

Newark Unified School District
August Schilling Elementary School
01-61234-6001440

School Plan
2008-2009

TABLE OF CONTENTS

	Page Number
School Information	
School Site Council Signature Page	3
School Vision, Philosophy, and Description	4
Description of School Programs	5
Demographic and Accountability Summary of Information (DASI) data includes:	9
• Academic Performance Index (API)	
• Adequate Yearly Progress (AYP)	
• California Basic Educational Data System (CBEDS)	
• California English Language Development Test (CELDT)	
• California High School Exit Exam (CHSEE)	
• Graduation Rates	
• Language Census Report (R30)	
• Parent Surveys	
• Site Specific Data (Information Services)	
• Standardized Testing And Reporting (STAR)	
• Local Assessments	
Governing Board's Goals	35
School-Wide Objectives/Action Plans	36
Staff Development Plan/Activities	54
Budget	51
Centralized Services	55
Appendix	59

School Site Council Membership

School August Schilling Elementary School School Year 2008-2009

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Paredes	[X]	[]	[]	[]	[]
Yvonne Rost	[]	[]	[X]	[]	[]
Zeinab Muzaffar	[]	[X]	[]	[]	[]
Josh Reed	[]	[X]	[]	[]	[]
Catherine Scheving	[]	[X]	[]	[]	[]
Tammy Harteau	[]	[]	[]	[X]	[]
Arelene Hendran	[]	[]	[]	[X]	[]
Juan Lopez	[]	[]	[]	[X]	[]
Melissa Shkidt	[]	[]	[]	[X]	[]
Roshni Maharaj	[]	[]	[]	[X]	[]
Numbers of members of each category	1	3	1	5	

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.

August Schilling Elementary School School Information

District Mission Statement

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

Introduction

Schilling School is committed to academic and social excellence. Our mission is that every student meets or exceeds California grade level standards through the implementation of a support and intervention system by staff, families, students, and the city of Newark.

School Description

A.L. Schilling Elementary School is a kindergarten through sixth grade Title I school located in "Old Town" Newark, the historic nucleus of our community. The school serves an diverse student population of approximately 540 students. Twenty-four traditional kindergarten through sixth grade classrooms and two Special Day classrooms are present on our campus. Kindergarten through Third grade are taught in groups of no more that twenty students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant.

The school provides California Standards-Based instruction in all the academic areas. Schilling also provides specialized services to English Learners, and Students with Disabilities. State and federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction. Schilling school was recognized as the 2008 School of the Year by the Newark Education Foundation.

Schilling was constructed in five phases between 1960 and 2003. In 1996, the voters of Newark approved a bond measure to enhance the facilities of each elementary site. At Schilling, our modular building houses five classrooms and two student bathrooms. The 2006-2007 school year brought another modernization project to the Schilling campus as our POD building was remodeled to house 9 classrooms, several resource rooms and a new office. During the summer of 2008 the remaining classrooms at Schilling will be updated and modernized.

Description of School Programs

Schilling School is committed to providing a balanced, enriching, and supportive educational experience for all students to ensure their personal growth and academic success. We provide the following programs and support services to meet the needs of students.

Academic Programs and Support

- After School Reading and Math Intervention
- English Language Learner Program and ELD Specialist
- Homework Club
- GATE Program
- Physical Education Specialist
- Science Specialist
- Special Education Program consists of (1) SH/SDC Primary,
- (1) SDC grades 3 and 4,
- RSP Services, Speech and Language, Psychology
- Title I Reading Intervention

Other Services and Support

- Breakfast and Lunch
- CBET
- DARE/GREAT
- Instrumental Music
- Music/Chorus
- Native Language Tutors
- Project NEST

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.

- State adopted intervention program implemented for 42 Title I students
- Before or After School intervention provided for Title I students
- 2008-2009: State adopted intervention programs to be implemented for Title I students
- 2008-2009: Before or After School interventions to be provided in grades 2-6

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.

- 3 teachers attended SB472 ELA training funded through Title II
- 3 teachers attended SB472 Math training funded through Title II
- 2008-2009: Remaining teachers to participate in SB472 training in ELA and Math (pending funding availability)

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.

- N/A

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.

- ELA Specialist provided intervention for identified students in grades 2-6
- Native Language Tutor provided primary language support to Newcomers and students at the beginning level of proficiency in English
- Translations (oral and written) were provided to support communication with parents and families of ELLs
- Provide translations (oral and written) to support communication with families
- 2008-2009: Native Language Tutor to provide support in primary language for ELLs (pending funding)
- 2008-2009: Professional Development for at least two grade levels in GLAD (pending funding)

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.

- Students in grades 5 and 6 participated in DARE. This program was provided through the Newark Police Department
- Students in grade 5 received instruction in TNT (Toward No Tobacco Use)
- Anti -Bullying Assembly held
- Caring School Community was implemented school-wide
- Safety Committee worked to revise and refine our safety plan
- 10 two-way radios were purchased to support improved communication and safety
- 2008-2009 Training for staff in emergency response and preparedness
- 2008-2009: Students in grades 5 and 6 will participate in DARE (pending city funding)
- 2008-2009: Students in grade 5 will receive instruction in TNT (Toward No Tobacco Use)
- 2008-2009: Implement anti-bullying program or initiatives

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.

- Supplemental materials and supplies purchased for second and third grade classrooms to support students in ELA and Math
- 2008-2009: Support purchases of technology resources

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.

- ELD Specialist provided ELD instruction to Newcomers and students at the beginning level of proficiency in English
- Classroom teachers provided required 30-45 minutes of ELD instruction daily for 239 students in grades K-6
- Implemented ELD programs (Avenues K-3 and High Point 4-6)
- 2008-2009: ELD Specialist to provide ELD instruction to Newcomers and students at the beginning level of proficiency in English
- 2008-2009: Classroom teachers provided required 30-45 minutes of ELD instruction daily
- 2008-2009: Implement ELD programs (Avenues K-3 and High Point 4-6)
- 2008-2009: Implement technology based supplemental resources (Rosetta Stone, Leapfrog and Dyned)
- 2008-2009: Professional Development for at least two grade levels in GLAD (pending funding)

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.

- Teachers differentiated instruction in core subject areas to effectively meet the needs of GATE students
- Implemented District GATE plan
- 5 teachers trained and certified GATE
- 2008-2009: Teachers differentiate instruction in core subject areas to effectively meet the needs of GATE students

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.

- Students in grades 5 and 6 participated in DARE. This program was provided through the Newark Police Department.
- Students in grade 5 received instruction in TNT (Toward No Tobacco Use)
- 2008-2009: Students in grades 5 and 6 will participate in DARE. (pending funding from city)
- 2008-2009: Students in grade 5 will receive instruction in TNT (Toward No Tobacco Use)

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.

- One RSP teacher served 21 students in grades 1-6
 - One SH SDC served 9 students in grades K and 1
 - One SDC served 13 students in grades 5 and 6
 - One Speech and Language Specialist served 44 students in grades K-6
 - Psychological support services
- 2008-2009: Same Special Education programs and support services will be provided

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.

- Clerical support to coordinate intervention programs
- Music program for students in grades 1-6. Provided a balanced and enriched curriculum through opportunities to participate in visual and performing arts.
- 2008-2009: Music program for students in grades 1-6. Provides a balanced and enriched curriculum through opportunities to participate in visual and performing arts.
- 2008-2009: Clerical support to coordinate intervention programs

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

Program Goal:

N/A

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)	560	547	536	540
% African American	7%	7.1%	8%	7.8%
% Asian	11%	10.2%	9.51%	9.1%
% Filipino	8%	8.0%	7%	5.4%
% Hispanic	62%	61.4%	62%	65%
% Pacific Islander	2%	2.2%	2.8%	3.3%
% White	10%	10.1%	9.89%	8.7%
% Free/Reduced Lunch	62%	57%	63%	66%
% English Language Learners	45%	36.0%	44%	51%%
% Initially or Redesignated Fluent	20%	19%	16%	18.3%
# Redesignated Fluent by Year	22	35	31	31
% Special Education Services	10%	8%	10%	10.8%
% Mobility (New to School Site, Not K)	96 %	94 %	92 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	92.0 %	100 %	100%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	239	248	254	231
# Advanced	2	12	5	19
# Early Advanced	70	65	49	57
# Intermediate	83	87	98	109
# Early Intermediate	47	37	63	33
# Beginner	37	45	39	13

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	95%	96%	96.33%	
Total Identified Truants	202	179	165	

SCHOOL ACCOUNTABILITY DATA

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
English-Language Arts									
Schoolwide	100	30.4	Yes	99	33.9	Yes	100	36.9	Yes
Hispanic	100	20.5	No	99	24.5	Yes	100	29.4	Yes
White	100	41.0	--	100	60.6	--	100	51.5	--
English Learners	100	23.9	No	99	24.8	Yes	100	29.7	Yes
Socioeconomically Disadvantaged	99	21.6	No	99	24.5	Yes	100	27.3	Yes

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
Mathematics									
Schoolwide	99	48.1	Yes	100	40.5	Yes	100	45.0	Yes
Hispanic	99	39.7	Yes	100	35.7	Yes	100	39.8	Yes
White	100	59.0	--	100	51.5	--	100	57.6	--
English Learners	99	45.8	Yes	100	35.7	Yes	100	39.2	Yes
Socioeconomically Disadvantaged	98	39.9	Yes	100	32.3	Yes	100	38.4	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	689	705	16	Yes	705	696	-9	No	698	719	21	Yes
Hispanic	639	667	28	Yes	667	655	-12	No	658	694	36	Yes
White												
Sociologically Disadvantaged	636	660	24	Yes	660	648	-12	No	649	679	30	Yes
English Learners	-	-	-	-	682	672	-10	No	670	691	21	Yes

SCHOOL ACHIEVEMENT DATA

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

% of Students at the Following Levels of Performance

ELA	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above	34.0	29.0	45.0	19.0	23.0	19.0	34.0	38.0	40.0	39.0	28.0	31.0	25.0	44.0	43.0
Advanced	7	6	8	2	7	0	9	18	17	18	9	9	6	17	9
Proficient	27	23	37	17	16	19	25	20	23	21	19	22	19	27	34
Basic	28	30	25	39	32	30	34	32	34	33	44	42	45	35	28
Below Basic	26	20	12	13	23	31	17	14	12	17	6	20	21	15	19
Far Below Basic	13	23	18	29	23	20	15	15	13	11	23	8	9	7	10

California Standards Test (CST) Proficiency Levels - Mathematics

% of Students at the Following Levels of Performance

MATH	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Proficient or Above	60.0	42.0	50.0	50.0	34.0	34.0	47.0	42.0	51.0	47.0	37.0	40.0	30.0	44.0	41.0
Advanced	26	14	27	16	18	13	19	15	33	11	9	8	9	22	11
Proficient	34	28	23	34	16	21	28	27	18	36	28	32	21	22	30
Basic	20	27	25	14	27	26	18	25	28	21	29	28	34	32	37
Below Basic	16	24	20	27	30	30	26	24	14	21	21	25	30	20	18
Far Below Basic	4	7	5	10	9	10	10	8	7	11	14	8	6	5	4

California Standards Test (CST) Proficiency Levels - Science

% of Students at the Following Levels of Performance

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	23.0	25.0	34.0
Advanced	3	1	5
Proficient	20	24	29
Basic	41	46	34
Below Basic	30	22	22
Far Below Basic	6	8	11

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	30.4%	33.7%	36.9%
% English Learners	23.9%	24.6%	29.7%
% Economically Disadvantaged	21.6%	24.5%	27.3%
% Students with Disabilities	2.5%	3.3%	18.9%
% African American	30.4%	29.6%	38.1%
% Asian	46.7%	45.0	38.5%
% Hispanic	20.5%	24.3%	29.4%
% White	41.0%	60.6%	51.5%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	48.1%	40.5%	45.0%
% English Learners	45.8%	35.5%	39.2%
% Economically Disadvantaged	39.9%	32.3%	38.4%
% Students with Disabilities	10.3%	1.2%	18.9%
% African American	21.4%	11.1%	19.0%
% Asian	69.0%	50.0%	43.6%
% Hispanic	39.7%	35.9%	39.8%
% White	59.0%	51.5%	57.6%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	29	22	12	19
48900 (a.2) Willfully used force or violence				3
48900 (b) Possess/Sale/Furnish Dangerous Object		1	1	
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property	2			
48900 (g) Stolen/Attempted to Steal Property	5	3	1	
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity	13	9	2	
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority	18	29	2	4
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm				
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)				
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				1
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				
48915 (a) 4. Robbery or Extortion.				
48915 (a) 5. Assault or Battery on Any School Employee				
48915 (c.1) Sale, possession or furnishing firearm				
48915 (c.2) Brandishing a knife at another person				
48915 (c.3) Selling a controlled substance				
48915 (c.4) Sexual assault or battery				
48915 (c.5) Possession of an explosive				
Total # of Annual Suspensions	67	64	21	29

EXPULSIONS

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

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 5 Students Taking Survey	60%*	46%	36%
% Reported Feeling Bullied at School	46%*	54%	24%
% Reported Feeling Very Safe at School	60%*	54%	28%

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		68	29.31%	95	26.69%		%
Very		91	39.22%	153	42.98%		%
Somewhat		43	18.53%	54	15.17%		%
Not At All		4	1.72%	3	0.84%		%
Don't Know/Not Enrolled		1	0.43%	3	0.84%		%
(Not Answered)		25	10.78%	48	13.48%		%
TOTAL RESPONSES		232	100%	356	100%		%
WRITING							
Extremely		58	25.11%	88	24.58%		%
Very		85	36.80%	152	42.46%		%
Somewhat		54	23.38%	53	14.80%		%
Not At All		4	1.73%	5	1.40%		%
Don't Know/Not Enrolled		1	0.43%	1	0.28%		%
(Not Answered)		29	12.55%	59	16.48%		%
TOTAL RESPONSES		231	100%	358	100%		%
MATHEMATICS							
Extremely		76	33.19%	100	28.09%		%
Very		79	34.50%	141	39.61%		%
Somewhat		32	13.97%	49	13.76%		%
Not At All		4	1.75%	10	2.81%		%
Don't Know/Not Enrolled		2	0.87%	4	1.12%		%
(Not Answered)		36	15.72%	52	14.61%		%
TOTAL RESPONSES		229	100%	356	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		52	22.41%	79	22.19%		%
Very		84	36.21%	131	36.80%		%
Somewhat		54	23.28%	58	16.29%		%
Not At All		4	1.72%	9	2.53%		%
Don't Know/Not Enrolled		3	1.29%	12	3.37%		%
(Not Answered)		35	15.09%	67	18.82%		%
TOTAL RESPONSES		232	100%	356	100%		%
SCIENCE							
Extremely		60	25.86%	83	23.25%		%
Very		86	37.07%	125	35.01%		%
Somewhat		41	17.67%	56	15.69%		%
Not At All		5	2.16%	4	1.12%		%
Don't Know/Not Enrolled		0	0%	14	3.92%		%
(Not Answered)		40	17.24%	75	21.01%		%
TOTAL RESPONSES		232	100%	357	100%		%
PHYSICAL EDUCATION/HEALTH							
Extremely		60	25.86%	82	22.91%		%
Very		87	37.50%	133	37.15%		%
Somewhat		46	19.83%	52	14.53%		%
Not At All		3	1.29%	9	2.51%		%
Don't Know/Not Enrolled		1	0.43%	6	1.68%		%
(Not Answered)		35	15.09%	76	21.23%		%
TOTAL RESPONSES		232	100%	358	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		53	23.04%	75	20.89%		%
Very		83	36.09%	132	36.77%		%
Somewhat		45	19.57%	60	16.71%		%
Not At All		10	4.35%	7	1.95%		%
Don't Know/Not Enrolled		4	1.74%	10	2.79%		%
(Not Answered)		35	15.22%	75	20.89%		%
TOTAL RESPONSES		230	100%	359	100%		%
USE OF ART IN THE CURRICULUM							
Extremely		30	12.99%	49	13.65%		%
Very		65	28.14%	98	27.30%		%
Somewhat		50	21.65%	77	21.45%		%
Not At All		12	5.19%	12	3.34%		%
Don't Know/Not Enrolled		24	10.39%	24	6.69%		%
(Not Answered)		50	21.65%	99	27.58%		%
TOTAL RESPONSES		231	100%	359	100%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		15	6.49%	23	6.41%		%
Very		21	9.09%	33	9.19%		%
Somewhat		12	5.19%	14	3.90%		%
Not At All		9	3.90%	5	1.39%		%
Don't Know/Not Enrolled		25	10.82%	39	10.86%		%
(Not Answered)		149	64.50%	245	68.25%		%
TOTAL RESPONSES		231	100%	359	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		14	6.06%	18	5.03%		%
Very		6	2.60%	25	6.98%		%
Somewhat		3	1.30%	9	2.51%		%
Not At All		6	2.60%	1	0.28%		%
Don't Know/Not Enrolled		35	15.15%	48	13.41%		%
(Not Answered)		167	72.29%	257	71.79%		%
TOTAL RESPONSES		231	100%	358	100%		%
PROGRAM FOR ENGLISH LEARNERS							
(Answer only if your child participates in this program.)							
Extremely		19	8.19%	22	6.15%		%
Very		10	4.31%	28	7.82%		%
Somewhat		9	3.88%	12	3.35%		%
Not At All		4	1.72%	1	0.28%		%
Don't Know/Not Enrolled		33	14.22%	38	10.61%		%
(Not Answered)		157	67.67%	257	71.79%		%
TOTAL RESPONSES		232	100%	358	100%		%
TITLE I PROGRAM							
(Answer only if your child participates in this program.)							
Extremely		7	3.03%	3	0.84%		%
Very		6	2.60%	4	1.12%		%
Somewhat		1	0.43%	7	1.96%		%
Not At All		2	0.87%	4	1.12%		%
Don't Know/Not Enrolled		38	16.45%	47	13.13%		%
(Not Answered)		177	76.62%	293	81.84%		%
TOTAL RESPONSES		231	100%	358	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE							
(Answer only if your child participates in this program.)							
Extremely		12	5.17%	14	3.91%		%
Very		8	3.45%	11	3.07%		%
Somewhat		3	1.29%	7	1.96%		%
Not At All		9	3.88%	4	1.12%		%
Don't Know/Not Enrolled		37	15.95%	43	12.01%		%
(Not Answered)		163	70.26%	279	77.93%		%
TOTAL RESPONSES		232	100%	358	100%		%
D.A.R.E.							
(Drug Awareness Resistance Education)							
Extremely		62	26.72%	86	23.96%		%
Very		42	18.10%	79	22.01%		%
Somewhat		16	6.90%	21	5.85%		%
Not At All		3	1.29%	2	0.56%		%
Don't Know/Not Enrolled		24	10.34%	23	6.41%		%
(Not Answered)		85	36.64%	148	41.23%		%
TOTAL RESPONSES		232	100%	359	100%		%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		44	18.97%	74	20.67%		%
Agree		117	50.43%	182	50.84%		%
Disagree		18	7.76%	12	3.35%		%
Strongly Disagree		4	1.72%	3	0.84%		%
No Opinion		14	6.03%	22	6.15%		%
(Not Answered)		35	15.09%	65	18.16%		%
TOTAL RESPONSES		232	100%	358	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		30	13.10%	43	12.01%		%
Agree		74	32.31%	123	34.36%		%
Disagree		26	11.35%	40	11.17%		%
Strongly Disagree		3	1.31%	8	2.23%		%
No Opinion		47	20.52%	55	15.36%		%
(Not Answered)		49	21.40%	89	24.86%		%
TOTAL RESPONSES		229	100%	358	100%		%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		107	46.12%	158	44.26%		%
Agree		85	36.64%	124	34.73%		%
Disagree		6	2.59%	5	1.40%		%
Strongly Disagree		2	0.86%	4	1.12%		%
No Opinion		0	0%	3	0.84%		%
(Not Answered)		32	13.79%	63	17.65%		%
TOTAL RESPONSES		232	100%	357	100%		%
I am kept informed about school program and upcoming events.							
Strongly Agree		81	34.91%	128	35.96%		%
Agree		101	43.53%	126	35.39%		%
Disagree		11	4.74%	20	5.62%		%
Strongly Disagree		2	0.86%	2	0.56%		%
No Opinion		3	1.29%	7	1.97%		%
(Not Answered)		34	14.66%	73	20.51%		%
TOTAL RESPONSES		232	100%	356	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		57	24.57%	105	29.33%		%
Agree		80	34.48%	119	33.24%		%
Disagree		7	3.02%	6	1.68%		%
Strongly Disagree		4	1.72%	5	1.40%		%
No Opinion		42	18.10%	48	13.41%		%
(Not Answered)		42	18.10%	75	20.95%		%
TOTAL RESPONSES		232	100%	358	100%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		100	43.29%	150	42.25%		%
Agree		84	36.36%	120	33.80%		%
Disagree		1	0.43%	3	0.85%		%
Strongly Disagree		2	0.87%	0	0%		%
No Opinion		10	4.33%	10	2.82%		%
(Not Answered)		34	14.72%	72	20.28%		%
TOTAL RESPONSES		231	100%	355	100%		%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		65	28.14%	101	28.21%		%
Agree		98	42.42%	158	44.13%		%
Disagree		14	6.06%	10	2.79%		%
Strongly Disagree		2	0.87%	1	0.28%		%
No Opinion		10	4.33%	14	3.91%		%
(Not Answered)		42	18.18%	74	20.67%		%
TOTAL RESPONSES		231	100%	358	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		69	29.74%	122	34.17%		%
Agree		89	38.36%	137	38.38%		%
Disagree		12	5.17%	17	4.76%		%
Strongly Disagree		5	2.16%	1	0.28%		%
No Opinion		7	3.02%	7	1.96%		%
(Not Answered)		50	21.55%	73	20.45%		%
TOTAL RESPONSES		231	100%	357	100%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree		38	16.38%	73	20.51%		%
Agree		95	40.95%	131	36.80%		%
Disagree		16	6.90%	23	6.46%		%
Strongly Disagree		4	1.72%	5	1.14%		%
No Opinion		32	13.79%	36	10.11%		%
(Not Answered)		47	20.26%	88	24.72%		%
TOTAL RESPONSES		232	100%	356	100%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		66	28.45%	108	30.25%		%
Agree		104	44.83%	151	42.30%		%
Disagree		7	3.02%	8	2.24%		%
Strongly Disagree		1	0.43%	2	0.56%		%
No Opinion		4	1.72%	11	3.08%		%
(Not Answered)		50	21.55%	77	21.57%		%
TOTAL RESPONSES		232	100%	357	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		36	15.52%	76	21.35%		%
Agree		71	30.60%	127	35.67%		%
Disagree		27	11.64%	15	4.21%		%
Strongly Disagree		16	6.90%	18	5.06%		%
No Opinion		34	14.66%	32	8.99%		%
(Not Answered)		48	20.69%	88	24.72%		%
TOTAL RESPONSES		232	100%	356	100%		%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		62	26.72%	98	27.30%		%
Agree		101	43.53%	148	41.23%		%
Disagree		16	6.90%	16	4.46%		%
Strongly Disagree		2	0.86%	4	1.11%		%
No Opinion		6	2.59%	21	5.85%		%
(Not Answered)		45	19.40%	72	20.06%		%
TOTAL RESPONSES		232	100%	359	100%		%
School Climate: My child feels safe at school.							
Strongly Agree		62	26.84%	101	28.13%		%
Agree		98	42.42%	156	43.45%		%
Disagree		11	4.76%	12	3.34%		%
Strongly Disagree		2	0.87%	4	1.11%		%
No Opinion		5	2.16%	13	3.62%		%
(Not Answered)		53	22.94%	73	20.33%		%
TOTAL RESPONSES		231	100%	359	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.							
Strongly Agree		51	21.98%	82	22.97%		%
Agree		99	42.67%	158	44.26%		%
Disagree		21	9.05%	22	6.16%		%
Strongly Disagree		3	1.29%	6	1.68%		%
No Opinion		8	3.45%	20	5.60%		%
(Not Answered)		50	21.55%	69	19.33%		%
TOTAL RESPONSES		232	100%	357	100%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		83	35.78%	132	36.97%		%
Agree		86	37.07%	130	36.41%		%
Disagree		5	2.16%	6	1.68%		%
Strongly Disagree		2	0.86%	2	0.56%		%
No Opinion		5	2.16%	10	2.80%		%
(Not Answered)		51	21.98%	77	21.57%		%
TOTAL RESPONSES		232	100%	357	100%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		68	29.31%	104	28.97%		%
Agree		91	39.22%	148	41.23%		%
Disagree		5	2.16%	9	2.51%		%
Strongly Disagree		2	0.86%	3	0.84%		%
No Opinion		14	6.03%	22	6.13%		%
(Not Answered)		52	22.41%	73	20.33%		%
TOTAL RESPONSES		232	100%	359	100%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

CBEDS

From 2004-2007 demographic data shows little change (1% to 3%) each year for each subgroup. The percentage of students who receive free/reduced lunch increased by 6% from 2006-2007. The number of ELL students redesignated fluent has remained fairly consistent from 2005-2007.

NCLB

100% of classes are taught by Highly Qualified Teachers.

ELL by Fluency

The total number of ELLs decreased by 23 when comparing data from 2006 and 2007. However, ELLs remain a significant subgroup totaling 51% of our student population. In 2007, the largest numbers of students (72%) are at the Intermediate and Early Advanced levels of proficiency.

Conclusion:

Our student demographics in terms of race/ethnicity have remained fairly consistent. There has been a slight increase in the percentage of students who receive free/reduced lunch. The greatest number of English Language Learners are at the intermediate level. The four- year data suggests that the majority of ELLs are moving up in their CELDT level each year as expected.

Student Achievement Data

Description of Data:

AYP

In 2006 and 2007 we met all criteria in English Language Arts. We have met all criteria in Mathematics since 2005. In 2007, for English Language Arts and Math we met or exceeded growth targets schoolwide and for all significant subgroups. Overall, a greater percentage of students scored proficient or above in Math compared to English Language Arts. From 2006 to 2007, in the area of English Language Arts, there was a 6% increase in students scoring proficient or above school wide, a 5% increase for Hispanic students scoring proficient or above, a 5% increase for English Language Learners scoring proficient or above, and a 3% increase for Socioeconomically Disadvantaged students scoring proficient or above. In 2007, our lowest performing subgroup was the Socioeconomically Disadvantaged (SED) students with 27.3% who scored proficient or above in English Language Arts and 38.4% who scored proficient or above in Math.

API

From 2006 to 2007 the API scores increased for all identified significant subgroups and schoolwide. Our schoolwide score increased by 23 points, the scores for subgroups increased as follows: 39 points for Hispanic, 30 points for SED, 21 for ELLs. All growth targets were met or exceeded.

CST by Grade Level 2005-2007

Between 31% and 45% of students in grades 2, 4, 5 and 6 scored proficient or above in ELA on 2007 CST with the exception of third grade with 19% of students at proficient or above. In Math, between 34% and 50% of students in grades 2-6 scored below proficient or above on 2007 CST. Increase in achievement in the area of Science is evident as we see an increase of 9% for students scoring proficient or above from 2006-2007.

CST by Subgroup 2006-2007

2007 data shows there was an increase in the percentage of students who scored proficient or above in ELA and Math for all subgroups except for our Asian and White students. Students with Disabilities and SED students are performing lower in ELA and Math than all other subgroups.

Conclusion:

When comparing the schoolwide data for the percentage of students proficient or above in ELA and Math, there was increase schoolwide and for all significant subgroups from 2006 to 2007. Our SED students are scoring lower than all other subgroups in ELA and Math. There is a larger percentage of students at every grade level

scoring at proficient or above in Mathematics compared to English Language Arts. The data for student cohorts (by grade) show an increase in the percentage of students at proficient and above (from 2006 to 2007) in grades 4 and 6 for ELA and Math.

Parent Surveys

Description of Data:

In regards to the academic areas, the parent survey shows that the majority of parents feel that we are between "extremely and very effective" in meeting the needs of children. Between .61% and 6.04%% of parents feel that we are "Not at All" meeting the needs of students in the academic areas with the use of art in the curriculum showing the highest percentage (6.04%) On average, 65%-70% of parents indicated that the school is "Extremely" or "Very" effective in meeting their child's needs in all academic areas. The majority of parents indicated that they strongly agree or agree that they are informed about programs, services and their child's progress. 80%- 85% agreed or strongly agreed that the principal and thier child's teacher are visible and available compared to 63% -75% in 2007. There was a 13% increase in the percentage of parents who strongly agreed that the school is well maintained. Additionally, there was a 13% increase in the percentage of parents who strongly agreed that their child feels safe at school and that adults and other students treat their child with respect.

Conclusion:

The parent survey indicated a higher level of satifaction in all areas by parents when comparing the data from 2007 to 2008. We will continue to work to improve the the areas that parents indicated the least satisfaction. While the majority of parents feel that the school is meeting the needs of their child in the academic areas, 17%-20% indicated that the school is "somewhat" effective. Additionally, the survey does not reveal adequate data regarding parents' opinions of special programs such as those for ELLs and Title I as most parents did not answer the corresponding questions. Therefore, it is evident that the school needs to improve or increase communication with parents of students in these programs so that they are more informed of the services and can better share their perspectives on future surveys.

Summary Areas Based Upon Analysis of Data

Overall Trends:

We are making positive gains and progress both in terms of students' academic performance and with parents' overall satisfaction with programs, services and the climate of the school. However, the overall trend continues to be that students in significant subgroups (Hispanic, ELLs, SED) score lower in ELA and Math than other subgroups and compared to schoolwide results. There has been a steady decrease in the percentage of Asian students scoring at proficient and above since 2004.

Emerging Trends:

For each of the significant subgroups, we have seen an increase in the percentage of students scoring proficient or above in ELA from 2005-2007.

These trends lead to the following conclusions:

- Need to continue to focus on English Language Arts
- Need to implement interventions for English Language Learners
- Need to build cultural competency to identify and implement effective strategies and interventions for Hispanic students
- Need to identify and implement effective strategies and interventions for SED students
- Need to include focus on mathematics

Therefore the following goals and objectives are required:

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

GOAL:

Increase proficiency in English Language Arts and Math for all students

Objective 1:

In English Language Arts, 47% of all students will score proficient or above on the 2008 CST. In Math, 52% of all students will score proficient or above on the 2008 CST.

GOAL:

Increase proficiency in English Language Arts and Math for Hispanic/Latino students

Objective 2:

In English Language Arts, 47% of Hispanic/Latino students will score proficient or above on the 2009 CST. In Math, 49% of Hispanic/Latino students will score proficient or above on the 2009 CST.

GOAL:

Increase proficiency in English Language Arts and Math among English Language Learners

Objective 3:

In English Language Arts, 47% of English Language Learners will score proficient or above on the 2009 CST. In Math, 49% of English Language Learners will score proficient or above on the 2009 CST.

GOAL:

Increase proficiency in English Language Arts and Math for Socioeconomically Disadvantaged (SED) students

Objective 4:

In English Language Arts, 47% of SED students will score proficient or above on the 2009 CST. In Math, 49% of SED students will score proficient or above on the 2009 CST.

GOAL:

Schilling Elementary School will provide a safe, caring and respectful learning environment

Objective 5:

The percentage of students who report feeling safe at school "all of the time" will increase by 25% as measured by the site created survey and the California Healthy Kids Survey (CHKS).

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**

August Schilling Elementary School

<u>Goal:</u> Increase proficiency in English Language Arts and Math for all students	
<u>Objectives 1:</u> In English Language Arts, 47% of all students will score proficient or above on the 2008 CST. In Math, 52% of all students will score proficient or above on the 2008 CST.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement	
<u>Why objective was selected and its relationship to school-wide trends?:</u> This objective exceeds the required goal for NCLB for 2009. On the 2007 CST, 36.9% of students scored proficient or above in ELA and 45% of students scored proficient or above in Math.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
1.1 Develop and refine school Mission Statement and elements of school culture	1.1 9/08-6/09
1.2 Maximize use of instructional time through examining current practices and implementing necessary changes	1.2 9/08-6/09 1.3 9/08-6/09
1.3 Continue to implement school-wide instructional blocks for English Language Arts (ELA) and Math	1.4 9/08-6/09 1.5 9/08-6/09
1.4 Continue to implement District- adopted programs for ELA and Math (Houghton Mifflin, Being a Writer, Scott Foresman)	1.6 9/08-6/09 1.7 9/08-6/09
1.5 Provide on-going support and training for grade level facilitators who lead and support implementation of ELA and Math programs and guide grade level action planning	1.8 9/08-6/09 1.9 9/08-6/09
1.6 Engage in regular and ongoing grade level action planning for ELA and Math	1.10 10/08-5/09 1.11 9/08-6/09
1.7 Implement Standards-Based Intervention Program in homogenous (by skill) groups in grades 4-6 during common English Language Arts instructional block	1.12 9/08-6/09 1.13 10/08-11/08 1.14 9/08-6/09
	1.15

1.8	Utilize part-time Title I intervention teacher to teach standards-based intervention programs in ELA and Math for identified students in grades 4-6	10/08-3/09 1.16 8/08-6/09 1.17 9/08-6/09
1.9	Provide intensive math intervention during instructional day through regrouping students and/or utilizing additional staff	1.18 9/08-6/09 1.19 9/08
1.10	Provide after school intervention programs in ELA and Math to serve students performing at the Basic level and below (pending available funding)	1.20 9/08-6/09 1.21 10/08-6/09 1.22 9/08-6/09
1.11	Utilize part-time instructional aide to provide additional support to students in ELA and Math (pending available funding)	1.23 9/08-6/09 1.24 9/08-11/08
1.12	Provide clerical support to coordinate interventions	1.25 9/08-5/09 1.26 9/08-6/09
1.13	Provide professional development in Differentiated Instruction in order to implement strategies that serve to meet the wide range of needs and skills of students	
1.14	Identify and implement a program or strategies that serve to increase student motivation and engagement	
1.15	Provide professional development and support for teachers on infusion of test-taking strategies within regular curriculum	
1.16	Continue to support the services of school attendance clerk to ensure daily monitoring of attendance and twice monthly review by principal, to track student attendance and identify emerging trends	
1.17	Emphasize attendance through monthly recognition for students with	

perfect attendance and class with highest attendance rate

1.18

Communicate school wide attendance rates via monthly newsletter

1.19

Back to School Nights scheduled per grade level in order to provide translation services, and support parents with multiple children to be able to gather information from several classrooms if needed

1.20

Increase parent involvement through social events with an educational focus

1.21

Provide parent classes and access to resources in order to address academic, health and social needs of students

1.22

Enhance and increase our library collection through purchasing and organizing additional books, resources and reference materials

1.23

Purchase and organize library books that correlate to the themes in district adopted programs for core subjects

1.24

Purchase technology (hardware and software) for classroom instructional use by teachers and students

1.25

Provide formal instruction on library skills

1.26

Align music program with ELA and History/Social Science frameworks and grade level standards

Method/Criteria to evaluate success in meeting the objective:

- Action Plan documentation
- Meeting agendas and minutes

- Daily schedules
- Library skills lesson plans
- Music program lesson plans
- Teachers' lesson plans
- District and Grade Level Assessments
- Curriculum map for music program
- Sign in sheets
- Increased ratings on parent survey
- Monthly attendance rate meets or exceeds district goal
- School Newsletter
- Standardized test results

Funding Source(s):

SIP, Title I, Library Funds, Site Discretionary Block Grant, Instructional Materials, Library Materials and Ed. Tech Grant, Music and Art Block Grant

Responsible Staff:

Principal, Teachers, Title I Intervention Teacher, Music Teacher, Librarian, Instructional Leadership Team, Site Leadership Team

Date Approved by School Site Council May 23, 2008

<u>Goal:</u> Increase proficiency in English Language Arts and Math for Hispanic/Latino students	
<u>Objectives 2:</u> In English Language Arts, 47% of Hispanic/Latino students will score proficient or above on the 2009 CST. In Math, 49% of Hispanic/Latino students will score proficient or above on the 2009 CST.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement	
<u>Why objective was selected and its relationship to school-wide trends?:</u> This objective meets or exceeds the required goal under NCLB for 2009 On the 2007 CST, 29.4% of Hispanic/Latino students scored proficient or above in English Language Arts and 39.8% of Hispanic/Latino students scored proficient or above in Math.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
2.1 Provide collaboration time and resources to support continued development in cultural proficiency and other best practices for working with Hispanic/Latino students	2.1 9/08-11/08
2.2 Engage in collaborative process of utilizing focal students as a method to identify needs and inform teacher practice	2.2 10/08-6/09
2.3 Provide professional development on strategies to support students' acquisition of academic language and vocabulary development(GLAD) for at least two grade level teams (pending available funding)	2.3 9/08-6/09
2.4 Provide opportunities and implement strategies that serve to increase Hispanic/Latino parent involvement and support of school wide efforts	2.4 9/08-6/09
2.5 Seek and provide resources and opportunities that assist staff in increasing communication with Spanish speaking parents (written and oral)	2.5 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • Meeting agendas and minutes • Verification of attendance at trainings • Formal and informal observations by principal • Informal observations by Leadership Team • Action Planning documentation • Documentation of focal student process • Standardized test results 	
<u>Funding Source(s):</u> Title III- LEP, Title V	
<u>Responsible Staff:</u> Principal, Teachers, Instructional Leadership Team, Site Leadership Team	

Date Approved by School Site Council

May 23, 2008

Goal:

Increase proficiency in English Language Arts and Math among English Language Learners

Objectives 3:

In English Language Arts, 47% of English Language Learners will score proficient or above on the 2009 CST. In Math, 49% of English Language Learners will score proficient or above on the 2009 CST.

Board/District Goal(s) Addressed in Objective:

Student Achievement

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

This objective meets the required goal under NCLB for 2008-2009. On the 2007 CST, 29.7% of English Language Learners scored proficient or above in English Language Arts and 39.2% of English Language Learners scored proficient or above in Math.

Activities to Meet Objective:

- 3.1
Implement common instructional blocks for ELD instruction whereby students are grouped by proficiency level
- 3.2
Continue to implement and refine use of ELD programs (Avenues [K-3], High Point [4- 6])
- 3.3
Provide collaboration time to examine and implement ELL components of standards based programs for ELA and Math and to identify additional resources available to support ELLs
- 3.4
ELD Specialist to provide intensive intervention to identified ELLs in Grades 2-6
- 3.5
Native Language Tutors to provide additional support for identified ELLs in Kindergarten and First grades (pending available funding)
- 3.6
Provide training and implement technology based resources (Dyner, Rosetta Stone)
- 3.7
Provide professional development on strategies to support students' acquisition of academic language and vocabulary development (GLAD) for at least two grade level teams (pending available funding)
- 3.8
Provide extended day learning opportunities for ELLs
- 3.9
Provide opportunities and implement strategies that serve to increase parent involvement and support of school wide efforts
- 3.10
Seek and provide resources and opportunities that assist staff in increasing communication with Spanish speaking parents (written and oral)

Timeline:

- 3.1
9/08-6/09
- 3.2
9/08-6/09
- 3.3
9/08-6/09
- 3.4
9/08-6/09
- 3.5
9/08-6/09
- 3.6
9/08-6/09
- 3.10
9/08-6/09

Method/Criteria to evaluate success in meeting the objective:

- Daily schedules
- Lesson Plans
- Meeting agendas and minutes
- Verification of attendance at meetings and trainings

- Formal and informal observations by principal
- Informal observations by Literacy Team
- ELD program assessments
- District assessments
- Standardized test results

Funding Source(s):

EIA/LEP, Title I, Title III- LEP, Title III- Immigrant, ELAP

Responsible Staff:

Principal, ELD Specialist, Teachers, Instructional Leadership, Site Leadership Team

Date Approved by School Site Council May 23, 3008

<u>Goal:</u> Increase proficiency in English Language Arts and Math for Socioeconomically Disadvantaged (SED) students	
<u>Objectives 4:</u> In English Language Arts, 47% of SED students will score proficient or above on the 2009 CST. In Math, 49% of SED students will score proficient or above on the 2009 CST.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement	
<u>Why objective was selected and its relationship to school-wide trends?:</u> This objective meets or exceeds the required goal under NCLB for 2009. On the 2007 CST, 27.3% of SED students scored proficient or above in English Language Arts and 38.4% of SED students scored proficient or above in Math.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
4.1 Utilize part-time Title I intervention teacher to teach standards-based intervention programs in ELA and Math for identified students in grades 4-6	4.1 9/08-6/09
4.2 Provide staff collaboration time devoted to the examination of professional texts and best practices to support progress of SED students	4.2 1/09
4.3 Identify community resources to support needs of SED students. Hold a Community Resource Fair to provide families access to support and services available in the Tri-City Area.	4.3 8/07-6/08
4.4 Provide parenting workshops and school wide events that serve to support parents and increase their involvement	4.4 9/08-6/09
4.5 Research and seek grant opportunities to fund counseling services for students in need of such support	4.5 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • Staff meeting agendas and minutes • Sign-in sheets from parent workshops and schoolwide events • Standardized test results 	
<u>Funding Source(s):</u> Title I	
<u>Responsible Staff:</u> Principal, Teachers, Instructional Leadership Team, Site Leadership Team	

Date Approved by School Site Council May 23, 2008

Goal:

Schilling Elementary School will provide a safe, caring and respectful learning environment

Objectives 5:

The percentage of students who report feeling safe at school "all of the time" will increase by 25% as measured by the site created survey and the California Healthy Kids Survey (CHKS).

Board/District Goal(s) Addressed in Objective:

Safe and Nurturing Environment

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

Data from the 2007 CHKS shows that 69% of the 30 5th grade respondents reported feeling safe at school "most or all of the time". The staff believes that a safe environment is paramount to increasing student achievement for all students.

Activities to Meet Objective:

- 5.1
Distribute Schilling School Handbook
- 5.2
Teachers will develop and provide a classroom guide for parents
- 5.3
Revise plan, inform staff, and practice routine emergency procedures from the Comprehensive School Site Safety Plan
- 5.4
Provide training and implement walk through of large scale disaster preparedness component of Comprehensive School Site Safety Plan
- 5.5
Address campus security issues through communicating and consistently enforcing school wide procedures and protocols
- 5.6
Provide training and ongoing support for campus monitors
- 5.7
Ensure full and consistent implementation of the Caring School Community Program
- 5.8
Review behavior/discipline policies and procedures with all Schilling staff at the beginning, and throughout the school year
- 5.9
Implement Extra-Curricular Activities in order to promote student involvement increased, self-esteem, and positive peer relations (pending available funding)
- 5.10
Implement anti-bullying program or initiatives school wide (pending available funding)
- 5.11
Implement school wide character education and initiatives (Value of the Month, School Pledge, rewards for exemplary behavior) to promote a respectful environment
- 5.12
Implement DARE (if available)
- 5.13
Implement TNT (Toward No Tobacco Use) for students in grade 5

Timeline:

- 5.1
9/08
- 5.2
8/08-9/08
- 5.3
9/08-6/09
- 5.4
9/08-6/09
- 5.5
9/08-6/09
- 5.6
9/08-6/09
- 5.7
9/08-6/09
- 5.8
8/08-6/09
- 5.9
9/08-5/09
- 5.10
9/08-6/09
- 5.11
9/08-6/09
- 5.12
9/08-1/09
- 5.13
3/08-6/09
- 5.14
2/08-6/09
- 5.15
8/08-6/09
- 5.16
8/08-6/09

5.14
Provide Tobacco Use and Prevention Assembly (pending available funding)

5.15
Implement Music/Choral Program to provide experiences that promote respect, inclusiveness and an appreciation for diversity

5.16
Research and seek grant opportunities to fund counseling services for students in need of such support

Method/Criteria to evaluate success in meeting the objective:

- Quarterly review of Behavior Referrals and Suspensions
- Handbook
- Classroom Guides
- Meeting agendas and minutes
- Music program lesson plans
- Teacher lesson plans of CSC

Funding Source(s):
SIP, TUPE, SDFSC

Responsible Staff:
Principal, Teachers, Music Teacher, Campus Monitors, Safety Committee, Newark Police Dept.(DARE), Site Leadership Team

Date Approved by School Site Council May 23, 2008

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th	Program 100	Program 371
Objective #	1					1	1
	\$24,445, \$16,158					\$4000	\$1050
Object #	2435, 1110					5715	4200
	\$40,603					\$3,000	\$1,050

Objective #			2				
			\$1,000,\$6,230				
Object #			1190, 4310				
			\$7,230				

Objective #		3					
		\$93,044					
Object #		1110					
		\$93,044					

Objective #				5		5	
				\$748		\$1,000	
Object #				4310		5715	
							\$1,050

Objective #							
Object #							

Objective #							
Object #							

Total By Program	\$40,063	\$93,044	\$7230	\$748		\$4,000	\$1,050
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING
			EETT	LEP	SDFSC	Strategies	SOURCE
	K-12	K-12	K-12	K-12	K-12	K-12	Program 395
Objective #	1						1
	\$59,283,\$2,000,\$2,000						\$14,276
Object #	1110, 1190, 5220						1185
	\$48,173						\$14,276

Objective #				2			
				\$5,000,\$2,000			
Object #				1190,4310			
				\$7,000			

Objective #				3			
				\$5,500,\$6,250,\$1050			
Object #				1195,5220,4310			
				\$12,800			

Objective #					5		
					\$1108		
Object #					4310		
					\$1108		

Objective #							
Object #							

Objective #							
Object #							

Total By Program	\$63,283			\$19,800	\$1108		\$14,276
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Closing the Achievement Gap

Primary Focus Area: Standards Based Instruction and Assessment

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. DSC Writing Program	Action Plan
2. Release time for peer observation	Action Plan
3. AB466/SB472 Training	Action Plan
4. Site based staff development on assessment and test taking strategies	Action Plan
5.	

Primary Focus Area: Differentiated Instruction – learning styles and standards

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Site based staff development and collaboration on the implementation of ELD programs	Action Plan and Title II Needs Assessment
2. Reading Professional Texts to build cultural proficiency and learn strategies to meet the needs of Hispanic students	Action Plan and Title II Needs Assessment
3. Staff development on instructional strategies for differentiating instruction (Intervention & SPED strategies, GLAD)	Action Plan
4. Reading Professional Texts to build understanding of the factor that impact the academic success of SED and learn strategies to meet their needs	Action Plan
5.	

Primary Focus Area: Integrating Technology into instruction and assessment

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Site based staff development on the use of new programs (Rosetta Stone, Dyned, Inspiration)	Action Plan
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

Newark Unified School District

Site Technology Plan

School: Schilling Elementary

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

Current Availability of Technology at the Site:

- 122 computers (includes all desktops and thin clients) are in place at the site. 102 are located in classrooms, 6 for office use, 9 are located in the Library/Media Center, 5 are being used in the Science Lab and Staff Room.
- 60 new PC's are on order. 20 old computers (Mac Classic, Apple II and PC's over 10 years old) have been retired.

Current Use of Technology for Learning and Management:

- 100% of management staff/administrators utilize the technology in place (includes internet, e- mail, presentation programs and software available on the server)
- 50-75% of students use technology for word processing, creating reports and projects.
- 25-50% of students access content specific software or web based resources and for data analysis
- 25% of students utilize technology in classrooms for research from internet sites and CD ROMs.
- 25% also use demonstration, simulation and presentation software

Use of Technology for Curriculum and Instruction

Goal 1a: All students (with emphasis and explicit instruction in grades 4-6) will access and utilize appropriate technology to support learning progress and assure equity for our focal ELL and SED populations.

Benchmarks:

By June 30, 2009, 95% of students in grades 3,4,5,6 will report that they have access and use of appropriate technology to support achievement.

Implementation Plan: (2008/09)

- Continue to pilot, purchase and expand our site hardware and software that meet our criteria for appropriate support for our focal populations.
- Continue and expand use of specialized software for programs such as GATE, Special Education and ELL and Intervention.
- Expand the data collection and teacher/student survey processes to assure that our plan and purchases reflect technological innovations and advancements.

Monitoring and Evaluation Criteria and Process:

In compliance with the School Site Plan development and implementation, Schilling includes a technology component that calls for a three year effort to address hardware and infrastructure needs, including replacement of obsolete hardware. Plans and results of the California School Technology Survey are reviewed annually by the Technology Committee. Results are tabulated and analyzed, then shared with the staff at large, the Leadership Team, School Site Council and ELAC (English Language Advisory Committee). After our plans have been finalized they are sent to the District office for review by administrative and support staff and the Education Technology Committee. Review of progress is then reported annually to the Superintendent and Board of Education.

Teachers' and Administrators' Personal Technology Skills

Goal 2a:

At Schilling, our goal is to retain, empower, develop and support high-quality teachers and administrators. We know that best teaching practices include the use of powerful technology tools and the skills required for high levels of information literacy. To that end, we are planning for professional development activities and support based on the Technology Assessment Profiles for personal technology competencies.

Benchmarks:

By June 30, 2009, 85% of teachers and administrators will indicate that they are at the Proficient user level in general computer knowledge, Internet, e-mail and presentation software. 60% of above named staff will indicate that they are Proficient users of spreadsheet and database software as reported on their personal Technology Assessment Profiles.

Implementation Plan:

- Continue the piloting and expansion process to assure that our technology tools for facilitating desktop access to (and analysis of) student achievement data to teachers and the site administrator has maximum effectiveness.
- Expand both leadership of, and depth/breadth of our slate of technology inservices offered for professional development and training. Examples include publisher resources that support instruction of adopted programs, professional use of presentation software, spreadsheets and electronic grade and lesson plan books.
- Continue support for our Technology Committee as they are trained both within, and outside of the district. Build in time for the Committee to share training with all staff.
- Continue to plan all staff professional development for technology competencies based on the annual needs assessment.

Monitoring and Evaluation Criteria and Process:

Staff members who will lead and perform duties related to monitoring and evaluating progress toward meeting our site technology goals are:

Principal, Technology Committee, Site Leadership Team, School Site Council and ELAC (English Language Advisory Committee)

Goals Addressed	Evaluation Instruments and Data To be collected	Frequency of Collection	Process to Monitor
1a, 2a	California School Technology Survey <ul style="list-style-type: none"> • Percentage of teacher professional use of technology • Percentage of administrator use of technology • Percentage of student use of technology • Amount of time technology is used in addressing content standards 	Annually	Annually, the Principal, Technology Committee, the Site Leadership Team, School Site Council and ELAC will review, synthesize, analyze, and make adjustments to our site Technology Plan for assurance that we continue to meet our goals and remain aligned to the goals in our Site Plan, and the District Five Year Technology Plan
1a, 2a	CTAP Technology Assessment Profile <ul style="list-style-type: none"> • Teacher responses for personal use for classroom management and instruction • Teacher responses for student use 	Annually	

1a, 2a	Site Technology Committee <ul style="list-style-type: none"> • Committee member lists • Meeting and inservice sign in sheets • Agendas 	Each Meeting and Inservice Session	
1a, 2a	Student Work Products <ul style="list-style-type: none"> • Samples of benchmark assignments in various technology based programs (Rosetta Stone, Avenues, High Point, etc.) 	Annually	
1a, 2a	Assessment Results <ul style="list-style-type: none"> • STAR/ CST • CELDT • Formal in informal teacher feedback about Internet based resources • Survey data 	Annually	
1a, 2a	School Technology Plan <ul style="list-style-type: none"> • Goals and Implementation Activities and Timeline. 	Annually	

Goals for Infrastructure Development and Hardware

Goal 3a:

As the use of technology for curriculum, instruction and data management increases and helps us progress toward our goals for support and equity for all student subgroups (including focus on our ELL and SED students), essential tasks must be completed in the classroom. We have begun the process of establishing specifications for both teacher and student hardware and software.

Student Workstations:

- In Primary classrooms we are working to add enough computers to average a ratio of 7 students to 1 computer (decrease over time)
- In Upper grade classrooms we are working to add enough computers to average a ratio of 5 or 6 students to 1 computer (decrease over time)
- Connectivity and compatibility to local area network/ operating systems
- Internet access and current browser
- Expand software for spreadsheets and database software
- Provide graphics and multimedia software
- Provide and demonstrate use of presentation software
- Increase number of networked printers

Teacher Workstations:

- Basic student configuration listed above
- Administrative support software for attendance, grades and student data
- Connectivity to presentation device
- Increase number of networked printers for teacher use
- Access (develop a checkout system from Library Media Center) Sony Digital Projector for use in classroom instruction

Library Media Center Student Workstations:

- Connectivity to school local area network
- CD-ROM capability
- Internet access and current browser
- Word processing and spreadsheet software
- Graphics and multimedia software
- Increase number of networked printers

Library Media Center Tech Workstation:

- Basic student configuration as listed above
- Connectivity to presentation device
- Student workstation monitoring capability
- Follett OPAC software for catalog and record maintenance

Funding Source to Implement Site Technology Plan

As part of the site based decision making process, many decisions regarding technology purchases are made in collaboration between our Principal, the Site Leadership Team, School Site Council and ELAC, with consensus building and agreement from our entire school staff. District general fund dollars help defray our school costs for network infrastructure and access to the Internet. Our school has access to discretionary budgets from sources such as block grants and categorical funds (both federal and state), which we may use toward hardware purchases, software purchases and upgrades needed to support our instructional programs. . We will continue to explore and maximize (along with the District) resources for funding such as the K-12 Technology Voucher Program, Title II Part D Technology Formula Grants and Title V funds for educational technology.

Professional Development

In the coming school year, 2008-2009 we have listed plans, funding and timelines for Professional Development that supports technology competencies:

- At the school site (available to teachers and support staff) 1) Inservices offered by district Technology personnel, teachers with proficient and beyond skill levels and the site Technology Committee. 2) Site Technology Committee is working to develop and implement a system for teacher/staff to support their needs as they utilize technology in the classroom.
- Outside training and conferences- The Technology Committee, along with interested teachers and staff members can participate in training sessions and conference events (CUE Conference is one example)
- District training will continue for our Technology Committee.
- Our Technology Plan for professional development will coordinate with our Schilling Site Plan goals for development and training.

Appendix C
Homework Policy
Not Available

Appendix D
Parent Involvement Policy

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

Schilling 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.

Families provide the primary educational environment.

Parent involvement in their children's education improves student achievement.

Parent involvement in children's education is more important to student success than family income or education.

Parent involvement with the school is most effective when it is supportive, long-lasting, and well-planned.

The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.

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 Schilling School believes that the education of its students is a shared responsibility 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

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

Shared Responsibilities

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

The **compact** shall:

Be signed by all parties – parent, student, teacher(s), and principal – and a copy give to the parent and student. The responsibilities of each party will be discussed at parent-teacher conferences, Back-To-School Night, orientation meetings and other appropriate times.

Describe how the school staff will be responsible for providing a high-quality instructional program that enables students to meet the California Content Standards, and for providing a safe, nurturing learning environment for all students.

Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, television viewing, and participating in decisions relating to their child's education.

Describe how students will take responsibility for coming to school to work as learners.

Building Parental Involvement

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

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:

State Content Standards and achievement goals all students are expected to meet.

The requirements of Title I

How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.

Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc..

Effective use of resources provided by the school that support and encourage parental involvement in their child's education.

These informational meetings for the 2008-2009 school year will include the following:

- September-** Back to School Night- informational presentation to all parents by principal
- October –** Title I Meeting - information regarding State Content Standards, Title I Requirements, Interpreting STAR reports
- November-** Title I Meeting- information on strategies to use at home to support students with homework
- November-** Family Literacy Night
- January -** Community Resource Fair- information on support and services available in the Tri-City area that serve to support parents and families
- February-** Family Math Night
- March-** Title I Meeting- information on strategies to use at home to support students and prepare for standardized testing
- March-** Family Science Night
- April –** Title I Meeting- collaboration and input on the development of the Single School Plan, Home School Compact and Parent Involvement Policy
- May-** Open House

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children’s education by using strategies to:

- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and, to the extent required and practical, in a language parents understand.
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
- Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Club and other decision-making groups at school.
- Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.

3. To further the goal of effective parent involvement, **school staff** will:

Examine and adopt model parent involvement programs such as PESA (Parent Expectation Supports Achievement), Joyce Epstein’s Six Keys to Effect Parent Involvement and/or Developmental Studies Caring School Community “*Schoolwide Community-Building*” and “*At Home in our Schools*”. Work with and support a parent group (such as PTC) 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, ELAC, PTC, and Title I Advisory Committee.

Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families, in need of assistance, to appropriate services.

Provide other support and services as required by parents.

Accessibility

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

Appendix E Parent Survey

Schilling 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	68	29.31%	95	26.69%	91	27.74%
Very	91	39.22%	153	42.98%	156	47.56%
Somewhat	43	18.53%	54	15.17%	56	17.07%
Not At All	4	1.72%	3	.84%	3	.91%
Don't Know/Not Enrolled	1	0.43%	3	.84%	4	1.22%
(Not Answered)	25	10.78%	48	13.48%	18	5.49%
TOTAL RESPONSES	232	100%	356	100%	328	100
WRITING						
Extremely	58	25.11%	88	24.58%	86	25.98%
Very	85	36.80%	152	42.46%	154	46.53%
Somewhat	54	23.38%	53	14.80%	59	17.82%
Not At All	4	1.73%	5	1.40%	2	.60%
Don't Know/Not Enrolled	1	0.43%	1	.28%	3	.91%
(Not Answered)	29	12.55%	59	16.48%	27	8.16%
TOTAL RESPONSES	231	100%	358	100%	331	100%
MATHEMATICS						
Extremely	76	33.19%	100	28.09%	93	27.27%
Very	79	34.50%	141	39.61%	142	43.16%
Somewhat	32	13.97%	49	13.76%	56	17.02%
Not At All	4	1.75%	10	2.81%	7	2.13%
Don't Know/Not Enrolled	2	0.87%	4	1.12%	5	1.52%
(Not Answered)	36	15.72%	52	14.6%	26	7.90%
TOTAL RESPONSES	229	100%	356	100%	329	100%

	2005-2006		2005-2006		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	52	22.41%	79	22.19%	63	19.09%
Very	84	36.21%	131	36.80%	142	43.03%
Somewhat	54	23.28%	58	16.29%	81	24.55%
Not At All	4	1.72%	9	2.53%	3	.91%
Don't Know/Not Enrolled (Not Answered)	3 35	1.29% 15.09%	12 67	3.37% 18.82%	11 30	3.33% 9.09%
TOTAL RESPONSES	232	100%	356	100%	330	100%
SCIENCE						
Extremely	60	25.86%	83	23.25%	69	20.85%
Very	86	37.07%	125	35.01%	139	41.99%
Somewhat	41	17.67%	56	15.69%	69	20.85%
Not At All	5	2.16%	4	1.12%	9	2.72%
Don't know/Not enrolled (Not Answered)	0 40	0% 17.24%	14 75	3.92% 21.01%	10 35	3.02% 10.57%
TOTAL RESPONSES	232	100%	357	100%	331	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	60	25.86%	82	22.91%	84	25.53%
Very	87	37.50%	133	37.15%	135	41.03%
Somewhat	46	19.83%	52	14.53%	63	19.15%
Not At All	3	1.29%	9	2.51%	5	1.52%
Don't know/Not enrolled (Not Answered)	1 35	0.43% 15.09%	6 76	1.68% 21.23%	11 31	3.34% 9.42%
TOTAL RESPONSES	232	100%	358	100%	329	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	53	23.04%	75	20.89%	86	26.30%
Very	83	36.09%	132	36.77%	142	43.43%
Somewhat	45	19.57%	60	16.71%	60	18.35%
Not At All	10	4.35%	7	1.95%	5	1.53%
Don't Know/Not Enrolled	4	1.74%	10	2.79%	5	1.53%
(Not Answered)	35	15.22%	75	20.89%	29	8.87%
TOTAL RESPONSES	230	100%	359	100%	327	100%

USE OF ART IN THE CURRICULUM

Extremely	30	12.99%	49	13.65%	57	17.22%
Very	65	28.14%	98	27.30%	112	33.84%
Somewhat	50	21.65%	77	21.45%	75	22.66%
Not At All	12	5.19%	12	3.34%	20	6.04%
Don't Know/Not Enrolled	24	10.39%	24	6.69%	21	6.34%
(Not Answered)	50	21.65%	99	27.58%	46	13.90%
TOTAL RESPONSES	231	100%	359	100%	331	100%

GRADE 4-6 INSTRUMENTAL MUSIC

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

Extremely	15	6.49%	23	6.41%	24	7.27%
Very	21	9.09%	33	9.19%	24	7.27%
Somewhat	12	5.19%	14	3.90%	16	4.85%
Not At All	9	3.90%	5	1.39%	7	2.12%
Don't know/Not enrolled	25	10.82%	39	10.86%	53	16.06%
(Not Answered)	149	64.50%	245	68.25%	206	62.42%
TOTAL RESPONSES	231	100%	359	100%	330	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	14	6.06%	18	5.03%	10	3.04%
Very	6	2.60%	25	6.98%	20	6.08%
Somewhat	3	1.30%	9	2.51%	5	1.52%
Not At All	6	2.60%	1	.28%	5	1.52%
Don't know/Not enrolled	35	15.15%	48	13.41%	54	16.41%
(Not Answered)	167	72.29%	257	71.79%	235	71.43%
TOTAL RESPONSES	231	100%	358	100%	329	100%

PROGRAM FOR ENGLISH LEARNERS

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

Extremely	19	8.19%	22	6.15%	20	6.06%
Very	10	4.31%	28	7.82%	30	9.09%
Somewhat	9	3.88%	12	3.35%	18	5.45%
Not At All	4	1.72%	1	.28%	2	.61%
Don't Know/Not Enrolled	33	14.22%	38	10.61%	51	15.45%
(Not Answered)	157	67.67%	257	71.79%	209	63.33%
TOTAL RESPONSES	232	100%	358	100%	330	100%

TITLE I PROGRAM

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

Extremely	7	3.03%	3	.84%	3	.91%
Very	6	2.60%	4	1.12%	9	2.72%
Somewhat	1	0.43%	7	1.96%	4	1.21%
Not At All	2	0.87%	4	1.12%	1	.30%
Don't Know/Not Enrolled	38	16.45%	47	13.13%	59	17.82%
(Not Answered)	177	76.62%	293	81.84%	255	77.04%
TOTAL RESPONSES	231	100%	358	100%	331	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
GATE						
(Answer only if your child participates in this program.)						
Extremely	12	5.17%	14	3.91%	14	4.23%
Very	8	3.45%	11	3.07%	16	4.83%
Somewhat	3	1.29%	7	1.96%	10	3.02%
Not At All	9	3.88%	4	1.12%	3	.91%
Don't know/Not enrolled	37	15.95%	43	12.01%	52	15.71%
(Not Answered)	163	70.26%	279	77.93%	236	71.30%
TOTAL RESPONSES	232	100%	358	100%	331	100%

D.A.R.E.

(Drug Awareness Resistance Education)

Extremely	62	26.72%	86	23.96%	76	22.96%
Very	42	18.10%	79	22.01%	62	18.73%
Somewhat	16	6.90%	21	5.85%	28	8.46%
Not At All	3	1.29%	2	.56%	9	2.72%
Don't know/Not enrolled	24	10.34%	23	6.41%	39	11.78%
(Not Answered)	85	36.64%	148	41.23%	117	35.35%
TOTAL RESPONSES	232	100%	359	100%	331	100%

I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.

Strongly Agree	44	18.97%	74	20.67%	80	24.46%
Agree	117	50.43%	182	50.84%	180	55.05%
Disagree	18	7.76%	12	3.35%	17	5.20%
Strongly Disagree	4	1.72%	3	.84%	6	1.83%
No Opinion	14	6.03%	22	6.15%	17	5.20%
(Not Answered)	35	15.09%	65	18.16%	27	8.26%
TOTAL RESPONSES	232	100%	358	100%	327	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I am informed on the NUSD Promotion and Retention Criteria.						
Strongly Agree	30	13.10%	43	12.01%	58	17.74%
Agree	74	32.31%	123	34.36%	150	45.87%
Disagree	26	11.35%	40	11.17%	32	9.79%
Strongly Disagree	3	1.31%	8	2.23%	10	3.06%
No Opinion	47	20.52%	55	15.36%	38	11.62%
(Not Answered)	49	21.40%	89	24.86%	39	11.93%
TOTAL RESPONSES	229	100%	358	100%	327	100%

I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.

Strongly Agree	107	46.12%	158	44.26%	155	46.97%
Agree	85	36.64%	124	34.73%	131	39.70%
Disagree	6	2.59%	5	1.40%	10	3.03%
Strongly Disagree	2	0.86%	4	1.12%	2	.61%
No Opinion	0	0%	3	.84%	5	1.52%
(Not Answered)	32	13.79%	63	17.65%	27	8.18%
TOTAL RESPONSES	232	100%	357	100%	330	100%

I am kept informed about school programs and upcoming events.

Strongly Agree	81	34.91%	128	35.96%	146	44.65%
Agree	101	43.53%	126	35.39%	134	40.98%
Disagree	11	4.74%	20	5.62%	13	3.98%
Strongly Disagree	2	0.86%	2	.56%	2	.61%
No Opinion	3	1.29%	7	1.97%	2	.61%
(Not Answered)	34	14.66%	73	20.51%	30	9.17%
TOTAL RESPONSES	232	100%	356	100%	327	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	57	24.57%	105	29.33%	148	44.98%
Agree	80	34.48%	119	33.24%	114	34.65%
Disagree	7	3.02%	6	1.68%	11	3.34%
Strongly Disagree	4	1.72%	5	1.40%	4	1.22%
No Opinion	42	18.10%	48	13.41%	19	5.78%
(Not Answered)	42	18.10%	75	20.95%	33	10.03%
TOTAL RESPONSES	232	100%	358	100%	329	100%

My child's teacher is available/accessible, returns my calls and answers my questions or concerns.

Strongly Agree	100	43.29%	150	42.25%	168	50.76%
Agree	84	36.36%	120	33.80%	119	35.95%
Disagree	1	0.43%	3	.85%	6	1.81%
Strongly Disagree	2	0.87%	0	0%	2	.60%
No Opinion	10	4.33%	10	2.82%	5	1.51%
(Not Answered)	34	14.72%	72	20.28%	31	9.37%
TOTAL RESPONSES	231	100%	355	100%	331	100%

My school informs me of opportunities for me to volunteer at school.

Strongly Agree	65	28.14%	101	28.21%	140	42.81%
Agree	98	42.42%	158	44.13%	137	41.90%
Disagree	14	6.06%	10	2.79%	18	5.50%
Strongly Disagree	2	0.87%	1	.28%	6	1.83%
No Opinion	10	4.33%	14	3.91%	0	0%
(Not Answered)	42	18.18%	74	20.67%	26	7.95%
TOTAL RESPONSES	231	100%	358	100%	327	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	69	29.74%	122	34.17%	134	40.61%
Agree	89	38.36%	137	38.38%	144	43.64%
Disagree	12	5.17%	17	4.76%	13	3.94%
Strongly Disagree	5	2.16%	1	.28%	1	.30%
No Opinion	7	3.02%	7	1.96%	6	1.82%
(Not Answered)	50	21.55%	73	20.45%	32	9.70%
TOTAL RESPONSES	231	100%	357	100%	330	100%

I am informed of the NUSD Homework Policy.

Strongly Agree	38	16.38%	73	20.51%	97	29.66%
Agree	95	40.95%	131	36.80%	152	46.48%
Disagree	16	6.90%	23	6.46%	15	4.59%
Strongly Disagree	4	1.72%	5	1.14%	8	2.45%
No Opinion	32	13.79%	36	10.11%	19	5.81%
(Not Answered)	47	20.26%	88	24.72%	36	11.01%
TOTAL RESPONSES	232	100%	356	100%	327	100%

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

Strongly Agree	66	28.45%	108	30.25%	123	37.39%
Agree	104	44.83%	151	42.30%	155	47.11%
Disagree	7	3.02%	8	2.24%	8	2.43%
Strongly Disagree	1	0.43%	2	.56%	1	.30%
No Opinion	4	1.72%	11	3.08%	7	2.13%
(Not Answered)	232	100%	77	21.57%	35	10.64%
TOTAL RESPONSES			357	100%	329	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	36	15.52%	76	21.35%	93	28.53%
Agree	71	30.60%	127	35.67%	142	43.56%
Disagree	27	11.64%	15	4.21%	24	7.36%
Strongly Disagree	16	6.90%	18	5.06%	10	3.07%
NO Opinion	34	14.66%	32	8.99%	22	6.75%
(Not Answered)	48	20.69%	88	24.72%	35	10.74%
TOTAL RESPONSES	232	100%	356	100%	326	100%

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

Strongly Agree	62	26.72%	98	27.30%	132	40.37%
Agree	101	43.53%	148	41.23%	152	46.48%
Disagree	16	6.90%	16	4.46%	5	1.53%
Strongly Disagree	2	0.86%	4	1.11%	4	1.22%
No Opinion	6	2.59%	21	5.85%	4	1.22%
(Not Answered)	45	19.40%	72	20.06%	30	9.17%
TOTAL RESPONSES	232	100%	359	100%	327	100%

School Climate: My child feels safe at school.

Strongly Agree	62	26.84%	101	28.13%	138	41.82%
Agree	98	42.42%	156	43.45%	149	45.15%
Disagree	11	4.76%	12	3.34%	10	3.03%
Strongly Disagree	2	0.87%	4	1.11%	3	.91%
No Opinion	5	2.16%	13	3.62%	4	1.21%
(Not Answered)	53	22.94%	73	20.33%	26	7.88%
TOTAL RESPONSES	231	100%	359	100%	330	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.						
Strongly Agree	51	21.98%	82	22.97%	93	28.27%
Agree	99	42.67%	158	44.26%	159	48.33%
Disagree	21	9.05%	22	6.16%	22	6.69%
Strongly Disagree	3	1.29%	6	1.68%	5	1.52%
No Opinion	8	3.45%	20	5.60%	12	3.65%
(Not Answered)	50	21.55%	69	19.33%	38	11.55%
TOTAL RESPONSES	232	100%	357	100%	329	100%

School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	83	35.78%	132	36.97%	144	43.77%
Agree	86	37.07%	130	36.41%	136	41.34%
Disagree	5	2.16%	6	1.68%	3	.91%
Strongly Disagree	2	0.86%	2	.56%	6	1.82%
No Opinion	5	2.16%	10	2.80%	8	2.43%
(Not Answered)	51	21.98%	77	21.57%	32	9.73%
TOTAL RESPONSES	232	100%	357	100%	329	100%

School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	68	29.31%	104	28.97%	109	33.03%
Agree	91	39.22%	148	41.23%	154	46.67%
Disagree	5	2.16%	9	2.51%	20	6.06%
Strongly Disagree	2	0.86%	3	.84%	6	1.82%
No Opinion	14	6.03%	22	6.13%	12	3.64%
(Not Answered)	52	22.41%	73	20.33%	29	8.79%
TOTAL RESPONSES	232	100%	359	100%	330	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My child is excited to come to school.						
Strongly Agree					127	38.48%
Agree					143	43.33%
Disagree					11	3.33%
Strongly Disagree					2	.61%
No Opinion					5	1.52%
(Not Answered)					42	12.73%
TOTAL RESPONSES					330	100%

My child is self motivated to do well at school.

Strongly Agree	129	39.09%
Agree	148	44.85%
Disagree	9	2.73%
Strongly Disagree	2	.61%
No Opinion	4	1.21%
(Not Answered)	38	11.52%
TOTAL RESPONSES	330	100%

My child is performing academically to the best of his/her ability.

Strongly Agree	98	29.79%
Agree	155	47.11%
Disagree	17	5.17%
Strongly Disagree	5	1.52%
No Opinion	11	3.34%
(Not Answered)	43	13.07%
TOTAL RESPONSES	329	100%

I am satisfied with the school lunch program menu and food served.

Strongly Agree	82	24.92%
Agree	131	39.82%
Disagree	33	10.03%
Strongly Disagree	15	4.56%
No Opinion	28	8.51%
(Not Answered)	40	12.16%
TOTAL RESPONSES	329	100%

I would like information about healthy food choices for my child.

Strongly Agree	75	22.80%
Agree	113	34.35%
Disagree	36	10.94%
Strongly Disagree	30	9.12%
No Opinion	37	11.25%
(Not Answered)	38	11.55%
TOTAL RESPONSES	329	100%