

Newark Unified School District
H. A. Snow Elementary School
01-61234-6001473

School Plan
2008-2009

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School Site Council Membership

School H. A. Snow 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
Jan Schmitt	[X]	[]	[]	[]	[]
Yolanda Dias	[]	[]	[]	[X]	[]
Jayne De Witt	[]	[]	[X]	[]	[]
Laurie Bogisich	[]	[]	[]	[X]	[]
LuAnn Sorensen	[]	[]	[]	[X]	[]
Chris Accarizzi	[]	[X]	[]	[]	[]
Andrew Poon	[]	[X]	[]	[]	[]
Melinda Pickens	[]	[X]	[]	[]	[]
Elia Rodriguez	[]	[]	[]	[X]	[]
Terry Van Eck	[]	[]	[]	[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.

H. A. Snow 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

Snow Elementary School's Mission Statement: For all... a school of learning... a school of caring...
a school of high expectations... a school of sharing... a school of friendship... a school of belonging...
a school of excellence.

Snow Elementary School's Vision Statement: Snow School will strive to maintain a high quality learning environment where students and staff are safe and secure at all times and may focus on their primary objective – the academic and social/ethical education of all its students.

School Description

Snow Elementary School is one of eight elementary schools in the Newark Unified School District. Students in Kindergarten through Third grade are taught in groups of no more than twenty students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant.

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

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

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

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

Description of School Programs

Snow is committed to meeting the needs of our changing population. Our vision statement focuses students, staff, and parents on the mission of our school. We provide a continuum of programs to meet student needs, which include:

- Gifted and Talented Education (GATE).
- Before and after school interventions
- English Language Learner program
- Breakfast and lunch programs
- Special education services including Speech and Language, a Resource Specialist Program, a Special Day class, Adaptive Physical Education specialist and a school psychologist who provides social skills interventions
- Band
- Drug Abuse Resistance Education (DARE)/Gang Resistance Education and Training (GREAT)
- Physical Education Specialist (1st-6th)
- Science Resource Teacher (1st-6th)
- Native Language tutors
- Community Based English Tutoring (CBET)
- After school recreation (in partnership with the community)
- Child care (before and after school)
- After school ELD parent-student homework club
- Music for Minors K-1

SUPPLEMENTARY PROGRAMS

Title I

Program Goal:

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

Title II Part A Teacher Quality

Program Goal:

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

To increase student academic achievement by improving teacher quality.

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

Teacher surveys indicate a need for staff development in a number of areas. Universal access for all students through differentiated instruction and time management for all subjects is important to staff members at Snow. A number of staff development opportunities were presented to the staff for 2007-2008. These include

- AB 466 Houghton-Mifflin training
- AB 466 Language! training
- AB 466 Scott-Foresman training
- Partnership Student Success in Science (PS3)
- Beginning Teacher Support and Assessment (BTSA)
- Grade level collaboration
- Individual conferences (example, California Association for the Gifted Conference; Marci Cook Conference; Data Driven Dialogue 4-day workshop, California Association for School Administrators—Special Education Conference; CAFE Conference; California Technology Institute; ACOE Safe Schools Planning Workshop; Anti-Bullying Conference; Smith-Lozano Legal Consortium, Autism Conference, Spanish for Teachers, Growing Learning Communities sponsored by UC Berkeley)
- Comprehensive Sexuality Education for 5th and 6th grade teachers
- Scott-Foresman Social Studies training for 2006-2007
- DSC's—Being a Writer training for 2007-2008, sixth grade teachers

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.

Access to technology is a primary goal for Snow staff. In order to provide quality access to all students, a number of actions have been taken which will impact the next years. These include

- In 2007-2008, the purchase of 18 Dell PC computers (13 for classroom use, 1 for the computer lab, and four additional computers for the library) The purchase of 10 ELMOS and LCD Projectors, 8 N-Computing Terminal kits with 24 Monitors displays, and 24 keyboards.

The purchase of subscriptions to Enchanted Learning, and Campus Grid

- Use of Make Sense Strategies graphic organizers, and 3rd and 6th grade high achieving students have been putting together Power Point

presentations for teacher and student use

Use of Leap Pads 2007-2008

- Use of Kidspiration through Avenues intervention program
- Special Day Class has access to Upgraded Read 180 (8 PC's purchased by District)
- Individual student pages in 5th grade on Campus Grid
- Purchase of Mavis Beacon typing program for keyboarding skills (grades 4-6)
- Purchase of Reader Rabbit Phonics Program (grades K-3)
- Use of Internet for research
- Online Scott Foresman intervention for math
- Development of word processing skills
- Audio-visual connection between computers and television allows student access to DVDs.
- All teachers have district email accounts and classroom phones with message system used by staff and parents.

- 5th grade videotaping of oral presentations
- Use of Dyn-ed and Rosetta Stone for ELD students
- Online, electronic report cards
- School year-book on computer

A goal for all teachers is to continue to learn more about and utilize the technology we have to enhance student learning and parent involvement. We implemented site training for teachers in Campus Grid, Power Point, Excel and other programs/computer skills.

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.

Supplementary programs and services for Limited English Proficient students and their families are a high priority at Snow School. We provide translation of all school-wide, home-school, and classroom based communications. We also provide

- English Language Development Specialist's services
- Access to Spanish/English dictionaries and materials
- Use of Avenues and Highpoint materials for ELD students
- Electronic translation for Back-to-School Night, parent conferences, and IEPs.
- Dial-up telephone translation for multiple languages
- Bilingual aide
- Native Language tutor
- Differentiated instruction
- Spanish for Educators classes through Alameda County Office of Education
- Translation booklets with common phrases
- Scott-Foresman math glossary in five languages
- Rosetta Stone
- Use of Leap Pads – Language First and Dyn-Ed for lower grade students; Rosetta Stone in use for upper grade students

Staff members' goal for 2008-2009 is to increase parent outreach, to continue use of Rosetta Stone, Leap Pad/Quantum Pads, Dyn-Ed, and to provide an opportunity for staff members to learn Spanish.

Title IV Safe and Drug Free Schools

Program Goals:

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

The Newark Unified School District and Snow School has a commitment to safe and drug free schools. Among the awareness programs and activities are the following

- Drug Abuse Resistance Education (DARE)
- Gang Resistance Education and Training (GREAT) for 3rd and 5th grade students
- Red Ribbon Week activities and assembly
- Instruction in Toward No Tobacco Use (TNT) for 5th grade
- Bully-free assembly for all students
- School-wide management program (including "green" slips, "yellow" slips, and "pink" slips) to monitor and reward appropriate behavior
- Character education (DSC Caring School Community, Buddies, and Values Program)
- Comprehensive Sexuality Education curriculum for 5th and 6th grade students
- Social skills groups with school psychologist
- Access to district behaviorist when specific needs arise
- School Environment Focus Group

Our goal is to more fully implement the DSC Caring School Community components and programs that support anti-bullying attitudes and practices.

Title V

Program Goal:

To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.

To meet the needs of at-risk students.

Our plan is to provide support for activities that encourage innovation and enhancement of learning through broad-based media applications. These include

- On-going allocation of funds to the library program for purchase of books to meet the needs of at risk students and English Language Learners
- Young Author's Program used to encourage/develop writing
- Media journal of science camp experiences
- Powerpoint presentations for labs in science
- Leapfrog videos (K-1)
- Leap Pads/Quantum Pads (K-6)
- Video taping of oral presentations
- Classroom web pages; some classrooms with individual student pages
- DVD access in each classroom
- Use of Social Studies technology

Our goal is to continually update technology in our school. This includes the implementation of technology resources in the content areas (social studies and science). Continue the use of Read 180 for Special Day Class students.

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.

At Snow, our focus is on developing fluency and literacy in English for all students. To support the learning of English Language Learners we have provided:

- Half-time ELD Specialist
Bilingual Aide, 3 hours per day
- Native Language Tutor , 2 days a week for 2.5 hours
- Small groups for differentiated instruction
- Listening centers
- Peer tutoring
- Use of Avenues and High Point
- Universal access components in Houghton-Mifflin and Scott-Foresman
- CLAD or CETL certification of all classroom teachers
- Leap Pads/Quantum Pads, Dyn-Ed, and Rosetta Stone
- ELD parent-student homework club

Our goal is to continue programs and services above and also to explore availability of content books and text books in a variety of languages for students fluent in their native language, especially in grades 2-6.

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.

Gifted and talented students have needs that can and should be met in the classroom. Snow provides classroom differentiation via G.A.T.E. certified teachers. Teachers do the following:

- Use various intelligences (kinesthetic, musical, etc.) to stimulate learning
- Use student-generated rubrics to evaluate learning
- Use G.A.T.E. strategies: curriculum compacting; acceleration and enrichment; differentiation strategies; and individualized interventions
- Use individualized projects to extend learning
- Encourage student interests and exploration through classroom extensions

- Use of icons of depth and complexity
- Use of T.A.B.A. – elegant classification
- Use of universal theme

Our goal is to continue to identify gifted and talented students through an identification test and use of portfolios at 3rd and 6th grades. Our goal is to have all teachers in 4th through 6th grade G.A.T.E. certified during the 2008-2009 school year. Continued professional development in how to apply differentiated instruction for all learners is also a goal.

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.

- It is our plan for the 2008-2009 school year to again distribute ribbons during Red Ribbon Week, have a Red Ribbon assembly, and have posters made by the students hung in our hallways and cafeteria.
- Instruction for 5th grade students will be provided in Toward No Tobacco Use (TNT) Program.
- Continue DARE (Drug Awareness Resistance Education) program.

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.

Students with exceptional needs are identified, assessed and provided a free appropriate public education (F.A.P.E.) in a number of special education programs and related services. They include:

- Student Study Team (general education program)
- 504 plans (general education program)
- Individualized Education Program Team (assessment and identification)
- Resource Specialist Program (a pull-out program by grade level) for English Language Arts and math, consisting of one teacher and an aide.
- Special Day Class for grades 4 – 6, consisting of one special education teacher and an aide, with mainstreaming where applicable (classroom meetings, P.E., Science, lunch, computer lab, assemblies and field trips).
- Speech and Language Program
- Adaptive Physical Education (when student need is identified). There were no students identified during the 2007-2008 school year. Modified P.E. is applicable when specified in an I.E.P.
- District Behaviorist (as needed for specific needs)
- Programs/services also include meeting the needs of students with high incidence disabilities in the least restrictive environment.

Our goal is to continue to meet needs of students with disabilities through appropriate programs and ongoing staff education.

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.

The School Improvement Program (SIP) continues to support teachers and students at Snow School. Some of this support includes, but is not limited to the following:

- Young Authors' Program
- Assemblies
- Gifted and Talented Education (G.A.T.E.)
- Conferences for staff development, e.g. Spanish for Educators
- Supplies and materials (i.e., Scholastic News, leveled readers, intervention instruction and materials, garden project materials)
- Media specialist support (in partnership with district support, Media specialist provides programs for each classroom, book fairs, parent-student access, and for access for all)

Our goal is to purchase computer tables, and other furniture as needed for the classrooms, CD players for classrooms, a sound system for the multipurpose room, and to take an inventory of individual classroom needs for supplies and provide ongoing staff development.

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

Program Goal:

Grants

Program Goal: To improve school environment and educational processes

-

Snow staff, School Site Council, and Student Council work collaboratively to meet needs as they arise. Site plan addresses many areas to guide the decision-making process. Individual staff members are encouraged to explore and write grants for specific purposes to enhance programs and services in their classrooms and at Snow School.

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

SCHOOL DEMOGRAPHIC DATA

ENROLLMENT	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Enrollment (CBEDS)	426	416	429	427
% African American	8%	7.9%	8%	6.8%
% Asian	10%	11.1%	11.68%	10.5%
% Filipino	9%	10.8%	10%	10.5%
% Hispanic	40%	40.6%	46%	48%
% Pacific Islander	4%	4.3%	2.68%	2.1%
% White	27%	24.0%	20.19%	20.1%
% Free/Reduced Lunch	41%	39%	41%	45%
% English Language Learners	28%	26.0%	29%	35%
% Initially or Redesignated Fluent	17%	17%	16%	19%
# Redesignated Fluent by Year	14	21	16	24
% Special Education Services	11%	12%	13%	10.77%
% Mobility (New to School Site, Not K)	99 %	96 %	93 %	92.4%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	85.7 %	100 %	100%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	119	99	118	139
# Advanced	6	13	5	9
# Early Advanced	35	44	44	51
# Intermediate	49	31	48	50
# Early Intermediate	22	10	14	19
# Beginner	7	1	7	10

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	94%	96.45%	96.76%	
Total Identified Truants	81	87	90	

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	49.5	Yes	100	43.1	Yes	100	44.0	Yes
Hispanic	100	42.5	Yes	100	33.3	Yes	99	34.7	Yes
White	100	57.9	Yes	100	43.7	Yes	100	47.5	Yes
English Learners	100	39.0	Yes	100	37.7	Yes	100	27.8	Yes
Socioeconomically Disadvantaged	100	32.8	Yes	100	29.7	Yes	99	28.9	Yes

ADEQUATE YEARLY PROGRESS (AYP)	2004 - 2005			2005 – 2006			2006-2007		
	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA	PARTICIPATION	PROFICIENT	MET CRITERIA
Mathematics									
Schoolwide	100	61.2	Yes	100	54.8	Yes	100	54.9	Yes
Hispanic	99	58.0	Yes	100	53.5	Yes	99	53.7	Yes
White	100	61.8	Yes	100	50.7	Yes	100	45.8	Yes
English Learners	99	60.6	Yes	100	51.6	Yes	100	52.2	Yes
Socioeconomically Disadvantaged	99	46.0	Yes	100	39.0	Yes	99	48.8	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	763	761	-2	No	761	763	2	Yes	765	762	-3	No
Hispanic	708	727	19	Yes	727	731	4	Yes	733	734	1	No
White	800	792	-8	No	792	764	-28	No	762	757	-5	No
Sociologically Disadvantaged	660	675	15	Yes	675	693	18	Yes	694	711	17	Yes
English Learners	-	-	-	-	730	752	22	Yes	750	723	-27	No

SCHOOL ACHIEVEMENT DATA

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

ELA	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	Proficient or Above	57.0	40.0	49.0	43.0	31.0	32.0	62.0	53.0	45.0	45.0	39.0	43.0	40.0	47.0
Advanced	8	12	13	12	7	12	13	26	25	21	13	13	19	22	15
Proficient	49	28	36	31	24	20	49	27	20	24	26	30	21	25	24
Basic	20	38	33	24	41	38	19	31	34	27	30	30	37	31	27
Below Basic	10	15	11	22	19	25	6	10	8	12	15	16	15	14	25
Far Below Basic	12	7	7	10	9	5	13	6	13	15	17	13	7	9	9

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	73.0	53.0	65.0	62.0	64.0	55.0	71.0	55.0	45.0	44.0	54.0	55.0	58.0	47.0
Advanced	36	23	25	29	32	30	43	29	25	20	11	22	24	25	16
Proficient	37	30	40	33	32	25	28	26	20	24	43	33	34	22	25
Basic	12	37	25	21	25	22	13	27	30	17	17	19	18	25	29
Below Basic	15	8	9	14	11	22	9	15	20	17	13	19	15	20	18
Far Below Basic	0	2	0	3	2	2	9	3	7	23	17	8	9	9	11

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

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	31.0	42.0	42.0
Advanced	5	11	9
Proficient	26	31	33
Basic	29	31	31
Below Basic	24	13	13
Far Below Basic	17	13	14

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	49.5%	43.1%	44.0%
% English Learners	39%	37.7%	27.8%
% Economically Disadvantaged	32.8%	29.7%	28.9%
% Students with Disabilities	9.5%	16	17.8%
% African American	25.9%	27.3%	28.0%
% Asian	64.5%	55.2%	55.6%
% Hispanic	42.5%	33.3%	34.7%
% White	57.9%	43.7%	47.5%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	61.2%	54.8%	54.9%
% English Learners	60.6%	51.6%	52.2%
% Economically Disadvantaged	46%	39%	48.8%
% Students with Disabilities	22%	16%	24.4%
% African American	29.6%	22.7%	36.0%
% Asian	77.4%	75.9%	77.8%
% Hispanic	58%	53.5%	53.7%
% White	61.8%	50.7%	45.8%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	9	20	11	8
48900 (a.2) Willfully used force or violence			2	
48900 (b) Possess/Sale/Furnish Dangerous Object		1		
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion				
48900 (f) Cause/Attempt Damage to Property			2	
48900 (g) Stolen/Attempted to Steal Property		2	1	
48900 (h) Possession of Tobacco				1
48900 (i) Obscene Act/Vulgarity	1	5		
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority	3	8	9	2
48900 (l) Received Stolen Property				
48900 (m) Possess Imitation Firearm				1
48900 (n) Sexual Assault/Battery				
48900 (o) Harass/Threaten/Intimidate Witness				
48900 (p) Offer/Arrange/Sale of drug Soma				
48900 (q) Engaged/Attempted Hazing				
48900 (s) Aids or abets in attempted or infliction of physical injury				
48900.2 Committed sexual harassment (grs. 4-12)				2
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment		1		
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				
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	13	37	25	14

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%*	57%	63%
% Reported Feeling Bullied at School	46%*	41%	13%
% Reported Feeling Very Safe at School	60%*	43%	60%

Parent Survey Results

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

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
READING							
Extremely		78	31.33%	68	25.37%		%
Very		109	43.78%	130	48.51%		%
Somewhat		45	18.07%	39	14.55%		%
Not At All		3	1.20%	2	0.75%		%
Don't Know/Not Enrolled		1	0.40%	1	0.37%		%
(Not Answered)		13	5.22%	28	10.45%		%
TOTAL RESPONSES		249	100%	268	100%		%
WRITING							
Extremely		66	26.61%	74	27.41%		%
Very		112	45.16%	122	45.19%		%
Somewhat		49	19.76%	42	15.56%		%
Not At All		3	1.21%	6	2.22%		%
Don't Know/Not Enrolled		0	0%	0	0%		%
(Not Answered)		18	7.26%	26	9.63%		%
TOTAL RESPONSES		248	100%	270	100%		%
MATHEMATICS							
Extremely		83	33.74%	75	28.20%		%
Very		108	43.90%	119	44.74%		%
Somewhat		28	11.38%	42	15.79%		%
Not At All		4	1.63%	2	0.75%		%
Don't Know/Not Enrolled		0	0%	1	0.38%		%
(Not Answered)		23	9.35%	27	10.15%		%
TOTAL RESPONSES		246	100%	266	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		45	18.00%	53	19.63%		%
Very		114	45.60%	118	43.70%		%
Somewhat		55	22.00%	53	19.63%		%
Not At All		4	1.60%	3	1.11%		%
Don't Know/Not Enrolled		8	3.20%	7	2.59%		%
(Not Answered)		24	9.60%	36	13.33%		%
TOTAL RESPONSES		250	100%	270	100%		%
SCIENCE							
Extremely		47	19.03%	55	20.52%		%
Very		108	43.72%	118	44.03%		%
Somewhat		53	21.46%	48	17.91%		%
Not At All		7	2.83%	2	0.75%		%
Don't Know/Not Enrolled		7	2.83%	9	3.36%		%
(Not Answered)		25	10.12%	36	13.43%		%
TOTAL RESPONSES		247	100%	268	100%		%
PHYSICAL EDUCATION/HEALTH							
Extremely		60	24.10%	63	23.25%		%
Very		108	43.37%	111	40.68%		%
Somewhat		49	19.68%	45	16.61%		%
Not At All		3	1.20%	6	2.21%		%
Don't Know/Not Enrolled		4	1.61%	5	1.85%		%
(Not Answered)		25	10.04%	41	15.13%		%
TOTAL RESPONSES		249	100%	271	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		73	29.44%	74	27.61%		%
Very		102	41.13%	126	47.01%		%
Somewhat		34	13.71%	36	13.43%		%
Not At All		4	1.61%	1	0.37%		%
Don't Know/Not Enrolled		4	1.61%	0	0%		%
(Not Answered)		31	12.50%	31	11.57%		%
TOTAL RESPONSES		248	100%	268	100%		%
USE OF ART IN THE CURRICULUM							
Extremely		36	14.46%	35	12.92%		%
Very		89	35.74%	82	30.26%		%
Somewhat		64	25.70%	72	26.57%		%
Not At All		10	4.02%	7	2.58%		%
Don't Know/Not Enrolled		18	7.23%	20	7.38%		%
(Not Answered)		32	12.85%	55	20.30%		%
TOTAL RESPONSES		249	100%	271	100%		%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		10	4.00%	10	3.69%		%
Very		11	4.40%	26	9.59%		%
Somewhat		10	4.00%	3	1.11%		%
Not At All		7	2.80%	2	0.74%		%
Don't Know/Not Enrolled		48	19.20%	58	21.40%		%
(Not Answered)		164	65.60%	172	63.47%		%
TOTAL RESPONSES		250	100%	271	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		11	4.40%	9	3.33%		%
Very		16	6.40%	16	5.93%		%
Somewhat		4	1.60%	4	1.48%		%
Not At All		1	0.40%	2	0.74%		%
Don't Know/Not Enrolled		39	15.60%	56	20.74%		%
(Not Answered)		179	71.60%	183	67.78%		%
TOTAL RESPONSES		250	100%	270	100%		%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely		15	6.00%	6	2.22%		%
Very		16	6.40%	16	5.93%		%
Somewhat		3	1.20%	7	2.59%		%
Not At All		1	0.40%	0	0%		%
Don't Know/Not Enrolled		43	17.20%	57	21.11%		%
(Not Answered)		172	68.80%	184	68.15%		%
TOTAL RESPONSES		250	100%	270	100%		%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely		4	1.60%	3	1.11%		%
Very		4	1.60%	8	2.95%		%
Somewhat		2	1.20%	2	0.74%		%
Not At All		2	0.80%	0	0%		%
Don't Know/Not Enrolled		40	16.00%	58	21.40%		%
(Not Answered)		197	78.80%	200	73.80%		%
TOTAL RESPONSES		250	100%	271	100%		%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE (Answer only if your child participates in this program.)							
Extremely		6	2.40%	7	2.59%		%
Very		14	5.60%	6	2.22%		%
Somewhat		8	3.20%	5	1.85%		%
Not At All		5	2.00%	1	0.37%		%
Don't Know/Not Enrolled		38	15.20%	52	19.26%		%
(Not Answered)		179	71.60%	199	73.70%		%
TOTAL RESPONSES		250	100%	270	100%		%
D.A.R.E. (Drug Awareness Resistance Education)							
Extremely		59	23.79%	70	26.12%		%
Very		75	30.24%	58	21.64%		%
Somewhat		11	4.44%	16	5.97%		%
Not At All		4	1.61%	0	0%		%
Don't Know/Not Enrolled		17	6.85%	23	8.58%		%
(Not Answered)		82	33.06%	101	37.69%		%
TOTAL RESPONSES		248	100%	268	100%		%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		72	28.80%	50	18.45%		%
Agree		123	49.20%	134	49.45%		%
Disagree		16	6.40%	21	7.75%		%
Strongly Disagree		4	1.60%	3	1.11%		%
No Opinion		14	5.60%	20	7.38%		%
(Not Answered)		21	8.40%	43	15.87%		%
TOTAL RESPONSES		250	100%	271	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		45	18.07%	28	10.37%		%
Agree		106	42.57%	107	39.63%		%
Disagree		35	14.06%	36	13.33%		%
Strongly Disagree		8	3.21%	5	1.85%		%
No Opinion		25	10.04%	40	14.81%		%
(Not Answered)		30	12.05%	54	20.00%		%
TOTAL RESPONSES		249	100%	270	100%		%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		124	49.60%	123	45.56%		%
Agree		96	38.40%	100	37.04%		%
Disagree		3	1.20%	5	1.85%		%
Strongly Disagree		2	0.80%	1	0.37%		%
No Opinion		1	0.40%	2	0.74%		%
(Not Answered)		24	9.60%	39	14.44%		%
TOTAL RESPONSES		250	100%	270	100%		%
I am kept informed about school program and upcoming events.							
Strongly Agree		115	46.18%	99	36.53%		%
Agree		97	38.96%	112	41.33%		%
Disagree		9	3.61%	2	0.74%		%
Strongly Disagree		3	1.20%	1	0.37%		%
No Opinion		0	0%	5	1.85%		%
(Not Answered)		25	10.04%	52	19.19%		%
TOTAL RESPONSES		249	100%	271	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		119	47.60%	82	30.26%		%
Agree		87	34.80%	100	36.90%		%
Disagree		2	0.80%	2	0.74%		%
Strongly Disagree		3	1.20%	3	1.11%		%
No Opinion		14	5.60%	27	9.96%		%
(Not Answered)		25	10.00%	57	21.03%		%
TOTAL RESPONSES		250	100%	271	100%		%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		142	56.80%	104	38.25%		%
Agree		73	29.20%	100	37.04%		%
Disagree		6	2.40%	1	0.37%		%
Strongly Disagree		0	0%	0	0%		%
No Opinion		2	0.80%	11	4.07%		%
(Not Answered)		27	10.80%	54	20.00%		%
TOTAL RESPONSES		250	100%	270	100%		%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		106	42.40%	75	27.68%		%
Agree		99	39.60%	125	46.31%		%
Disagree		7	2.80%	7	2.58%		%
Strongly Disagree		3	1.20%	2	0.74%		%
No Opinion		5	2.00%	8	2.95%		%
(Not Answered)		30	12.00%	54	19.93%		%
TOTAL RESPONSES		250	100%	271	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		115	46.00%	82	30.26%		%
Agree		97	38.80%	121	44.65%		%
Disagree		8	3.20%	6	2.21%		%
Strongly Disagree		0	0%	3	1.11%		%
No Opinion		2	0.80%	5	1.85%		%
(Not Answered)		28	11.20%	54	19.93%		%
TOTAL RESPONSES		250	100%	271	100%		%
I am informed of the NUSD Homework Policy.							
Strongly Agree		87	34.80%	57	21.11%		%
Agree		102	40.80%	114	42.22%		%
Disagree		14	5.60%	19	7.04%		%
Strongly Disagree		3	1.20%	1	0.37%		%
No Opinion		13	5.20%	19	7.04%		%
(Not Answered)		31	12.40%	60	22.22%		%
TOTAL RESPONSES		250	100%	270	100%		%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		111	44.40%	82	30.48%		%
Agree		102	40.80%	118	43.87%		%
Disagree		1	0.40%	4	1.49%		%
Strongly Disagree		1	0.40%	0	0%		%
No Opinion		2	0.80%	8	2.97%		%
(Not Answered)		33	13.20%	57	21.19%		%
TOTAL RESPONSES		250	100%	269	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		57	22.80%	46	17.10%		%
Agree		119	47.60%	114	42.38%		%
Disagree		24	9.60%	11	4.09%		%
Strongly Disagree		8	3.20%	9	3.35%		%
No Opinion		20	8.00%	29	10.78%		%
(Not Answered)		22	8.80%	60	22.30%		%
TOTAL RESPONSES		250	100%	269	100%		%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		108	43.37%	71	26.20%		%
Agree		109	43.78%	131	48.34%		%
Disagree		4	1.61%	12	4.43%		%
Strongly Disagree		0	0%	4	1.48%		%
No Opinion		1	0.40%	6	2.21%		%
(Not Answered)		27	10.84%	47	17.34%		%
TOTAL RESPONSES		249	100%	271	100%		%
School Climate: My child feels safe at school.							
Strongly Agree		97	38.80%	68	25.19%		%
Agree		116	46.60%	129	47.78%		%
Disagree		6	2.40%	14	5.19%		%
Strongly Disagree		3	1.20%	1	0.37%		%
No Opinion		1	0.40%	2	0.74%		%
(Not Answered)		27	10.80%	56	20.74%		%
TOTAL RESPONSES		250	100%	270	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		68	27.42%	53	19.56%		%
Agree		124	50.00%	132	48.71%		%
Disagree		22	8.87%	15	5.54%		%
Strongly Disagree		5	2.02%	5	1.85%		%
No Opinion		4	1.61%	9	3.32%		%
(Not Answered)		25	10.08%	57	21.03%		%
TOTAL RESPONSES		248	100%	271	100%		%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		127	51.42%	99	36.67%		%
Agree		90	36.44%	107	39.63%		%
Disagree		3	1.21%	2	0.74%		%
Strongly Disagree		2	0.81%	2	0.74%		%
No Opinion		0	0%	1	0.37%		%
(Not Answered)		25	10.12%	59	21.85%		%
TOTAL RESPONSES		247	100%	270	100%		%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		83	33.20%	69	24.46%		%
Agree		117	46.80%	116	42.80%		%
Disagree		8	3.20%	15	5.54%		%
Strongly Disagree		6	2.40%	3	1.11%		%
No Opinion		4	1.60%	12	4.43%		%
(Not Answered)		32	12.80%	56	20.66%		%
TOTAL RESPONSES		250	100%	271	100%		%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

The ethnic breakdown of the student population is as follows: six and eight tenths percent (6.8%) Afro-American, Ten and one-half percent (10.5%) Asian, ten and one-half percent (10.5%) Filipino, forty-eight percent (48%) Hispanic or Latino, two and one tenth percent (2.1%) Pacific Islander, and twenty and one tenth percent (20.1%) White or Caucasian. Thirty-Five percent (35%) of the student population is considered to be English Language Learners. Forty-five percent (45%) of the students qualified for free or reduced price meals. The school motility rate is currently seven and six-tenths percent (7.6%). Special Education serves ten and seventy-seven hundredths (10.77%) of the students.

Conclusion:

Total enrollment has risen over the past two years (2006-08) with an increase of 16 students (from 411 to 427). School mobility is down two percent (2%), and those students qualifying for free and reduced lunch is up four percent (4%). Our Hispanic/Latino, our greatest population, continues to increase each year, up 2% from last year. Our Afro-American, population has decreased by two percent (2%) Asian, Filipino, Pacific Islander, and our White populations have remained relatively stable. The staff is 100% NCLB compliant. Average daily attendance rate is 96.67%. Our conclusion is that there is a continuing need to provide ELD services, and reach out to our Hispanic/Latino population, and continue to stress the need for the importance of daily attendance.

Student Achievement Data

Description of Data:

Generally no significant trends have been noted in analysis of student achievement data over the past two years, except for a 4% increase in the White/Caucasian population in ELA proficiency. There is a more significant increase in math proficiency among most student populations, however there is a decline of almost 5% in Math proficiency in our White/Caucasian population. The California Standards Tests (CST) were given to 2nd thru 6th grade students. Third grade students also take the CAT VI test, in addition to the CST test. 5th grade is the only grade level that takes the Science test, along with the CST. Below are the trends in the proficiency level of Snow School students.

Subject Area Population Trend

English Language Arts All students Increase of 1%

Students with Disabilities Increase of 1.5%

Asian Increase of .4%

Hispanic Increase of 1.3%

White Increase of 4.2%

Mathematics All students Increase of .1%

English Learners Increase of .6%

Economically Disadvantaged Increase of 8.8%

Students with Disabilities Increase of 8.4%

African American Increase of 13.3%

Hispanic Increase of .2%

White/Caucasian Decline of 4.9%

Other measures of achievement are the Adequate Yearly Progress (AYP-Federal) and Academic Performance Index (API – State). Below is a summary of the AYP:

AYP Subject Area Population Trend

English Language Arts School wide and most populations Increase of .9 - 3.8%

English Learners Decline of 9.9 %

Mathematics School wide and all populations Increase of .1 - 9.8%

White Decrease of 4.9%

Conclusion:

There is an increased proficiency rate in both English Language Arts and Math and in Adequate Yearly Progress in all student populations, except for the English Learners where we see a decline in ELA of 9.9% and the White/Caucasian population where we see a 4.9% decrease in math proficiency. Teachers have faithfully used

Houghton-Mifflin for English Language Arts and Scott Foresman for math, and math intervention. A continued emphasis on English-Language Arts and Math are indicated, utilizing data-driven dialogue strategies, standards aligned supplemental materials and selected teachers piloting new math programs to increase proficiency.

Parent Surveys

Description of Data:

Academics

An average of 79% of the parents who responded feel that Snow School is either very effective or extremely effective in meeting the individual needs of students in Reading, Writing, and Mathematics. 67% of the responding parents feel that Snow School is effective or extremely effective in meeting the individual needs of students in History/Social Science, Science, P.E., Art, and Library Services. 85% of parents feel that homework assigned is relevant.

Special Programs

Since a small number of students are involved in other programs (Special Education, ELL, and GATE, DARE), these are omitted in this description. Please see attached surveys.

Information and Availability

82% of parents agree or strongly agree that they are informed of the content standards and 67% of promotion and retention. 86% of parents strongly agree or agree that they receive sufficient information regarding their child's progress through conferences, teacher contact, weekly folders, report cards and state test results. 85% agree or strongly agree that their child's teacher is accessible. An average of 85% agree or strongly agree that the school keeps them informed of volunteer opportunities, and information to support learning at home. 77% agree or strongly agree that they are informed of the NUSD Homework Policy. 72% agree or strongly agree that their child has access to, and uses computers and technology on a regular basis.

School Climate

An average of 84% agree or strongly agree that the school is well-maintained, students feel safe, students are treated with respect and kindness, and that behavior standards are fairly and consistently applied.

Conclusion:

Academics

Due to instructional minutes required by the State of California in English Language Arts, and Math, less instructional time is devoted to History/Social Studies, Science and Art, and P.E. bringing satisfaction down in those areas.

Special Programs

See Survey

Information and Availability

Content standards are posted in each of the classrooms, and should be pointed out to parents at Back to School Night. Parents are also given a booklet outlining grade level content standards. Even though there is at least one to five computers available for student use in each classroom, and a computer lab where each class is scheduled for weekly 40 minutes blocks, along with several computers in the library and leapfrog pads in the primary grades, only 72% of parents agree or strongly agree that their children have access to, and regularly use computers and other technology as part of the classroom instructional programs.

School Climate

Even though behavior problems, suspensions and expulsions have decreased this year, there was little change in our teaching staff, and an effort is made to fairly and consistently apply behavior standards and discipline, about 2% our students feel that our school is not well maintained, they don't feel safe at school, don't feel that teachers and staff treat students with respect and kindness, and that discipline is not fairly and consistently applied. 6% of those responding either had no opinion, or didn't answer. 100% of our students need to feel safe at school, be treated fairly, and with respect and kindness by the school staff. We will continue to work on this area.

Summary Areas Based Upon Analysis of Data

Overall Trends:

- English-Language Arts proficiency has shown an insignificant increase in most student populations, except for a 4.2% increase in our White/Caucasian population demonstrating an upward trend in all student populations. Of tested standards, math scores show a more significant increase up to 13.3% with the exception of our White/Caucasian population that showed a decline of 4.9%.
 - Parents are showing more positive perceptions and increasing satisfaction in all areas of the Snow Parent Survey. Parent perceptions of student technology access, and usage, as part of the classroom instructional programs has increased by 12%.
- There is an insignificant change in demographics with our Hispanic population increasing 2%, and the remainder of our populations remaining relatively stable.
- Rising numbers, with a 4% increase, in the Free and Reduced Lunch Program.
- There is an increase of English Language Learners by 6%.

Emerging Trends:

- ELA and Math scores are on the increase in most student populations
 - Students are feeling more safe at school
 - More students are treating others with respect and kindness
 - Decrease in both in-house and at home suspensions
 - Attendance rate is fairly stable
- Parents' positive perceptions and satisfaction are on the rise

These trends lead to the following conclusions:

- Continue to Increase the number of students proficient in ELA
- Continue to Increase the numbers of students proficient in Math
- Continue to Increase technology use in the classroom instructional programs as a means of differentiating instruction to increase test scores.
- Use of supplemental spiraling, standards-based materials in ELA and math
- Increase the use of DSC's Caring School Community with all teachers holding class meetings, participating in the buddy program. and utilizing Home-side activities.

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

GOAL:

All students will reach proficiency in ELA.

Objective 1:

Increase the number of students proficient in English-Language Arts by 5% in the 2008-2009 school year.

GOAL:

All students will reach proficiency in Math.

Objective 2:

Increase the number of students proficient in math by 5% in the 2008-2009 school year.

GOAL:

Improve school environment.

Objective 3:

Provide a safe, nurturing, and supportive environment to be addressed through school and classroom activities and instruction, improvement of the school facility to enrich and support learning, and increase family/parent involvement by 5% to support students and teachers.

GOAL:

Increase technology use.

Objective 4:

100% of classroom teachers will incorporate technology into instructional practices, across the curriculum, in grades K-6.

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**

H. A. Snow Elementary School

<u>Goal:</u> Increase English-Language Arts Scores.	
<u>Objectives 1:</u> Increase ELA scores by 5% in the 2008-2009 school year.	
<u>Board/District Goal(s) Addressed in Objective:</u> Improve student achievement All students will reach proficiency in ELA by 2013-2014 (NCLB compliant).	
<u>Why objective was selected and its relationship to school-wide trends?:</u> ELA scores on state testing as a reflection of academic achievement have shown minimal improvement.	
<u>Activities to Meet Objective:</u> 1.1. Continued use of research based, state adopted HM. 1.2. Utilize differentiated instruction including Highpoint/Avenues interventions 1.3. Provide intervention for Far Below Basic and Below Basic students 1.4. Provide ELD services to those beginning and/or early intermediate EL students to the greatest extent possible. 1.5. Continue BAW adopted writing program. 1.6. Use strategies from Data Driven Dialogue and Cycle of Inquiry.	<u>Timeline:</u> 9/08-6/09 9/08-6/09 11/08-4/09 9/08-6/09 9/08-6/09 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> 1. State/District test results 2. CELDT test results 3. Informal/formal observations 4. Weekly/chapter test results 5. District/teacher/student generated rubrics 6. Assessment strategies (formative and summative) at the classroom level, grade level and school wide, learned at AB466/SB472 training and other teacher conferences/workshops/staff development	
<u>Funding Source(s):</u> SIP, EIA/LEP, Title III/LEP, ELAP	
<u>Responsible Staff:</u> Principal, Leadership Team, Certificated Staff, ELD Specialist, Bilingual Aide, and/or Native Language Tutor	

Date Approved by School Site Council 04-30-08

<u>Goal:</u> Increase math scores.	
<u>Objectives 2:</u> Increase the number of students proficient in math by 5% in the 2008-2009 school year.	
<u>Board/District Goal(s) Addressed in Objective:</u> Improve student achievement All students will reach proficiency in math by 2013-2014	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Math scores on state testing as a reflection of academic achievement have increased overall, but we need to continue improving math scores in order for all students to be proficient by 2013-2014.	
<u>Activities to Meet Objective:</u> 2.1. Spiral review using state standards aligned materials 2.2 Teach thinking strategies to help understand word problems (schema, imagery, etc.) 2.3. Use manipulatives for hands-on experiences. 2.4. Use timed math facts tests to increase automaticity 2.5. Continue Direct, explicit teaching of math vocabulary and language. 2.6 Implement differentiation of instruction, and extended school interventions. 2.7 Provide In-school intervention for FBB and BB by Bilingual Aide, Native Language Tutor, and/or ELD specialist. 2.8. Use resources online intervention, and Spanish resources 2.9 Continue grade level sharing at collaboration meeting as to how each grade level teaches specific math strategies.	<u>Timeline:</u> 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09 9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> • State/District test results • Informal/formal observations • Weekly/chapter test results, math facts test results • Problem of the week • Conferences/workshops for teachers	
<u>Funding Source(s):</u> SIP, Title III/LEP, EIA/LEP, ELAP	
<u>Responsible Staff:</u> Principal, Leadership Team, Certificated Staff, ELD Teacher, Bilingual Aide, and/or Native Language Tutor	

Date Approved by School Site Council 04-30-08

<u>Goal:</u> Improve School Environment	
<u>Objectives 3:</u> Provide a safe, nurturing, healthy, and supportive environment to be addressed through school and classroom activities and instruction, improvement of the school facility to enrich and support learning, with at least 5% more parents agreeing or strongly agreeing on Parent Surveys, and to increase family/parent involvement by 5% to support students and teachers.	
<u>Board/District Goal(s) Addressed in Objective:</u> Provide a safe, nurturing, healthy, and supportive environment. Improve student achievement. All students will reach academic proficiency by empowering families in the education of all students.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Families that feel a part of the school community are more supportive and involved. Informal teacher surveys indicate that there is a need for more parent outreach and cultural awareness in order to bring school and home together. 100% of students need to feel safe at school.	
<u>Activities to Meet Objective:</u>	<u>Timeline:</u>
3.1 Provide classroom/grade level family event (multi-cultural, content oriented, or performances)	9/08-5/09
3.2 In a principal's newsletter, the principal will: Encourage parents to come to their child's classroom for activities/projects. • Invite parents to have lunch with students • Invite parents to come in to read multi-cultural books, share a story, share realia, provide a career or country chat, etc. • Invite parents to informal principal chats	9/08-6/09
3.3 Continue Principal's Chat.	9/08-6/09
3.4 Encourage classroom/grade level newsletters or learning logs.	8/08-6/09
3.5 Continue the use of DSC's Caring School Community Homeside Activities	9/08-6/09
3.6 Provide translation of written communication to families	
3.7 Provide oral translations at evening events, conferences and IEP Meetings.	8/08-9/08 9/08-6/09
3.8 Make school's physical environment more appealing by continuing to acquire needed furniture, materials, and supplies.	8/08-6/09
3.9 Continue to update emergency supplies	8/08-6/09
3.10 Install mural and classroom signs	
3.11 Educate students and encourage students and parents in healthy eating choices	8/08-6/09 8/08-9/09
3.12 Discourage classroom edible treats for individual student birthdays by talking to parents through SSC, PTA, newsletters and Principal's Chat	9/08-6/09 9/08-6/09
3.13 Support use of school garden for instruction and learning	9/08-6/09
<u>Method/Criteria to evaluate success in meeting the objective:</u> • Copies of purchase orders for furniture, materials, supplies Improved appearance of school • Decrease in behavioral referrals; increase in positive citations Parent Surveys, Healthy Kids Survey Observations by P.E. teacher regarding fitness and participation of students Sign-in sheets when parents are on-campus to share or volunteer, or attend Principal's Chat • Increase in PTA volunteer cards • Success of classroom/grade level based events • Response of families to Homeside Activities Number of emergency kits purchased	
<u>Funding Source(s):</u> School Improvement Program (SIP), PTA, , EIA/LEP, Title III LEP,	
<u>Responsible Staff:</u> Principal, Leadership Team, School Environment Focus Group, Garden Focus Group, Classified Staff	

Date Approved by School Site Council

04-30-08

<u>Goal:</u> Increase technology use.	
<u>Objectives 4:</u> Incorporate more technology into instructional practices across the curriculum, especially in grades 4-6.	
<u>Board/District Goal(s) Addressed in Objective:</u> Increase the number of teachers and students utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> All grade level teachers have access to at least 2 computers and the Internet in their classrooms, an ELMO and LCD projector are located in all 4th - 6th grade classrooms, one third grade classroom, with one to share in each wing of the primary grades. Teachers need to learn how to use new technology and tools to better serve their students and motivate learning. We want to continue growing and learning technologically, and to keep up-to-date with technological trends.	
<u>Activities to Meet Objective:</u> 3.1. Provide 40 minute blocks in the Computer Lab for all classrooms. 3.2. Purchase additional computers for each classroom with support as per purchase agreement. 3.3. Provide ongoing staff development in the use of technology. 3.4. Place access codes for Enchanted Learning and Campus Grid in Snow Teacher's Handbook. 3.5. Provide one staff meeting per month for technology instruction 3.6. Purchase LCD projector for computer lab/library. 3.7. Obtain a large screen for use in the computer lab. 3.8 Obtain new sound system and LCD projector for use in the cafeteria and the library for staff development.	<u>Timeline:</u> 8/07-5/08 8/07 8/07-6/08 9/07-4/08 8/07-5/08 8/07 08/07-06/08 08/07-12/07
<u>Method/Criteria to evaluate success in meeting the objective:</u> • Evaluate implementation of technology standards. Survey teachers regarding technology needs/needs met. Effectiveness of staff development, and student performances through evaluation.	
<u>Funding Source(s):</u> SIP, PTA, Site Discretionary Block Grant	
<u>Responsible Staff:</u> Principal, Teachers, Computer Technology Teacher Specialist on site, District Instructional Technology Staff, Office Staff	
Date Approved by School Site Council <u>04-30-08</u>	

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4th-8th	4th-8th		Block Grants
Objective #	1	1	1		1	1	
Object #	1110, 1190, 1195, 5220	1110,	4310				
	\$8,000	\$51,471	\$2,115				

Objective #	2		2				
Object #	1190, 1195, 5220		4310				
	\$8,000		\$2,115				

Objective #	3						
Object #	4310, 5825						
	\$9,954						

Objective #	4						4
	4400, 4410, 4200						
Object #							4410, 4310
	\$8,000						\$25,447

Objective #							5
Object #							4310
							\$6,872

Objective #							
Object #							

Total By Program	\$33,954	\$51,471	\$4,230				\$30,548
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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	Title III Immigrant Translations
Objective #				3	3		
Object #				1190	4310, 5825		
				\$1,782	\$878		

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Objective #							
Object #							

Total By Program				\$1,782	\$878		1,782
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Compliance with NCLB; meeting the needs of all students and closing the achievement gap.

Primary Focus Area: Create/maintain a safe school community

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Developmental Studies Center – Caring School Community • DSC-CSC training for all new Certificated staff and review for returning staff Homeside Activities • DSC-CSC activities in staff meetings • Staff norms • Information in Newsletters • Use of DSC-CSC in other meetings	Rationale • Parent survey • Action plan objectives • Needs assessment survey
2. DSC-CSC for students • Use of philosophy and activities to improve classroom community and respect • Use of DSC-CSC Homeside Activities Continue the "Buddy" program	Rationale • Parent survey • Action plan objectives • Needs assessment survey
3. Continue to analyze school behavior management program • Analyze use and application of pink and yellow slips • Analyze consequences Book Study	Rationale • Parent survey • Action plan objectives • Needs assessment survey

Primary Focus Area: Improve scores in ELA and Math

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Collaborate with other district grade level teachers, looking at schedules, lessons, grouping plans.	Rationale • Needs assessment survey
2. Collaboration and grade level planning using Data Driven Dialogue and Cycle of Inquiry.	Rationale • Needs assessment survey • Action plan objective
3. Staff development in differentiation of instruction in Math and ELA.	Rationale • Needs assessment survey • Action plan objective
4. Continued use of Avenues and Highpoint.	Rationale Test scores Increase of ELD students

Primary Focus Area: Using Technology

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Staff development on use of iLife Suite Staff development on use of ELMOS and LCD projectors	Rationale • Action plan objective • Needs assessment survey
2. Computerized report cards	Rationale • Action plan objective • Needs assessment survey
3. Retrain staff in use of Dyn-ed and Rosetta Stone for ELD students	Rationale • STAR test results Increase of ELD student population

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: H.A. Snow Elementary

Current Availability of Technology at the Site:

- McIntosh Dual Platform lap top computers for every teacher.
- Computer lab with 32 PC computers
- 2 PC computers in every primary classroom
- 1 PC and 1 N-Computing Access Terminal with 3 LCD Planar screens, and 3 keyboards in every intermediate classroom.
- ELMO Overheads and LCD projectors in each upper grade classroom and one for each primary wing.
- 15 PC computers in the library
- Leap Frog Pads/Quantum Pads
- 1 old LCD projector in library
- Digital video camera recorder
-

Current Use of Technology for Learning and Management:

Parent and staff communication

- Word processing
- Email

Internet

Power point presentations

Word Processing

Instructional media

- Rosetta Stone
- Dyn-Ed
- Read 180
- Scott Foresman Math Online
- Social Studies Electronic Component
- Listening Centers
- Mavis Beacon, grades 4-6
- Reader Rabbit grades 1-3

Electronic Report Cards

Electronic Grade Keeper software

Use of Technology for Curriculum and Instruction

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

Benchmarks: By June 30, 2009, 100% of teachers and students will be utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Implementation Plan:

- Professional Development (Power Point, Scott Foresman Technology, Campus Grid Website, Keyboarding, Internet Search Engine, Kidspiration/Inspiration).
- Acquire CLRN approved instructional materials to support mastery of state standards.
- Create grade level appropriate content-related websites.
- Purchase Online Research Engine.
- Continued use of Rosetta Stone, Dyn-Ed, Leap Frog/Quantum Pads, Read 180, Scott Foresman online.
- Electronic Social Studies component.

- Acquire and implement Kidspiration/Inspiration software.

Monitoring and Evaluation Criteria and Process:

- District Assessment
- STAR testing
- CTAP Survey
- Parent Survey

Teachers' and Administrators' Personal Technology Skills

Goal(s): Teachers and administrator will have the knowledge and skills to integrate technology into teaching and learning activities for all.

Benchmarks: By June 30, 2009, 50% of teachers and administrator will report on their CTAP Survey that they assign work that will utilize technology for word processing, reinforcement and practice, internet research, creation of reports or projects, demonstrations or simulations, correspondence, solving problems or analyzing data, or graphically presenting information between once a week and monthly.

Implementation Plan:

- Provide professional development in technology on a monthly basis.
- Provide professional development to teachers on Power Point.
- Provide professional development on Campus Grid.
- Provide professional development on iLife Suite
- Increase email communication.

Monitoring and Evaluation Criteria and Process:

- CTAP Survey
- Sign in sheets for Professional Development
- Training activity evaluation forms
- List of training dates, topics and program

Goals for Infrastructure Development and Hardware

- Purchase new LCD Projector for library and computer lab
- Acquire keyboarding program
- Internet search engine service
- Add an additional PC to every classroom
- Acquire CLRN approved software
- Acquire Headsets for Computer Lab
- Acquire DVD players for each classroom

Funding Source to Implement Site Technology Plan

- SIP
- PTA
-

Professional Development

- Scott Foresman Social Studies Electronic Components
- Campus Grid
- Power Point Presentations
- Internet Research
- Kidspiration/Inspiration
- Keyboarding
-

**Appendix C
Homework Policy**

Not Available

Appendix D
Parent Involvement Policy

Snow School Policy for Parent Involvement* in the Education of Their children

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

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

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

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

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping 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 September 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.
- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. Parents will be kept informed regarding the progress of children in the core academic program. Through these meetings, parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan.
- The principal and staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status of the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed on an ongoing basis about student support programs, classroom activities and school events. Parents will provide suggestions for, and receive information and training on, family and education-related topics to assist them with their children.

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, 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.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc.
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

These informational meetings will include the following at a minimum:

- Informal parent meetings, publicized and available to all parents, with the principal on a monthly basis (the first Tuesday morning of each month, with coffee and donuts) beginning Tuesday, September 9, 2008, and ending June 2, 2009
- ELAC Meetings, at least three times a year, in September, February, and May
- Back to School Night, which will include an informational presentation to all parents from the principal on September 4, 2008.
- Weekly bilingual homework club for parents and students, September 2007 through May 2008, if desired by parents, and attended.
- Family Science Night, held in February or March
- Open House, May 27, 2009
- Grade level performances December 2009 through May 2009
- Variety Show, April 29, 2009
- Monthly PTA meetings, the first Wednesday of each month

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities are sent in a parent-friendly format, and, to the extent required, and practical, in a language parents understand.
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after-school activities
 - Involve parents as decision-makers including membership on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes and in the No Child Left Behind Act of 2001.
3. To further the goal of effective parent involvement, **school staff** will:
 - Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement.
 - Work with and support a parent group (such as PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents.
 - Train parents in leadership roles in order to effectively serve on the School Site Council, PTA, and ELAC/DELAC Committees.
 - Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required by parents.

Accessibility

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

Appendix E Parent Survey

Snow Parent Survey Results

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

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
READING						
Extremely	78	31.33%	68	25.37%	66	31.13%
Very	109	43.78%	130	48.51%	107	50.47%
Somewhat	45	18.07%	39	14.55%	27	12.74%
Not At All	3	1.20%	2	.75%	0	0%
Don't Know/Not Enrolled (Not Answered)	1 13	0.40% 5.22%	1 28	.37% 10.45%	2 10	.94% 4.72%
TOTAL RESPONSES	249	100%	268	100%	212	100%
WRITING						
Extremely	66	26.61%	74	27.41%	65	30.37%
Very	112	45.16%	122	45.19%	102	47.66%
Somewhat	49	19.76%	42	15.56%	30	14.02%
Not At All	3	1.21%	6	2.22%	1	.47%
Don't Know/Not Enrolled (Not Answered)	0 18	0% 7.26%	0 26	0% 9.63%	1 15	.47% 7.01%
TOTAL RESPONSES	248	100%	270	100%	214	100%
MATHEMATICS						
Extremely	83	33.74%	75	28.20%	70	32.86%
Very	108	43.90%	119	44.74%	93	43.66%
Somewhat	28	11.38%	42	15.79%	29	13.62%
Not At All	4	1.63%	2	.75%	5	2.35%
Don't Know/Not Enrolled (Not Answered)	0 23	0% 9.35%	1 27	.38% 10.15%	2 14	.94% 6.57%
TOTAL RESPONSES	246	100%	266	100%	213	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	45	18.00%	53	19.63%	46	21.60%
Very	114	45.60%	118	43.70%	98	46.01%
Somewhat	55	22.00%	53	19.63%	46	21.60%
Not At All	4	1.60%	3	1.11%	3	1.41%
Don't Know/Not Enrolled (Not Answered)	8 24	3.20% 9.60%	7 36	2.59% 13.33%	6 14	2.82% 6.57%
TOTAL RESPONSES	250	100%	270	100%	213	100%
SCIENCE						
Extremely	47	19.03%	55	20.52%	45	21.03%
Very	108	43.72%	118	44.03%	95	44.39%
Somewhat	53	21.46%	48	17.91%	42	19.63%
Not At All	7	2.83%	2	.75%	6	2.80%
Don't know/Not enrolled (Not Answered)	7 25	2.83% 10.12%	9 36	3.36% 13.43%	5 21	2.34% 9.81%
TOTAL RESPONSES	247	100%	268	100%	214	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	60	24.10%	63	23.25%	58	27.36%
Very	108	43.37%	111	40.86%	89	41.98%
Somewhat	49	19.68%	45	16.61%	41	19.34%
Not At All	3	1.20%	6	2.21%	3	1.42%
Don't know/Not enrolled (Not Answered)	4 25	1.61% 10.04%	5 41	1.85% 15.13%	5 16	2.36% 7.55%
TOTAL RESPONSES	249	100%	271	100%	212	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	73	29.44%	74	27.61%	65	30.52%
Very	102	41.13%	126	47.01%	92	43.19%
Somewhat	34	13.71%	36	13.43%	33	15.49%
Not At All	4	1.61%	1	.37%	4	1.88%
Don't Know/Not Enrolled	4	1.61%	0	0%	3	1.41%
(Not Answered)	31	12.50%	31	11.57%	16	7.51%
TOTAL RESPONSES	248	100%	268	100%	213	100%
USE OF ART IN THE CURRICULUM						
Extremely	36	14.46%	35	12.92%	43	20.09%
Very	89	35.74%	82	30.26%	81	37.85%
Somewhat	64	25.70%	72	26.57%	48	22.43%
Not At All	10	4.02%	7	2.58%	9	4.21%
Don't Know/Not Enrolled	18	7.23%	20	7.38%	8	3.74%
(Not Answered)	32	12.85%	55	20.30%	25	11.68%
TOTAL RESPONSES	249	100%	271	100%	214	100%
GRADE 4-6 INSTRUMENTAL MUSIC						
(Answer only if your child participates in this program.)						
Extremely	10	4.00%	10	3.69%	15	7.01%
Very	11	4.40%	26	9.59%	19	8.88%
Somewhat	10	4.00%	3	1.11%	8	3.74%
Not At All	7	2.80%	2	.74%	6	2.80%
Don't know/Not enrolled	48	19.20%	58	21.40%	36	16.82%
(Not Answered)	164	65.60%	172	63.47%	130	60.75%
TOTAL RESPONSES	250	100%	271	100%	214	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	11	4.40%	9	3.33%	7	3.29%
Very	16	6.40%	16	5.93%	10	4.69%
Somewhat	4	1.60%	4	1.48%	3	1.41%
Not At All	1	0.40%	2	.74%	5	2.35%
Don't know/Not enrolled (Not Answered)	39	15.60%	56	20.74%	34	15.96%
TOTAL RESPONSES	179	71.60%	183	67.78%	154	72.30%
	250	100%	270	100%	213	100%

PROGRAM FOR ENGLISH LEARNERS						
(Answer only if your child participates in this program.)						
Extremely	15	6.00%	6	2.22%	11	5.16%
Very	16	6.40%	16	5.93%	21	9.86%
Somewhat	3	1.20%	7	2.59%	9	4.23%
Not At All	1	0.40%	0	0%	2	.94%
Don't Know/Not Enrolled (Not Answered)	43	17.20%	57	21.11%	32	15.02%
TOTAL RESPONSES	172	68.80%	184	68.15%	138	64.79%
	250	100%	270	100%	213	100%

TITLE I PROGRAM						
(Answer only if your child participates in this program.)						
Extremely	4	1.60%	3	1.11%	1	.47%
Very	4	1.60%	8	2.95%	3	1.40%
Somewhat	2	1.20%	2	.74%	4	1.87%
Not At All	2	0.80%	0	0%	1	.47%
Don't Know/Not Enrolled (Not Answered)	40	16.00%	58	21.40%	36	16.82%
TOTAL RESPONSES	197	78.80%	200	73.80%	169	78.97%
	250	100%	271	100%	214	100%

	2005-2006		2006-2007		Count	Percent
	Count	Percent	Count	Percent		
GATE						
(Answer only if your child participates in this program.)						
Extremely	6	2.40%	7	2.59%	9	4.21%
Very	14	5.60%	6	2.22%	8	3.74%
Somewhat	8	3.20%	5	1.85%	8	3.74%
Not At All	5	2.00%	1	.37%	3	1.40%
Don't know/Not enrolled (Not Answered)	38 179	15.20% 71.60%	52 199	19.26% 73.70%	31 155	14.49% 72.43%
TOTAL RESPONSES	250	100%	270	100%	214	100%

D.A.R.E.						
(Drug Awareness Resistance Education)						
Extremely	59	23.79%	70	26.12%	50	23.36%
Very	75	30.24%	58	21.64%	46	21.50%
Somewhat	11	4.44%	16	5.97%	21	9.81%
Not At All	4	1.61%	0	0%	4	1.87%
Don't know/Not enrolled (Not Answered)	17 82	6.85% 33.06%	23 101	8.58% 37.69%	27 66	12.62% 30.84%
TOTAL RESPONSES	248	100%	268	100%	214	100%

I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	72	28.80%	50	18.45%	51	23.94%
Agree	123	49.20%	134	49.45%	124	58.22%
Disagree	16	6.40%	21	7.75%	8	3.76%
Strongly Disagree	4	1.60%	3	1.11%	4	1.88%
No Opinion	14	5.60%	20	7.38%	9	4.23%
(Not Answered)	21	8.40%	43	15.87%	17	7.98%
TOTAL RESPONSES	250	100%	271	100%	213	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	45	18.07%	28	10.37%	41	19.25%
Agree	106	42.57%	107	39.63%	102	47.89%
Disagree	35	14.06%	36	13.33%	15	7.04%
Strongly Disagree	8	3.21%	5	1.85%	7	3.29%
No Opinion	25	10.04%	40	14.81%	26	12.21%
(Not Answered)	30	12.05%	54	20.00%	22	10.33%
TOTAL RESPONSES	249	100%	270	100%	213	100%

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

Strongly Agree	124	49.60%	123	45.56%	106	49.53%
Agree	96	38.40%	100	37.04%	79	36.92%
Disagree	3	1.20%	5	1.85%	7	3.27%
Strongly Disagree	2	0.80%	1	.37%	1	.47%
No Opinion	1	0.40%	2	.74%	3	1.40%
(Not Answered)	24	9.60%	39	14.44%	18	8.41%
TOTAL RESPONSES	250	100%	270	100%	214	100%

I am kept informed about school program and upcoming events.

Strongly Agree	115	46.18%	99	36.53%	103	48.58%
Agree	97	38.96%	112	41.33%	81	38.21%
Disagree	9	3.61%	2	.74%	8	3.77%
Strongly Disagree	3	1.20%	1	.37%	1	.47%
No Opinion	0	0%	5	1.85%	2	.94%
(Not Answered)	25	10.04%	52	19.19%	17	8.02%
TOTAL RESPONSES	249	100%	271	100%	212	100%

	2005-2006		2006-2007		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	119	47.60%	82	30.26%	107	50.23%
Agree	87	34.80%	100	36.90%	73	34.27%
Disagree	2	0.80%	2	.74%	6	2.82%
Strongly Disagree	3	1.20%	3	1.11%	4	1.88%
No Opinion	14	5.60%	27	9.96%	5	2.35%
(Not Answered)	25	10.00%	57	21.03%	18	8.45%
TOTAL RESPONSES	250	100%	271	100%	213	100%

My child's teacher is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	142	56.80%	104	38.52%	119	55.61%
Agree	73	29.20%	100	37.04%	71	33.18%
Disagree	6	2.40%	1	.37%	3	1.40%
Strongly Disagree	0	0%	0	0%	1	.47%
No Opinion	2	0.80%	11	4.07%	1	.47%
(Not Answered)	27	10.80%	54	20.00%	19	8.88%
TOTAL RESPONSES	250	100%	270	100%	214	100%

My school informs me of opportunities for me to volunteer at school.						
Strongly Agree	106	42.40%	75	27.68%	96	45.07%
Agree	99	39.60%	125	46.13%	88	41.31%
Disagree	7	2.80%	7	2.58%	10	4.69%
Strongly Disagree	3	1.20%	2	.74%	0	0%
No Opinion	5	2.00%	8	2.95%	3	1.41%
(Not Answered)	30	12.00%	54	19.93%	16	7.51%
TOTAL RESPONSES	250	100%	271	100%	213	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	115	46.00%	82	30.26%	84	39.25%
Agree	97	38.80%	121	44.65%	97	45.33%
Disagree	8	3.20%	6	2.21%	6	2.80%
Strongly Disagree	0	0%	3	1.11%	1	.47%
No Opinion	2	0.80%	5	1.85%	6	2.80%
(Not Answered)	28	11.20%	54	19.93%	20	9.35%
TOTAL RESPONSES	250	100%	271	100%	214	100%
I am informed of the NUSD Homework Policy.						
Strongly Agree	87	34.80%	57	21.11%	64	30.33%
Agree	102	40.80%	114	42.22%	99	46.92%
Disagree	14	5.60%	19	7.04%	10	4.74%
Strongly Disagree	3	1.20%	1	.37%	6	2.84%
No Opinion	13	5.20%	19	7.04%	10	4.74%
(Not Answered)	31	12.40%	60	22.22%	22	10.43%
TOTAL RESPONSES	250	100%	270	100%	211	100%
The homework assigned to my student is relevant to classroom instruction.						
Strongly Agree	111	44.40%	82	30.48%	81	37.85%
Agree	102	40.80%	118	43.87%	100	46.73%
Disagree	1	0.40%	4	1.49%	6	2.80%
Strongly Disagree	1	0.40%	0	0%	0	0%
No Opinion	2	0.80%	8	2.97%	5	2.34%
(Not Answered)	33	13.20%	57	21.19%	22	10.28%
TOTAL RESPONSES	250	100%	269	100%	214	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	57	22.80%	46	17.10%	55	26.07%
Agree	119	47.60%	114	42.38%	96	45.50%
Disagree	24	9.60%	11	4.09%	17	8.06%
Strongly Disagree	8	3.20%	9	3.35%	6	2.84%
NO Opinion	20	8.00%	29	10.78%	15	7.11%
(Not Answered)	22	8.80%	60	22.30%	22	10.43%
TOTAL RESPONSES	250	100%	269	100%	211	100%
School Climate: My child's school is a well-maintained facility.						
Strongly Agree	108	43.37%	71	26.20%	90	42.45%
Agree	109	43.78%	131	48.34%	97	45.75%
Disagree	4	1.61%	12	4.43%	1	.47%
Strongly Disagree	0	0%	4	1.48%	2	.94%
No Opinion	1	0.40%	6	2.21%	4	1.89%
(Not Answered)	27	10.84%	47	17.34%	18	8.49%
TOTAL RESPONSES	249	100%	271	100%	212	100%
School Climate: My child feels safe at school.						
Strongly Agree	97	38.80%	68	25.19%	97	45.33%
Agree	116	46.40%	129	47.78%	88	41.12%
Disagree	6	2.40%	14	5.19%	6	2.80%
Strongly Disagree	3	1.20%	1	.37%	3	1.40%
No Opinion	1	0.40%	2	.74%	2	.93%
(Not Answered)	27	10.80%	56	20.74%	18	8.41%
TOTAL RESPONSES	250	100%	270	100%	214	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	68	27.42%	53	19.56%	65	30.37%
Agree	124	50.00%	132	48.71%	104	48.60%
Disagree	22	8.87%	15	5.54%	13	6.07%
Strongly Disagree	5	2.02%	5	1.85%	3	1.40%
No Opinion	4	1.61%	9	3.32%	7	3.27%
(Not Answered)	25	10.08%	57	21.03%	22	10.28%
TOTAL RESPONSES	248	100%	271	100%	214	100%
School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	127	51.42%	99	36.67%	94	43.93%
Agree	90	36.44%	107	39.63%	89	41.59%
Disagree	3	1.21%	2	.74%	1	.47%
Strongly Disagree	2	0.81%	2	.74%	4	1.87%
No Opinion	0	0%	1	.37%	5	2.34%
(Not Answered)	25	10.12%	59	21.85%	21	9.81%
TOTAL RESPONSES	247	100%	270	100%	214	100%
School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	83	33.20%	69	24.46%	75	35.05%
Agree	117	46.80%	116	42.80%	98	45.79%
Disagree	8	3.20%	15	5.54%	13	6.07%
Strongly Disagree	6	2.40%	3	1.11%	4	1.87%
No Opinion	4	1.60%	12	4.43%	7	3.27%
(Not Answered)	32	12.80%	56	20.66%	17	7.94%
TOTAL RESPONSES	250	100%	271	100%	214	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
I feel welcomed by the Snow students and staff.						
Strongly Agree			83	33.20%	85	39.72%
Agree			117	46.80%	96	44.86%
Disagree			8	3.20%	4	1.87%
Strongly Disagree			6	2.40%	0	0%
No Opinion			4	1.60%	2	.93%
(Not Answered)			32	12.80%	27	12.62%
TOTAL RESPONSES			250	100%	214	100%
Teachers and staff treat me with respect and kindness.						
Strongly Agree			119	47.60%	91	42.52%
Agree			94	37.60%	95	44.39%
Disagree			5	2.00%	2	.93%
Strongly Disagree			3	1.20%	0	0%
No Opinion			2	0.80%	0	0%
(Not Answered)			27	10.80%	24	11.21%
TOTAL RESPONSES			250	100%	214	100%
My child has an opportunity to express concerns to staff and teachers.						
Strongly Agree			85	34.00%	65	30.52%
Agree			110	44.00%	100	46.95%
Disagree			12	4.80%	10	4.69%
Strongly Disagree			3	1.20%	4	1.88%
No Opinion			9	3.60%	7	3.29%
(Not Answered)			31	12.40%	27	12.68%
TOTAL RESPONSES			250	100%	213	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
My child has the opportunity to share/or express his/her concerns with peers through class meetings.						
Strongly Agree			62	24.90%	58	27.23%
Agree			119	47.79%	91	42.72%
Disagree			14	5.62%	13	6.10%
Strongly Disagree			2	0.80%	4	1.88%
No Opinion			22	8.84%	20	9.39%
(Not Answered)			30	12.05%	27	12.68%
TOTAL RESPONSES			249	100%	213	100%
My child enjoys eating the District provided lunch.						
Strongly Agree			35	14.11%	33	15.42%
Agree			80	32.26%	69	32.24%
Disagree			41	16.53%	32	14.95%
Strongly Disagree			36	14.52%	28	13.08%
No Opinion			26	10.48%	27	12.62%
(Not Answered)			30	12.10%	25	11.68%
TOTAL RESPONSES			248	100%	214	100%
The lunch and snacks that are available are healthy and nutritious.						
Strongly Agree			37	14.86%	36	16.90%
Agree			97	38.96%	82	38.50%
Disagree			28	11.24%	25	11.74%
Strongly Disagree			24	9.64%	23	10.80%
No Opinion			29	11.65%	0	0%
(Not Answered)			34	13.65%	47	22.07%
TOTAL RESPONSES			249	100%	213	100%
My child has an opportunity to express concerns to staff and teachers.						
Strongly Agree			85	34.00%		
Agree			110	44.00%		
Disagree			12	4.80%		
Strongly Disagree			3	1.20%		
No Opinion			9	3.60%		
(Not Answered)			31	12.40%		
TOTAL RESPONSES			250	100%		