Accessibility 14.4% gain or 81.7% ES/VS
Volunteer Opportunities 5.5% drop or 55.0% ES/VS
Parent Support for Learning 8.1% drop or 57.6% ES/VS
Information Re. Homework 16.1% gain or 78.7% ES/VS
Access to Technology 7.9% gain or 73.1% ES/VS
Clean Facility 8.7% gain or 77.8% ES/VS
Child Safety 3.5% gain or 74.7% ES/VS
Teacher Respect for Students 6.4% gain or 82.8% ES/VS
Student to Student Respect 8.6% gain or 72.8% ES/VS
Fairness in Discipline 4.6% gain or 67.3% ES/VS

The programs that are offered at NJHS seem to please parents. All programs (special education, ELD, GATE and all electives) showed positive increases in all categories from “Extremely Satisfied” to “Very Satisfied” and a corresponding decrease in the percentage of parents who were “not at all satisfied” with the special programs and electives at NJHS.

The vast majority of parents are informed of the content standard, promotion and retention criteria, student progress and upcoming events. Parents believe that the principal, vice-principal, counselor, and teachers are accessible and responsive to their needs. Parents also stated positively that the school provides enough information about volunteering at school and how parents can help their child with school assignments at home. They also indicated that they were well informed of the school’s homework policy and that the assigned homework was appropriate and relevant to classroom instruction. Parents did indicate that they wanted students to have greater access to computers and instructional technology.

Responses to questions about safety, respect, and discipline showed positive gains between the two comparison years. There was also a reduction in student infractions related to issues of safety and school violence. By all standards of comparison, NJHS is a safer and friendly school campus as measured by student and staff input and discipline/ student records.

Conclusion:

The survey data shows that parents do receive information about NJHS activities and policies. As a school, we must expand efforts to inform parents about the changes in school safety that have been implemented to promote a safe and clean campus. More information must be shared with parents about the core curriculum offered at NJHS to ensure that they are informed of the exciting changes that are being implemented in the core academic subjects.

Summary Areas Based Upon Analysis of Data

Overall Trends:

Overall Trends: Newark Junior High School is experiencing demographic changes.

- Major subgroup populations (African American, Asian, Pacific Islander, and Filipino) have remained stable from the years from 2003 –2008.
- The two-subgroup populations who have demonstrated a shift in demographics are Hispanic and White populations.
- Hispanics have increased by 8% and Whites have decreased by 6% from 2003 to 2008.
- Hispanic students now represent the largest subgroup population at 44% followed by Whites at 24%.
- Student achievement data for students with disabilities and Hispanic students indicates a need to increase their proficiency on the CST assessments.
- All subgroup population's score significantly lower than Asian and White students on the CST.
- The grade point average (GPA) of both 7th and 8th grade students has declined in all subjects from the years 2002 to 2007.

Emerging Trends:

- Student achievement on the CST in history-social science shows an upward trend in student proficiency.
- The percent of students earning a "C" or higher has declined in both grades 7 and 8 in ELA and math.
- Parent perceptions regarding school safety and school climate has not changed despite major reforms and improvements in both areas.

These trends lead to the following conclusions:

Data shows a need to:

- Continue to provide additional interventions for Hispanic and African American students and students with special needs in both math and ELA.
- Continue to offer more complete communications to parents about school safety and school climate and student progress.
- Allow opportunities for increased access to instructional technology and instructional reference materials.
- Purchase tools for students to plan and organize their class assignments.
- Provide support services to speed the acquisition of English proficiency by all ELL students.

Therefore the following goals and objectives are required:

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

GOAL:

Provide a monthly progress reports for parents of students performing at "below basic" and "far below basic", by mail, to inform them of their child's academic and behavioral progress and the student support services offered at NJHS.

Objective 1:

Increase CST results in ELA and math by 5% as a result of preparing, and sending, by mail, monthly progress reports to all of the parent/guardians of students who score "below basic" and "far below basic" in math and ELA to keep them apprised of their child's academic and behavioral progress and to inform them of student support services offered at NJHS.

GOAL:

Fund a part-time library clerk to teach all students how to use the library to access content standards related instructional materials.

Objective 2:

Increase student library usage during the 2008-2009 school year by 20% by hiring a part-time library clerk to provide full time (5 days per week) access to instructional technology, instruction in research strategies, and to develop a reading incentive program for all students.

GOAL:

Purchase "student agenda planners" for each student to plan and organize academic assignments and provide incentives for students who use their planners on a regular basis.

Objective 3:

Increase CST assessment scores by 5% as a result of purchasing student planners for each student so they can more efficiently plan, organize, and monitor classroom assignments for improved academic performance by means of increased organizational skills.

GOAL:

Provide teachers compensation for grading student benchmark assessments in the core academic subjects.

Objective 4:

Increase CST test scores by 5% in ELA and math by providing extra compensation for all core subject teachers (English – language arts, math, social studies, and science) to grade bi-monthly benchmark assessments and input the student results in NUSD database.

GOAL:

Provide additional student support services for English Language Learners in the core academic areas.

Objective 5:

Increase CST test scores by 5% in ELA and math by providing extra compensation for all core subject teachers (English – language arts, math, social studies, and science) to grade bi-monthly benchmark assessments and input the student results in NUSD database.

GOAL:

Pay .19% salary of student academic counselor to provide academic, social, and emotional support for students.

Objective 6:

Fund a portion of the salary for a student academic counselor who will provide the necessary services to ensure that all students excel in their academic subjects, especially math and English language arts.

GOAL:

Provide funds (\$2,000) to support the utilization of an assessment coordinator to develop the testing calendar, the distribution of materials, and the correct packaging of assessment materials.

Objective 7:

GOAL:

Provide funds to purchase, "School Loop" which will provide parents with current information regarding student grades, assignments, and school events and activities.

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**

Newark Junior High School

Goal:
Provide daily/monthly progress reports for parents of students performing at “below basic” and “far below basic”, by mail or email via School Loop and teacher email, to inform them of their child’s academic and behavioral progress and the student support services offered at NJHS.

Objectives 1:
Increase CST results in ELA and math by 5% as a result of preparing, and sending, by mail, monthly progress reports to all of the parent/guardians of students who score “below basic” and “far below basic” in math and ELA to keep them apprised of their child’s academic and behavioral progress and to inform them of student support services offered at NJHS.

Board/District Goal(s) Addressed in Objective:
1a. Ensure the academic growth and achievement for all students so that every student makes at least one 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 on the CST.

Why objective was selected and its relationship to school-wide trends?:
As a result of important parent input, greater effort needs to be made to inform parents about the changes in school safety that have been implemented to promote a safe and clean campus. In addition, more information needs to be shared with parents about the core curriculum offered at NJHS to ensure that they are informed of their child’s progress in relation to the core academic subjects at all grade levels.

Activities to Meet Objective:
1.1 Conduct monthly meetings to allow teachers the opportunity to monitor the academic and behavioral progress of all students who score “below basic” or “far below basic” on the CST on to a progress report.

1.2 Prepare and send, by mail or email, a progress report to parents of students who Score “below basic” and “far below basic” on the CST.

Timeline:
monthly and/or daily

Method/Criteria to evaluate success in meeting the objective:
1. Monthly collection of progress reports.
2. Monthly mailings to parents

Funding Source(s):
SIP, ELAP

Responsible Staff:
Department Chairs, Administration, Teachers, and Office Staff

Date Approved by School Site Council 05-08-08

<u>Goal:</u> Fund a part-time library clerk to teach all students how to use the library to access content standards related supplemental instructional materials.	
<u>Objectives 2:</u> Increase student library usage during the 2008-2009 school year by 20% by hiring a part-time library clerk to provide 5 days per week access to instructional technology, instruction in research strategies, and to develop a reading incentive program for all students.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure the academic growth and achievement for all students so that every student makes at least one year's growth each year. 1b. Close the achievement gap among all 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> According to a multi-year average between 2004-2008, 35% of NJHS parents would like to have their child have greater opportunities for increased access to instructional technology.	
<u>Activities to Meet Objective:</u> 1. Hire a part-time library clerk for the Library Media Center	<u>Timeline:</u> School Year 2008-2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Increase in student achievement in reading, writing, and social sciences as measured by CST and local benchmark data. 2. Calendar of usage of computer labs and Library Media Center indicating purpose and activities.	
<u>Funding Source(s):</u> SIP Funding	
<u>Responsible Staff:</u> Site Administrators and Librarian	

Date Approved by School Site Council 05/05/08

<u>Goal:</u> Purchase "student agenda planners" for each student to plan and organize academic assignments and provide incentives for students who use their planners on a regular basis.	
<u>Objectives 3:</u> Increase CST assessment scores by 5% as a result of purchasing student planners for each student so they can more efficiently plan, organize, and monitor classroom assignments for improved academic performance by means of increased organizational skills.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure the academic growth and achievement for all students so that every student makes at least one year's growth each year. 1b. Close the achievement gap among all 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> According to survey results of parent surveys, parents want more information about the core academic curriculum offered at NJHS. Students will use the planner to inform parents of activities, assignments, and tests that each teacher assigns on a daily basis.	
<u>Activities to Meet Objective:</u> 3.1 Purchase daily planners in time for the new school year so that all students have them available for the first day of school. 3.2 Instruct students in the proper use of the planner in all ELA classes to promote overall academic success.	<u>Timeline:</u> School Year 2008-2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Review copy of school planner purchase order. 2. Daily review of the student planner by classroom teacher and school administration.	
<u>Funding Source(s):</u> SIP Funds	
<u>Responsible Staff:</u> Classroom teachers and school administrators.	

Date Approved by School Site Council 5/05/08

<u>Goal:</u> Provide teachers compensation for grading student benchmark assessments in the core academic subjects.	
<u>Objectives 4:</u> Increase CST test scores by 5% in ELA and math by providing extra compensation for all core subject teachers (English – language arts, math, social studies, and science) to grade bi-monthly benchmark assessments and input the student results in NUSD database.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure the academic growth and achievement for all students so that every student makes at least one year’s growth each year. 1b. Close the achievement gap among all 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> Student achievement data for students with disabilities and Hispanic/ELL students indicates a great need to increase their proficiency on the CST assessments. In addition, all subgroup population’s score significantly lower than Asian and White students on the CST. Finally, the grade point average (GPA) of both 7th and 8th grade students has declined in all subjects from the years 2002 to 2008.	
<u>Activities to Meet Objective:</u> 4.1 Create a valid and reliable benchmark testing schedule to ensure that all students will be assessed bi-monthly in each core subject with results scored and recorded. 4.2 Hire the services of a STAR assessment coordinator to plan and implement all student assessment programs and to monitor student progress towards standards based goals.	<u>Timeline:</u> bi-monthly; 2 days/month; and 20 days/year
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Review the testing schedule. 2. Bi-monthly data driven dialogue discussions to include site administration, department chairs, and core subject teachers.	
<u>Funding Source(s):</u> SIP Funds	
<u>Responsible Staff:</u> Principal, Department Chairs, Classroom Teachers	

Date Approved by School Site Council 5/08/08

<u>Goal:</u> Provide additional student support services for English Language Learners in math and ELA.	
<u>Objectives 5:</u> Increase the percentage of students who exit the NJHS ELD program by 15% during the 2008-2009 school year by hiring a part-time English language tutor for additional support for ELL students and replacing one (1) section of teaching time to the current ELD teacher's daily schedule so they can assess the progress of ELL students towards reaching English proficiency.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students so that every student makes at least one 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> Progress towards Adequate Yearly Progress (AYP) was met school wide in English – language arts by all subgroup populations from 2002–2007 except for Hispanic/English learners and students with disabilities. Additionally, student achievement data for students with disabilities and Hispanic/ELL students indicates a need to increase their proficiency on the CST assessments.	
<u>Activities to Meet Objective:</u> 5.1 Hire a part-time (four hour/day) instructional aide to provide classroom support and assistance to ELL students with the greatest need. 5.2 Request NUSD approval for the current ELD teacher to reduce her teaching load by one (1) section so that she can spend more time assessing ELL student progress toward English proficiency and to provide peer coaching support for ELD sheltered instruction teachers. 5.3 Reduce class size in ELD classes, ELD workshops, and sheltered classes from 31:1 to 26:1.	<u>Timeline:</u> On-going School Year 2008-2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Review personnel records. 2. Review master schedule. 3. Review student records to verify the percentage of ELL students who exit the ELD program. 4. Results of CST results	
<u>Funding Source(s):</u> ELAP & SIP	
<u>Responsible Staff:</u> Principal, ELD teacher, and ELD instructional aide.	

Date Approved by School Site Council 5/08/08

<u>Goal:</u> Provide partial funding (19%) for a student academic counselor.	
<u>Objectives 6:</u> Fund a portion of the salary for a student academic counselor who will provide the necessary services to ensure that all students excel in their academic subjects, especially math and English language arts. The counselor's involvement with students ensures we are in compliance with No Child Left Behind as well as the District's Retention Policy	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure the academic growth and achievement for all students so that every student makes at least one year's growth each year. 1b. Close the achievement gap among all students in different socio-economic, racial/ethnic and language groups through aggregated and disaggregated student gains. 1c. Ensures we are in compliance with No Child Left Behind and the District's Retention Policy.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Students attending Newark Junior High School need the academic, social, and emotional support required by young adolescents who are undergoing the challenges of preparing for the demands of high school.	
<u>Activities to Meet Objective:</u> Students will attend counseling sessions with the counselor at a minimum of once per quarter.	<u>Timeline:</u> School Year 2008-2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> Progress report Report cards Supplemental reports IEPs Curriculum embedded assessments Benchmark assessments	
<u>Funding Source(s):</u> SIP	
<u>Responsible Staff:</u> Counselor, Department Chairs, Administration, and Teachers	

Date Approved by School Site Council 05-08-08

<u>Goal:</u> Provide funds (\$2,000) in the form of a stipend to support the utilization of a State Testing Assessment Coordinator to develop the testing calendar, the distribution of materials, and the correct packaging of State assessment materials.	
<u>Objectives 7:</u> In order to ensure that NJHS remains free from state and federal sanctions it is necessary to establish a testing calendar and system that enhances student opportunity for academic advancement.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure the academic growth and achievement for all students so that every student makes at least one year's growth each year. 1b. Close the achievement gap among all 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> Each year the STAR assessment increases in complexity. A testing coordinator is required to develop a system that enables each student to be tested in each content area by their regular course teacher and in their regular classroom. This alleviates such scenarios as students taking a state math test with a PE teacher in the gymnasium.	
<u>Activities to Meet Objective:</u> Coordinate testing process from beginning to end Identify students for incentives and rewards based on academic improvement from the previous year Create testing calendar/bell schedule Train teachers and administrators Manage daily process of testing aspects including daily sort and delivery of testing materials for students Collaborate with District Testing Coordinator	<u>Timeline:</u> School Year 2008-2009
<u>Method/Criteria to evaluate success in meeting the objective:</u> AIP and AYP scores	
<u>Funding Source(s):</u> SIP	
<u>Responsible Staff:</u> Testing coordinator, Adminsitraton, and teachers	

Date Approved by School Site Council _____

<u>Goal:</u> Provide funds to purchase, "School Loop" which will provide parents with current information regarding student grades, assignments, and school events and activities.	
<u>Objectives 8:</u> Replace the current software program (Teacher Web) that allows teachers to post grades, assignments, standards-based web links, and other curriculum related information with a different, more powerful program (School Loop)	
<u>Board/District Goal(s) Addressed in Objective:</u> Increase communication with parents as well as increase parental involvement by having information about their student's academic and behavioral progress available 24/7 and to inform them of student support services offered at NJHS.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> School Loop provides parents real time access to student assignments and grades via e-mail. Parents, according to survey data, want more information from the school that informs them, in a timely manner, of the daily progress of their child. This method is a cost effective way of providing parents with the information that they need to become more involved in their children's education.	
<u>Activities to Meet Objective:</u> 1. Purchase software program. 2. Offer training for teachers, parents, and students	<u>Timeline:</u> School Year 2008-2009 and on-going
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. Monitor daily use via a "web counter" 2. Graph "School Loop" use by grade level and offer incentives for utilization 3. Meet with teachers to review their progress on a monthly basis.	
<u>Funding Source(s):</u> SIP/Site Discretionary Funds	
<u>Responsible Staff:</u> Teachers, Administration, Staff & Students	

Date Approved by School Site Council 05-08-08

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	SI Block Grant	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th	TANF	Title V-School Safety
Objective #	Goal 1						
Object #	4000/5000						
	\$4,000.00						

Objective #	Goal 2						
Object #	2000/3000						
	\$20,000.00						

Objective #	Goal 3						
Object #	4310						
	\$5,796.31						

Objective #	Goal 4						
Object #	1000						
	\$3,500.00						

Objective #	Goal 5	Goal 5	Goal 5				
	Aide	Teacher	Aide				
Object #	2000 & 3000	1000 & 3000	2000 7 3000				
	\$10,000.00	\$42,660.00	\$11,000.00				

Objective #	Goal 6						
Object #	1000 & 3000						
	\$16,006.00						

Total By Program	\$64,802.31*	\$42,660.00	\$11,000.00				
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING SOURCE
			EETT	LEP	SDFSC	Strategies	
	K-12	K-12	K-12	K-12	K-12	K-12	
Objective #				Goal #5			
				Aide			
Object #				2000 & 3000	4310		
				\$10,000.00	\$2,025.00		

Objective #							
Object #					5825		
					\$100.00		

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program				\$10,000.00	\$100.00		
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Instructional technology
Data Driven Dialogue
Differentiated Instruction

Primary Focus Area: Staff development in differentiated instruction with an emphasis on scaffolding strategies via Instructional technology, particularly in the area of utilizing the new APPLE laptops
Implementing the use of the new School Loop software/website to enhance home/school communication.
Utilization of Data Driven Dialogue strategies and techniques.

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Workshop sessions during the school year on staff development days and staff meetings	Assessment Data; District wide focus
2.	
3.	
4.	
5.	

Primary Focus Area: Staff development in use of School Loop

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Professional development sessions before and during the school year	Action plan objective Parent survey data
2. On-going training and technical support for staff members	
3.	
4.	
5.	

Primary Focus Area: Create and sustain a safe school environment for all students

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Additional support through extra campus monitors on site ensuring a safe school environment.	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
- Parent Survey

**Appendix A
WASC**

Not Applicable

Appendix B Technology Plan

Appendix B

Newark Unified School District

Site Technology Plan

School:
Newark Junior High School (NJHS)

Current Availability of Technology at the Site:

The students at NJHS have access to educational technology in the classroom, the computer lab and the library media center. The ratio of computers to student is currently 6:1. All computers are networked to a local area server and to the Internet. There are 186 Sun Ray terminals located throughout the school, 32 computers located in classrooms, nine office computers, and eight IBM computers for the READ 180 lab.

Current Use of Technology for Learning and Management:

Most teachers use the computers in the library media center and the computer lab for supervised standards based classroom instruction and remediation. Teachers also utilize the computers for independent student work for class reports and projects.

Teachers and administrators facilitate data driven dialogue through the use of computer-generated reports. Data from "SASI" and "Number Cruncher" is utilized on an on-going basis to make informed decisions related to improved teaching and learning. This data informs decisions regarding student interventions for enrichment and remediation purposes. Teachers will also start to use School Loop which gives teachers additional student data for these purposes as well.

Use of Technology for Curriculum and Instruction

Goal:

Fully implement the READ 180 intervention program for RSP students and students scoring "far below basic" in ELA.

Benchmarks:

30% of the students will improve the equivalent of 1.5 grade levels as a result of utilizing the READ 180 program

Implementation Plan:

Identify the RSP, ELD, and "workshop" students who score "far below basic" in ELA. Provide them with a pre-test and proceed with the READ 180 intervention. Allow students to utilize the instructional resource. **Monitoring and Evaluation Criteria and**

Process:

Monitor their academic growth in key ELA skills and adjust the instructional program as needed. Allow all students to demonstrate their advanced skill level through the use of a posttest.

Teachers' and Administrators' Personal Technology Skills

Goal:

Provide additional training in "School Loop."

Benchmarks:

The expectation is that 90% of the teachers will create and use their own website to communicate with students and parents about class assignments/projects, grades, Internet links, etc.

Implementation Plan:

Provide training in August for all NJHS teachers in how to use the "School Loop" and provide time for NJHS teachers to create/update their web site.

Maintain the School Loop web school based website that allows parents, students and teachers to continue their home/school connection. This website allows students to access homework assignments, agendas, grades, and other

pertinent information. It also allows parents almost immediate access to teachers and other important information related to their student's academic success.

Monitoring and Evaluation Criteria and Process:

Monthly monitoring of web site by department chairs to ensure that the information is current and educationally compatible to California state standards. There will also be a monthly count of usage according to the number of "hits" by parents and students.

Goals for Infrastructure Development and Hardware

1. To replace existing Sun Rays in the computer lab and the library media center with either new or refurbished IBM compatibles computers.
2. Develop a web page that will serve as a communication tool for parent, students, and the community

Funding Source to Implement Site Technology Plan

NJHS plans to replace the Sun Rays with donated Hewlett Packard computers that are slightly used (two years or less) from Stanford University Hospital The website is now complete and updates will be an on-going project.

Professional Development

August 2008 – Teacher training on the use and implementation of "School Loop."

October 2008 - TBD

March 2009 - TBD

Appendix C Homework Policy

RESPONSIBILITIES & PROCEDURES Homework

Homework is the time students spend outside the classroom in assigned activities to practice, reinforce, or apply newly acquired skills and knowledge to learn necessary skills of independent study. *Jocelyn A. Butler, School Improvement Research Series (SIRS)*

Purpose of Homework

- to assist and improve a student's progress towards California State Standards.
- to extend or make more meaningful concepts introduced at school.
- to engage students in purposeful practice relevant to their learning.
- to develop effective study habits.



Homework includes all work assigned by teacher(s). These minutes and days are based on time estimated for an average student working at a focused pace in an uninterrupted environment. Long-term projects may require additional time to complete. The guidelines do not include minutes provided for school wide academic interventions. These minutes do not include daily independent reading, which is expected and encouraged. Homework times may vary occasionally.

7th – 8th Grades • 90 minutes per night • Monday – Friday

Homework is an important tool for home/school communication. Parents and students will be informed at the beginning of the school year of the homework policy through Back-to-School Night presentations, district and/or individual site handbooks, course expectations, and/or newsletters.

The five major homework types are as follows:

- **practice** which is designed to reinforce skills and information covered in class;
- **preparation** which is given to prepare students to benefit from subsequent lessons;
- **extension** which is provided to determine if a student can extend the concept of skill learned in class to a new situation;
- **creative** which is designed to require students to integrate many skills and concepts in producing some project;
- **completion**, which is a continuation of assignments, started in class.

Homework needs to reflect expectations for progressive student responsibility from kindergarten through twelfth grade. As capacity for self-direction increases, teaching and parenting roles change from more directive to more facilitative.

TEACHERS WILL

- require use of the Student Daily Agenda/Planner
- assign homework that supports the California State Standards and is meaningful, useful, and appropriate to the individual child
- provide a balance between long-range and short-term assignments
- monitor long-term assignments in order to avoid last minute student efforts, whenever possible
- give clear, concise directions; allow time for student questions; consider availability of materials and provide options when needed; provide legible, error free worksheets, whenever possible
- suggest guidelines to parents for appropriate supervision of homework
- ensure that students who have excused absences know how they may makeup homework and, at a minimum, are given the same number days of absent to complete work
- coordinate long term assignments with other department, whenever possible

- ensure that if assignments are given on Friday, they will not exceed the “Recommended Nightly Minutes” as stated in the board policy
- refrain from assigning homework the day prior to school break periods that would require completion of an assignment only during the school break, whenever possible
- refrain from using homework as a punishment and from exercising disciplinary action if homework is attempted for the full amount of Recommended Nightly Minutes as stated in the board policy
- ensure that individual students will not be penalized for other group members not completing assigned tasks
- evaluate according to the amount of homework attempted in the recommended time
- adjust homework to accommodate academic intervention upon mutual agreement with the parent, whenever possible.

STUDENTS WILL

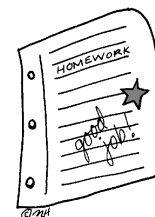
- record the directions for homework in their Agenda/Daily Planner daily
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials orderly
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long-term assignments
- request and hand in homework which was assigned while absent
- adhere to the guidelines of uninterrupted study time
- speak with the teachers(s) immediately if home life conflicts with study time.
- speak with the teacher(s) immediately if homework exceeds recommended time.

PARENTS WILL

- check/review the recorded directions for homework, projects in the student’s Daily Agenda/planner
- provide a suitable place for study (well lit, free from distractions), whenever possible
- assist students in obtaining make-up work due to absences
- help students develop routine study habits (same time, same place)
- assist and acknowledge errors but not do the actual homework
- notify the teacher immediately:
 - if child experiences extreme difficulty in the homework
 - if materials are unavailable
 - if the family’s personal life conflicts with homework
 - if the child’s uninterrupted time spent on homework regularly exceeds the policy guidelines
 - if he/she sees an absence of homework
 - if the student is participating in non-school sponsored academic intervention and update status thereof
- assist the student in making appropriate course and course level choices when applicable
- assist the student in learning to budget time effectively, especially for long-term assignments.

Approved by the Board of Education: May 4, 2004

All students receive an Agenda/Planner at the beginning of the year. need to record their homework, other assignments and school events.



Students

Appendix D
Parent Involvement Policy

Appendix A

Newark Junior High School Policy for Parent Involvement in the Education of Their Children

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

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

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.
5. The 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 Newark Junior High School believes that the education of its students is the a responsibility shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Content Standards.

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

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

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

Parental Involvement – General Information

- 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 to address topics requested and needed by parents. 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.
 - Requirements for grade level promotion, retention and high school graduation requirements (if applicable).
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.
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 are 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.
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 any other 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.

Parent Involvement Activities

September 2008 – Back to School Night & School Loop Informational Meeting

October 2008 – SSC & School Loop Information Meeting

November 2008 – SSC & School Loop Information Meeting

December 2008 – SSC & Winter Concerts & Parent Meetings

January 2008 – SSC & Winter Concerts & Parent Meetings

February 2008 – SSC & Promotion & Retention Criteria & Parent Meetings & Activity TBD

March 2008 – SSC & Promotion Ceremonies & Other Activity TBD

April 2008 – SSC & Promotion Ceremonies & Activity TBD

May 2008 – SSC & Promotion Ceremonies & Activity TBD

Appendix E Parent Survey

Junior High School Parent Survey Results

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

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
READING						
Extremely	47	12.63%	29	28.16%	59	20.92%
Very	181	48.66%	48	46.60%	136	48.22%
Somewhat	105	28.23%	20	19.42%	68	48.22%
Not At All	8	2.15%	2	1.94%	3	1.06%
Don't know/Not enrolled	5	1.34%	3	2.91%	3	1.06%
(Not Answered)	26	6.99%	1	.97%	13	4.60%
TOTAL RESPONSES	372	100%	103	100%	282	100%
WRITING						
Extremely	42	11.29%	25	24.27%	52	18.43%
Very	181	48.66%	48	46.50%	141	50.00%
Somewhat	108	29.03%	26	25.24%	66	23.40%
Not At All	12	3.23%	1	.97%	3	1.06%
Don't know/Not enrolled	2	0.54%	2	1.94%	4	1.41%
(Not Answered)	27	7.26%	1	.97%	16	5.67%
TOTAL RESPONSES	372	100%	103	100%	282	100%
MATHEMATICS						
Extremely	92	24.66%	22	21.15%	57	20.43%
Very	145	38.87%	46	44.23%	118	42.29%
Somewhat	78	20.91%	25	24.04%	73	26.16%
Not At All	23	6.17%	7	6.73%	13	4.66%
Don't Know/Not Enrolled	3	0.80%	2	1.92%	3	1.08%
(Not Answered)	32	8.58%	2	1.92%	15	5.37%
TOTAL RESPONSES	373	100%	104	100%	279	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	71	19.09%	24	23.08%	67	23.76%
Very	174	46.77%	60	57.69%	138	48.94%
Somewhat	87	23.39%	15	14.42%	52	18.44%
Not At All	10	2.69%	0	0%	3	1.06%
Don't Know/Not Enrolled	6	1.61%	3	2.88%	9	3.19%
(Not Answered)	24	6.45%	2	1.92%	13	4.61%
TOTAL RESPONSES	372	100%	104	100%	282	100%
SCIENCE						
Extremely	99	19.41%	93	24.93%	28	26.92%
Very	243	47.65%	155	41.55%	56	53.85%
Somewhat	108	21.18%	61	16.35%	14	13.46%
Not At All	18	3.53%	15	4.02%	0	0%
Don't know/Not enrolled	5	.98%	12	3.22%	2	1.92%
(Not Answered)	37	7.25%	37	9.92%	4	3.85%
TOTAL RESPONSES	510	100%	373	100%	104	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	96	26.02%	35	33.98%	76	27.14%
Very	172	46.61%	52	50.49%	131	46.79%
Somewhat	59	15.99%	8	7.77%	44	15.71%
Not At All	3	0.81%	2	1.94%	4	1.43%
Don't know/Not enrolled	5	1.36%	3	2.91%	7	2.50%
(Not Answered)	34	9.21%	3	2.91%	18	6.43%
TOTAL RESPONSES	369	100%	103	100%	280	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	34	9.14%	17	16.35%	38	13.57%
Very	99	26.61%	29	27.88%	93	33.21%
Somewhat	95	25.54%	25	24.04%	63	22.50%
Not At All	44	11.83%	8	7.69%	19	6.79%
Don't Know/Not Enrolled (Not Answered)	63 37	16.94% 9.95%	20 5	19.23% 4.81%	41 26	14.64% 9.29%
TOTAL RESPONSES	372	100%	104	100%	280	100%

PERFORMING ARTS(Dance/Drama/Band/Chorus)

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

Extremely	61	16.35%	12	11.65%	42	15.05%
Very	95	25.47%	15	14.56%	65	23.30%
Somewhat	64	17.16%	5	4.85%	38	13.62%
Not At All	15	4.02%	4	3.88%	7	2.50%
Don't Know/Not Enrolled (Not Answered)	38 100	10.19% 26.81%	24 43	23.30% 41.75%	37 90	13.26% 32.26%
TOTAL RESPONSES	373	100%	103	100%	279	100%

SKILLS FOR ADOLESCENTS

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

Extremely	44	11.86%	23	22.12%	40	14.23%
Very	62	16.71%	38	36.54%	57	20.28%
Somewhat	41	11.05%	10	9.62%	24	8.54%
Not At All	6	1.62%	2	1.92%	3	1.07%
Don't know/Not enrolled (Not Answered)	45 173	12.13% 46.63%	6 25	5.77% 24.04%	43 114	15.30% 40.57%
TOTAL RESPONSES	371	100%	104	100%	281	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	8	2.14%	2	1.94%	13	4.60%
Very	11	2.95%	3	2.91%	11	3.90%
Somewhat	11	2.95%	2	1.94%	9	3.19%
Not At All	6	1.61%	3	2.91%	4	1.42%
Don't know/Not enrolled	74	19.84%	24	23.30%	63	22.34%
(Not Answered)	263	70.51%	69	66.99%	182	27.27%
TOTAL RESPONSES	373	100%	103	100%	282	100%

PROGRAM FOR ENGLISH LEARNERS

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

Extremely	11	2.95%	3	2.88%	6	2.13%
Very	17	4.56%	3	2.88%	21	7.45%
Somewhat	13	3.49%	2	1.92%	7	2.48%
Not At All	4	1.07%	3	2.88%	4	1.42%
Don't Know/Not Enrolled	65	17.43%	26	25.00%	63	22.34%
(Not Answered)	263	70.51%	67	64.42%	181	64.18%
TOTAL RESPONSES	373	100%	104	100%	282	100%

GATE

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

Extremely	16	4.31%	8	7.69%	11	3.94%
Very	25	6.74%	15	14.42%	18	6.45%
Somewhat	26	7.01%	4	3.85%	15	5.38%
Not At All	16	4.31%	3	2.88%	5	1.79%
Don't know/Not enrolled	56	15.09%	21	20.19%	55	19.71%
(Not Answered)	232	62.53%	53	50.96%	175	62.72%
TOTAL RESPONSES	371	100%	104	100%	279	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	72	19.41%	24	23.08%	49	17.38%
Agree	203	54.72%	57	54.81%	176	62.41%
Disagree	39	10.51%	10	9.62%	24	8.51%
Strongly Disagree	7	1.89%	1	.96%	4	1.42%
No Opinion	23	6.20%	9	8.65%	8	2.84%
(Not Answered)	27	7.28%	3	2.88%	21	7.45%
TOTAL RESPONSES	371	100%	104	100%	282	100%

I am informed on the NUSD Promotion and Retention Criteria.

Strongly Agree	60	16.26%	22	21.15%	54	19.22%
Agree	174	47.15%	58	55.77%	147	52.31%
Disagree	51	13.82%	7	6.73%	30	10.68%
Strongly Disagree	8	2.17%	4	3.85%	7	2.49%
No Opinion	38	10.30%	10	9.62%	23	8.19%
(Not Answered)	38	10.30%	3	2.88%	20	7.12%
TOTAL RESPONSES	369	100%	104	100%	281	100%

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

Strongly Agree	110	29.49%	39	37.50%	90	32.03%
Agree	170	45.58%	52	50.00%	125	44.48%
Disagree	39	10.46%	4	3.85%	29	10.32%
Strongly Disagree	14	3.75%	3	2.88%	10	3.56%
No Opinion	4	1.07%	2	1.92%	6	2.14%
(Not Answered)	36	9.65%	4	3.85%	21	7.47%
TOTAL RESPONSES	373	100%	104	100%	281	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am kept informed about school program and upcoming events.						
Strongly Agree	80	21.56%	16	15.38%	63	22.50%
Agree	192	51.75%	66	63.46%	141	50.36%
Disagree	39	10.51%	8	7.69%	35	12.50%
Strongly Disagree	15	4.04%	3	2.88%	11	3.93%
No Opinion	9	2.43%	7	6.73%	8	2.86%
(Not Answered)	36	9.70%	4	3.85%	22	7.86%
TOTAL RESPONSES	371	100%	104	100%	280	100%

The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	72	19.67%	17	16.35%	73	26.07%
Agree	131	35.79%	50	48.08%	119	42.50%
Disagree	31	8.47%	1	.96%	13	4.64%
Strongly Disagree	6	1.64%	2	1.92%	4	1.43%
No Opinion	93	25.41%	30	28.85%	48	17.14%
(Not Answered)	33	9.02%	4	3.85%	23	8.21%
TOTAL RESPONSES	366	100%	104	100%	280	100%

The assistant principals of my child's school are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	58	15.76%	15	14.42%	66	23.49%
Agree	140	38.04%	41	39.42%	125	44.48%
Disagree	26	7.07%	5	4.81%	18	6.40%
Strongly Disagree	9	2.45%	4	3.85%	4	1.42%
No Opinion	97	26.36%	33	31.73%	44	15.66%
(Not Answered)	38	10.33%	6	5.77%	24	8.54%
TOTAL RESPONSES	368	100%	104	100%	281	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
The counselor of my child's school are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	68	18.38%	22	21.15%	73	26.16%
Agree	130	35.14%	35	33.65%	105	37.63%
Disagree	19	5.14%	1	.96%	11	3.94%
Strongly Disagree	7	1.89%	3	2.88%	2	.71%
No Opinion	105	28.38%	37	35.58%	59	21.15%
(Not Answered)	41	11.08%	6	5.77%	29	10.39%
TOTAL RESPONSES	368	100%	104	100%	279	100%

My child's teachers are available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	85	22.97%	25	24.04%	72	25.81%
Agree	164	44.32%	60	57.69%	122	43.73%
Disagree	25	6.76%	3	2.88%	23	8.24%
Strongly Disagree	8	2.16%	2	1.92%	7	2.51%
No Opinion	43	11.62%	10	9.62%	34	12.19%
(Not Answered)	45	12.16%	4	3.85%	21	7.53%
TOTAL RESPONSES	370	100%	104	100%	279	100%

My school informs me of opportunities for me to volunteer at school.						
Strongly Agree	52	13.98%	16	15.38%	46	16.37%
Agree	168	45.16%	41	39.42%	128	45.55%
Disagree	48	12.90%	14	13.46%	38	13.52%
Strongly Disagree	15	4.03%	6	5.77%	10	3.56%
No Opinion	46	12.37%	21	20.19%	32	11.39%
(Not Answered)	43	11.56%	6	5.77%	27	9.61%
TOTAL RESPONSES	372	100%	104	100%	281	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	64	17.30%	15	14.42%	48	17.08%
Agree	188	50.81%	45	43.27%	142	50.53%
Disagree	47	12.70%	15	14.42%	42	14.95%
Strongly Disagree	13	3.51%	7	6.73%	8	2.85%
No Opinion	25	6.76%	13	12.50%	19	6.76%
(No Answered)	33	8.92%	9	8.65%	22	7.83%
TOTAL RESPONSES	370	100%	104	100%	281	100%

I am informed of the NUSD Homework Policy.

Strongly Agree	74	20.05%	28	27.18%	70	24.82%
Agree	178	48.24%	59	57.28%	155	54.96%
Disagree	38	10.30%	5	4.85%	21	7.45%
Strongly Disagree	7	1.90%	2	1.94%	5	1.77%
No Opinion	27	7.32%	2	1.94%	11	3.90%
(Not Answered)	45	12.20%	7	6.80%	3	7.09%
TOTAL RESPONSES	369	100%	103	100%	282	100%

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

Strongly Agree	72	19.30%	19	18.27%	57	20.36%
Agree	214	57.37%	65	62.50%	166	59.29%
Disagree	17	4.56%	3	2.88%	14	5.00%
Strongly Disagree	4	1.07%	0	0%	3	1.07%
No Opinion	24	6.43%	7	6.73%	16	5.71%
(Not Answered)	42	11.26%	10	9.62%	24	8.57%
TOTAL RESPONSES	373	100%	104	100%	280	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	63	17.03%	19	18.27%	74	26.33%
Agree	141	38.11%	57	54.81%	113	40.21%
Disagree	52	14.05%	10	9.62%	29	10.32%
Strongly Disagree	21	5.68%	3	2.88%	19	6.76%
No Opinion	47	12.70%	10	9.62%	26	9.25%
(Not Answered)	46	12.43%	5	4.81%	20	7.12%
TOTAL RESPONSES	370	100%	104	100%	281	100%

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

Strongly Agree	56	15.09%	16	15.38%	47	16.67%
Agree	203	54.72%	65	62.50%	182	64.54%
Disagree	33	8.89%	5	4.81%	14	4.96%
Strongly Disagree	14	3.77%	5	4.81%	4	1.42%
No Opinion	23	6.20%	9	8.65%	14	4.96%
(Not Answered)	42	11.32%	4	3.85%	21	7.45%
TOTAL RESPONSES	371	100%	104	100%	282	100%

School Climate: My child feels safe at school.

Strongly Agree	51	13.75%	16	15.53%	57	20.21%
Agree	215	57.95%	61	59.22%	172	60.99%
Disagree	46	12.40%	12	11.65%	15	5.32%
Strongly Disagree	12	3.23%	5	4.85%	10	3.55%
No Opinion	12	3.23%	4	3.88%	7	2.48%
(Not Answered)	35	9.43%	5	4.85%	21	7.45%
TOTAL RESPONSES	371	100%	103	100%	282	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	78	21.02%	26	25.00%	77	27.50%
Agree	205	55.26%	60	57.69%	167	59.64%
Disagree	24	6.46%	5	4.81%	5	1.79%
Strongly Disagree	10	2.70%	3	2.88%	6	2.14%
No Opinion	17	4.58%	3	2.88%	6	2.14%
(Not Answered)	37	9.97%	7	6.73%	19	6.79%
TOTAL RESPONSES	371	100%	104	100%	280	100%

School Climate: Students treat my child with respect and kindness.						
Strongly Agree	48	12.90%	21	20.39%	42	15.16%
Agree	191	51.34%	54	52.43%	153	55.23%
Disagree	45	12.10%	12	11.65%	28	10.11%
Strongly Disagree	18	4.84%	5	4.85%	11	3.97%
No Opinion	29	7.80%	7	6.80%	19	6.86%
(Not Answered)	41	11.02%	4	3.88%	24	8.66%
TOTAL RESPONSES	372	100%	103	100%	277	100%

School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	66	17.79%	17	16.35%	59	20.00%
Agree	167	45.01%	53	50.96%	138	49.11%
Disagree	33	8.89%	9	8.65%	17	6.05%
Strongly Disagree	12	3.23%	4	3.85%	10	3.56%
No Opinion	46	12.40%	9	8.65%	26	9.25%
(Not Answered)	47	12.67%	12	11.54%	31	11.03%
TOTAL RESPONSES	371	100%	104	100%	280	100%