

Newark Unified School District
E. L. Musick Elementary School
01-61234-6001457

School Plan
2008-2009

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School Site Council Membership

School E. L. Musick 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
Debbie Ashmore	[X]	[]	[]	[]	[]
Sandi Accarizzi	[]	[]	[X]	[]	[]
Carol Burkhardt	[]	[X]	[]	[]	[]
Carol Broad	[]	[X]	[]	[]	[]
Ema Roslaes	[]	[]	[]	[X]	[]
Dave Atwell	[]	[]	[]	[X]	[]
Ann Eggerling	[]	[]	[]	[X]	[]
Kitty Rosales Brand	[]	[]	[]	[X]	[]
Numbers of members of each category	1	2	1	4	

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.

E. L. Musick 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

The data management plan is simple. Our goal is to measure the difference between where students currently score academically and where they need to score on a short and long-term basis. The plan is purposefully constructed to be simple so that the E. L. Musick educational community, can talk about it and modify it easily as the need arises. The plan evolved in August 2004 with support and input from the school site Teacher Leadership Team. The process began by analyzing performance data from past years. The Teacher Leadership Team asked some critical questions such as:

What data or evidence does E.L. Musick Elementary School have of success? (Musick School was recognized in January of 2004 in The Argus for work that was accomplished with The Bay Area School Reform Collaborative for making significant gains in closing the achievement gap between Latino and white students)

What did the E.L. Musick Elementary School leadership team learn from its successes? (When we invest time, energy, and resources into teacher professional development and commit to student achievement students can and will learn).

The team then reviewed key data/indicators in an atmosphere of trust where each member had an opportunity to establish clear, measurable student achievement goals. The key data indicators included:

- Previous year's goals
- District benchmark assessments
- Attendance / tardy data
- Data on the number of discipline referrals / suspensions and expulsions
- Disaggregated data (e.g. lowest achieving subgroups in relation to gender, ethnicity, and language learner status, and free and reduced lunch population)
- Students scoring at advanced and proficient levels on California State Content Standards Assessment
- Students scoring at basic, below basic and far below basic on the California State Content Standards Assessment
- Input from parents, students and teachers through surveys and informal interviews

Based on our research, we then selected goals in Math, English Language Arts, and School Climate and Culture. Each academic goal focused on increased proficiency in each of our statistically significant subgroups as identified in each of our goal areas.

School Description

Musick 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 that twenty students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant.

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

Musick 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

There are a number of programs to serve the academic, social, and emotional needs of E. L. Musick Elementary School students. These include the following:

1. Science Resource Teacher – The District allocates funds to provide science instruction to all students in grades one through six. This instructional support allows each student an opportunity to experience science instruction in a laboratory setting. This instruction is supplemental to the instruction that the regular classroom teacher is to provide. The science resource teacher and the regular classroom teacher work in close collaboration with one another to prepare students to achieve proficiency with the California State Standards in Science.
2. Physical Education Resource Teacher – The District provides funding to support the fine and gross motor skill development of each E. L. Musick Elementary School student in grades kindergarten through six. In addition to motor skill development, the Physical Education Resource Teacher also provides instruction in a variety of athletic sports and games, the rules of various sports, and the fundamentals of good sportsmanship.
3. Resource Specialist Program – There is one Resource Specialist and one 0.75 % instructional aide to support the needs of students who require additional instructional support to meet their academic goals. Each special needs student is provided with an Individualized Education Program that assists the child's progress in the general curriculum. The education that is provided to E. L. Musick Elementary special needs students conform to all the parent and students rights and procedural safeguards for special education. Services are also provided for students who need program modifications and special interventions through the student study team process.
4. School Psychologist- A part-time school psychologist is available at school to help our children succeed academically, socially, and emotionally. Our School Psychologist works to find the best solution for each student and situation and uses different strategies to address student needs and to improve school and district support systems. The primary responsibilities include evaluating eligibility for special services, assessing academic skills and aptitude for learning, determining social-emotional development needs and evaluating learning environments. The School Psychologist provides consultation, assessments, intervention and education to the school staff and the school population in general including students and their parents. She uses a wide variety of consultation, behavioral and assessment techniques to assess and make placement recommendations for those eligible for special education services as well as provide recommendations concerning the enhancement of learning for all students within the E.L. Musick School environment. She is a regular member of the Student Study Team that meets weekly to provide a variety of interventions, services and recommendations to staff and parents. The School Psychologists provides crisis counseling to all students and consults with staff on more immediate behavior issues to enhance the learning environment and school climate.
5. Speech Therapist – Speech-language pathology services at E.L. Musick involves working chiefly with children's language and speech disorders. This entails screening/testing students as well as consulting with the teachers, parents, and other health professionals in order to identify and diagnose problems, establish communication goals, and to remediate the communicative difficulties of each student as an individual. Areas of need include language delays, articulation, fluency, and voice disorders. Therapy typically involves working with students with similar needs in a small group in the speech room twice weekly for 30 minutes per session. Remediation is achieved by teaching the students to learn proper production of speech sounds by developing skills to use and/or understand language, or by providing the student who stutters strategies to increase fluent speech. The primary objective is to bring each student to his/her highest possible level of communication.
6. Native Language Tutors – The Native Language Tutors provide special support services for students who are new residents to the United States and are learning English as a second language. This service is provided on a very limited weekly basis. There are Native Language Tutors for students in Spanish, Farsi, and Hindi. Students are provided support in the core academic subjects of math, English-Language Arts, science and history-social science.
7. English Language Development - This program allows students who are still learning English as a second language to receive extra help, on a limited basis, in the skills needed to develop proficiency in English. A credentialed teacher who instructs students and assesses their progress on an ongoing basis provides the support.
8. Title I Reading Specialist- A .3429 FTE Title I Reading Specialist works with students in fourth through sixth grades who are "far below basic" or "below basic" level in ELA. The program implemented for these students is Read 180 by Scholastic. Students receive daily instruction in this reading intervention program in order to close the achievement gap for our struggling readers.

9. Computer Lab – The school computer lab is open to all students under the supervision of the classroom teacher. It is here that students have an opportunity to use computers as a research tool, a word processor, or to develop keyboarding skills. Students usually visit the lab on a weekly basis.

10. Instrumental Music Program – This program is offered to all students who express a personal interest in playing a musical instrument. This program is funded by the generosity of the Newark Educational Foundation.

11. Library Services – Musick Elementary School operates an outstanding library staffed by a 0.75% Library Clerk who manages the operation of the program. The Library Clerk orders, receives, catalogs, and processes library materials. In addition, the Library Clerk provides general information and assistance to both students and staff.

12. Student Support Services –The DARE program is available for upper grade students. This program teaches them skills and strategies to resist the use of tobacco, alcohol, and other chemical substances. The E.L. Musick School Parent Teacher Association also provides support to students as well as the entire school community to further the goals of school community and student academic achievement. The above programs are designed to support the many needs that students bring to school, so that their time at school is focused on the essential components that bring academic success and social and physical development.

13. Seniors in the Class – Local residents of Newark offer voluntary support to teachers and students at E.L. Musick Elementary on a daily basis, in classrooms where it is most needed. This generous contribution of their time and expertise is a tremendous asset to the students in allowing them and the school to reach established goals for academic achievement.

SUPPLEMENTARY PROGRAMS

Title I

Program Goal:

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

- In 2007-2008, a Title I reading teacher was retained to work 4th through 6th grade students.
 - In 2007-2008, an instructional aide was hired to assist upper grade Title I students in the Read 180 lab.
- In 2007-2008, the reading teacher attended conferences and staff development to assure high quality in the Title I curriculum.
- In 2007-2008, materials and supplies were purchased for the Title I reading room to support best practices for student achievement.
- In 2008-2009, an upper grade reading teacher will be retained to teach the Read 180 replacement curriculum.
 - In 2008-2009, an instructional aide will continue working with Title I students in 4th through 6th grade.

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.

- 10 teachers completed the SB472 training for Scott Foresman mathematics.
- 12 teachers completed the SB472 training for Houghton Mifflin ELA.
- All staff are NCLB compliant

Title II, Part D Enhancing Education Through Technology

Program Goal:

To provide funds for innovative initiatives to support the integration of educational technology into classrooms in order to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement.

- In 2007-2008, teachers received staff development training in Scott Foresman for Technology in Social Science
 - In 2007-2008, Read 180 teacher received training for the Read 180 reading intervention program.
 - In 2007-2008, the technology committee shared information regarding the district technology plan as well as E.L. Musick School's technology plan.
 - In 2007-2008 members of the tech committee piloted the dual platform laptop from Apple. Teachers saw Podcast and PowerPoint presentations created by this technology.
 - In 2007-2008, E.L. Musick School utilized the translation equipment for any parent education evenings as well as special events and will continue to do so in 2008-2009.
 - In 2007-2008, Musick School purchased 32 laptops from Apple.
- In 2007-2008, teacher representatives from Musick School attended the CUE conference.
- In 2008-2009, members from the technology committee will model lessons and uses for the laptops in lab.
 - In 2008-2009, teachers will receive training on various technology purchased by the district as well as the school.

Title III (Limited English Proficient)

Program Goal:

To provide supplementary programs and services for LEP students and their families to enable students to meet grade level requirements.

To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum.

- In 2007-2008, Native Language Tutors provided extra support for ELD students.
- In 2007-2008, teachers continued to explore, implement, and refine use of instructional software through Dyn Ed, Rosetta Stone, and Leap Frog.

- In 2007-2008, the after school, school-tutorial continued to help LEP students with homework, ongoing projects, and tutoring.
 - In 2007-2008, the Latino Family Literacy Project continued. This program will remain a priority for the 2008-2009 school year.
 - In 2008-2009, parent education through site based programs such as Musick School Community and District sponsored programs, such as DELAC, will continue.
- In 2008-2009, the services of a Bilingual Aide will continue.

Title IV
Safe and Drug Free Schools

Program Goals:

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

- In 2007-2008, we collaborated with local community agencies to enhance student access to educational opportunities in support of anti-bullying and prevention of the use of tobacco, alcohol, and other chemical substances.
 - In 2007-2008, we continued DARE with the Newark Police Department.
 - In 2007-2008, we continued Red Ribbon Week activities.
 - In 2007-2008, we continued to implement and refine Caring School Communities.
 - In 2008-2009, we will continue to bring in assemblies that enable students to learn different strategies to deal with peer pressure, gang violence, anti-bullying, and goal setting.
 - In 2008-2009, every fifth and sixth grade student will continue to receive D.A.R.E. instruction.
- In 2008-2009, teachers and students will continue to participate in Red Ribbon Week activities

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.

- In 2007-2008, Musick School utilized funding to purchase necessary supplies and materials to support student achievement and will continue to do so in 2008-2009

English Language Learner Program

Program Goal:

To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.

- In 2007-2008, we continued to offer additional instructional support through the use of a part-time Bilingual Aide.
 - In 2007-2008, we continued to identify and purchase California standards-based instructional materials (books, instructional videos/DVDs, and computer software to support the learning needs of all English learners.
 - In 2007-2008, we worked closely with the ELD teacher to help bridge the transition with ELD students as they enter a mainstream classroom for longer periods of time.
 - In 2007-2008, an ELD teacher was hired part time to work with Priority I students as outlined in the recommendations of the ELD Task Force. These instructional blocks will occur simultaneously to the ELA instructional block.
- In 2007-2008, teachers in the primary grades regrouped students outside of the ELA block to provide intervention for 30 minutes per day to English Learners.
- In 2008-2009, teachers will participate in Guided Language Acquisition Design (GLAD) staff development.
- In 2008-2009, an EL teacher will be retained to work with students in the highest priority level.
- In 2008-2009, teachers will continue to regroup their students outside of the ELA block in order to continue providing intervention for 30 minutes per day.

Gifted and Talented Education Program (GATE)

Program Goal:

To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents.

- In 2007-2008, three upper grade teachers became GATE certified through training offered by the district.
 - In 2007-2008, 1 teacher attended GATE conference in Palm Springs in March of 2007. Upon his return, he collaborated with his peers about differentiated instruction.
 - In 2007-2008, teachers continued to utilize the icons of depth and complexity.
 - In 2007-2008, teachers continued to differentiate instruction for all students and engage students in interesting, in-depth units of study.
- In 2008-2009, 1 more teacher will attend the GATE training offered by the district.
- In 2008-2009, 6 of 8 upper grade teachers will be GATE certified.
- In 2008-2009, teachers will continue to differentiate instruction for students through GATE instruction as well as GLAD strategies.

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.

- In 2007-2008, TUPE sponsored assembly continued through the Perfection on Wheels assembly.
 - In 2007-2008, 5th grade teachers implemented the Tobacco Use & Prevention curriculum.
- In 2007-2008, Red Ribbon Week activities continued
- In 2008-2009, 5th grade teachers will continue to teach the Tobacco Use & Prevention curriculum.
- In 2008-2009, TUPE funds will continue to sponsor an anti tobacco assembly.
- In 2008-2009, D.A.R.E. will continue of 5th and 6th grades.

Special Education Program

Program Goal:

To ensure that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

- In 2007-2008, RSP teacher served over 30 students utilizing a pullout model for students in 1st through 6th grade.
 - In 2007-2008 School Psychologist provided services to students one and a half days per week.
- In 2007-2008, an instructional aide was retained to provide services to Special Education students for 5 and 1/2 hours per day.
- In 2007-2008, Speech and Language Specialist provided services to students two days per week.
- In 2007-2008, general education staff received training regarding Special Education topics.
- In 2008-2009, a Resource Specialist will be retained to work with students with Individual Education Plans.
- In 2008-2009, the School Psychologist will continue to provide services for 1 and 1/2 days per week.
- In 2008-2009, the Speech and Language Specialist will continue to work with students 2 days per week.
- In 2008-2009, the instructional aide will maintain a 4 hour per day work schedule.
- In 2008-2009, the Special Education team will explore the Learning Center Model

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.

- In 2007-2008 the Attendance Clerk supported students in making improvement in the cumulative average daily attendance.
 - In 2007-2008, a Bilingual Aide provided early intervention for EL students in kindergarten and 1st grade.
 - In 2007-2008, increased hours for Instructional Aide in Special Education was maintained in order to promote small group instruction of students with learning disabilities.
- In 2008-2009, the Attendance Clerk will be compensated for 0.367% of the day utilizing SIP funds.
- In 2008-2009, the Instructional Aide will work 4 hours per day
- In 2008-2009, a Bilingual Aide will be compensated for 0.047% of the day utilizing SIP funds

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

Program Goal:

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

SCHOOL DEMOGRAPHIC DATA

ENROLLMENT	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Enrollment (CBEDS)	450	473	423	442
% African American	7%	6%	6%	5.2%
% Asian	8%	7%	6.62%	6.6%
% Filipino	7%	8%	8%	8.6%
% Hispanic	60%	63%	61%	62.4%
% Pacific Islander	3%	3%	3.21%	2.9%
% White	14%	13%	11.54%	8.6%
% Free/Reduced Lunch	49%	57%	56%	55%
% English Language Learners	%	27.0%	36%	42%%
% Initially or Redesignated Fluent	25%	19%	19%	20%
# Redesignated Fluent by Year	22	3	03	
% Special Education Services	7%	13%	13%	12.2%
% Mobility (New to School Site, Not K)	97 %	92 %	90 %	%

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

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	158	193	127	147
# Advanced	23	13	10	7
# Early Advanced	45	58	39	35
# Intermediate	51	64	51	60
# Early Intermediate	24	37	23	29
# Beginner	15	21	4	16

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	95%	96.54%	96.52%	
Total Identified Truants	109	129	125	

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	32.5	Yes	100	36.2	Yes	100	30.7	Yes
Hispanic	99	27.3	Yes	100	27.8	Yes	100	23.6	Yes
White	100	30.9	Yes	100	42.2	--	100	44.9	--
English Learners	100	19.8	Yes	100	22.2	--	100	18.2	No
Socioeconomically Disadvantaged	99	25.8	Yes	100	29.7	Yes	100	26.2	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	46.1	Yes	100	39.9	Yes	100	40.5	Yes
Hispanic	100	42.2	Yes	100	31.9	Yes	100	35.0	Yes
White	100	45.5	Yes	100	44.4	--	100	51.0	--
English Learners	100	41.2	Yes	100	27.8	--	100	33.3	Yes
Socioeconomically Disadvantaged	100	40.3	Yes	100	31.1	Yes	100	37.1	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	719	722	3	No	722	718	-4	No	735	710	-25	No
Hispanic	676	690	14	Yes	690	676	-14	No	696	686	-10	No
White	755	743	-12	No	743							
Sociologically Disadvantaged	685	686	1	No	686	676	-10	No	692	679	-13	No
English Learners	-	-	-	-	680					666		

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	30.0	34.0	42.0	29.0	41.0	19.0	26.0	31.0	37.0	30.0	28.0	29.0	40.0	29.0
Advanced	5	9	9	6	4	3	6	10	19	9	8	5	16	5	7
Proficient	25	25	33	23	37	16	20	21	18	21	20	24	24	24	18
Basic	25	41	25	35	27	38	45	43	31	47	38	45	41	40	39
Below Basic	34	16	24	19	20	31	18	16	19	9	19	15	13	21	24
Far Below Basic	11	9	9	17	12	13	11	10	13	16	16	11	6	10	12

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	67.0	53.0	53.0	56.0	68.0	58.0	32.0	39.0	35.0	30.0	17.0	26.0	38.0	25.0
Advanced	38	25	24	24	42	24	7	16	16	9	4	7	8	2	3
Proficient	29	28	29	32	26	34	25	23	19	21	13	19	30	23	20
Basic	21	37	34	23	16	24	31	29	26	21	33	31	35	38	34
Below Basic	12	6	11	19	14	16	31	29	34	33	33	32	25	31	38
Far Below Basic	0	4	1	1	2	3	6	4	5	17	19	11	3	7	5

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

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	31.0	27.0	30.0
Advanced	5	3	4
Proficient	26	24	26
Basic	47	36	41
Below Basic	14	25	18
Far Below Basic	9	13	12

SCHOOL ACHIEVEMENT DATA
(Continued)

California Standards Test (CST) Proficiency Level – By Subgroup
% of Students Proficient or Above

ENGLISH-LANGUAGE ARTS	2004 - 2005	2005 - 2006	2006-2007
All Students	32.5%	35.5%	30.7%
% English Learners	19.8%	21.8%	18.2%
% Economically Disadvantaged	25.8%	29.7%	26.2%
% Students with Disabilities	5.7%	13.3%	11.8%
% African American	32.5%	50.0%	26.7%
% Asian	45.7%	53.8%	54.5%
% Hispanic	27.3%	27.4%	23.6%
% White	30.9%	41.3%	44.9%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	46.1%	39.9%	40.5%
% English Learners	41.2%	27.3%	33.3%
% Economically Disadvantaged	40.3%	31.1%	37.1%
% Students with Disabilities	22.9%	30.0%	32.4%
% African American	28.6%	43.8%	40.5%
% Asian	62.9%	57.7%	68.2%
% Hispanic	42.2%	32.2%	35.0%
% White	45.5%	45.7%	51.0%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) Caused/Threatened/Attempted Injury	12	5	5	23
48900 (a.2) Willfully used force or violence				2
48900 (b) Possess/Sale/Furnish Dangerous Object	1	1	4	
48900 (c) Possess/Use/Sale/Furnish Controlled Subst.				
48900 (d) Offer/Sale Controlled Substance				
48900 (e) Commit/Attempt Robbery or Extortion		1		
48900 (f) Cause/Attempt Damage to Property		2	1	3
48900 (g) Stolen/Attempted to Steal Property				
48900 (h) Possession of Tobacco				
48900 (i) Obscene Act/Vulgarity			1	
48900 (j) Possess/Offer/Sale of Drug Paraphernalia				
48900 (k) Disruption/Defied Authority		8	4	6
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)				3
48900.3 Cause/Attempt/Threat/Partic. Hate Violence				
48900.4 Created intimidating or hostile environment				
48900.7 Terrorist Threat				
48915 (a) 1. Causing Serious Injury to Another Person, Except in Self-defense				
48915 (a) 2. Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil				1
48915 (a) 3. Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis				3
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	17	15	42

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%*	51%	No Data
% Reported Feeling Bullied at School	46%*	56%	No Data
% Reported Feeling Very Safe at School	60%*	63%	No Data

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		53	23.77%	68	25.37%	55	23.81%
Very		122	54.71%	130	48.51%	117	50.65%
Somewhat		37	16.59%	39	14.55%	37	16.02%
Not At All		5	2.24%	2	0.75%	5	2.16%
Don't Know/Not Enrolled		1	0.45%	1	0.37%	5	2.16%
(Not Answered)		5	2.24%	28	10.45%	12	5.19%
TOTAL RESPONSES		223	100%	268	100%	231	100%
WRITING							
Extremely		52	23.32%	74	27.41%	51	21.98%
Very		111	49.78%	122	45.19%	122	52.59%
Somewhat		44	19.73%	42	15.56%	36	15.52%
Not At All		5	2.24%	6	2.22%	2	.86%
Don't Know/Not Enrolled		0	0%	26	9.63%	1	.43%
(Not Answered)		11	4.93%	26	9.63%	20	8.62%
TOTAL RESPONSES		223	100%	270	100%	232	100%
MATHEMATICS							
Extremely		53	23.77%	75	28.20%	57	24.68%
Very		109	48.88%	119	44.74%	104	45.02%
Somewhat		38	17.04%	42	15.79%	45	19.48%
Not At All		8	3.59%	2	0.75%	2	.87%
Don't Know/Not Enrolled		1	0.45%	1	0.38%	4	1.73%
(Not Answered)		14	6.28%	27	10.15%	19	8.23%
TOTAL RESPONSES		223	100%	266	100%	231	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		45	20.27%	53	19.63%	34	14.78%
Very		101	45.50%	118	43.70%	97	42.17%
Somewhat		49	22.07%	53	19.63%	54	23.48%
Not At All		9	4.05%	3	1.11%	2	.87%
Don't Know/Not Enrolled		7	3.15%	7	2.59%	13	5.65%
(Not Answered)		11	4.95%	36	13.33%	30	13.04%
TOTAL RESPONSES		222	100%	270	100%	230	100%
SCIENCE							
Extremely		44	19.73%	55	20.52%	40	17.32%
Very		100	44.84%	118	44.03%	96	41.56%
Somewhat		51	22.87%	48	17.91%	52	22.51%
Not At All		6	2.69%	2	0.75%	1	.43%
Don't Know/Not Enrolled		4	1.79%	9	3.36%	14	6.06%
(Not Answered)		18	8.07%	36	13.43%	28	12.12%
TOTAL RESPONSES		223	100%	268	100%	231	100%
PHYSICAL EDUCATION/HEALTH							
Extremely		51	22.87%	63	23.25%	51	22.17%
Very		99	44.39%	111	40.96%	97	42.17%
Somewhat		45	20.18%	45	16.61%	48	20.87%
Not At All		5	2.24%	6	2.21%	0	0%
Don't Know/Not Enrolled		3	1.35%	5	1.85%	10	4.35%
(Not Answered)		20	8.97%	41	15.13%	24	10.43%
TOTAL RESPONSES		223	100%	271	100%	230	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		46	20.72%	74	27.61%	45	19.57%
Very		113	50.90%	126	47.01%	106	46.09%
Somewhat		35	15.77%	36	13.43%	39	16.96%
Not At All		8	3.60%	1	0.37%	3	1.30%
Don't Know/Not Enrolled		2	0.90%	0	0%	10	4.35%
(Not Answered)		18	8.11%	31	11.57%	27	11.74%
TOTAL RESPONSES		222	100%	268	100%	230	100%
USE OF ART IN THE CURRICULUM							
Extremely		27	12.16%	35	12.92%	33	14.29%
Very		74	33.33%	82	30.26%	74	32.03%
Somewhat		61	27.48%	72	26.57%	48	20.78%
Not At All		11	4.95%	7	2.58%	9	3.90%
Don't Know/Not Enrolled		16	7.21%	20	7.38%	18	7.79%
(Not Answered)		33	14.86%	55	20.30%	49	21.21%
TOTAL RESPONSES		222	100%	271	100%	231	100%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		8	3.60%	10	3.69%	8	3.45%
Very		17	7.66%	26	9.59%	15	6.47%
Somewhat		7	3.15%	3	1.11%	14	6.03%
Not At All		3	1.35%	2	0.74%	6	2.59%
Don't Know/Not Enrolled		36	16.22%	58	21.40%	33	14.22%
(Not Answered)		151	68.02%	172	63.47%	156	67.24%
TOTAL RESPONSES		222	100%	271	100%	232	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION (Answer only if your child participates in this program.)							
Extremely		8	3.60%	9	3.33%	6	2.60%
Very		10	4.50%	16	5.93%	7	3.03%
Somewhat		4	1.80%	4	1.48%	12	5.19%
Not At All		3	1.35%	2	0.74%	0	0%
Don't Know/Not Enrolled		36	16.22%	56	20.74%	36	15.58%
(Not Answered)		161	72.52%	183	67.78%	170	73.59%
TOTAL RESPONSES		222	100%	270	100%	231	100%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely		7	3.14%	6	2.22%	7	3.03%
Very		16	7.17%	16	5.93%	13	5.63%
Somewhat		12	5.38%	7	2.59%	15	6.49%
Not At All		4	1.79%	0	0%	4	1.73%
Don't Know/Not Enrolled		34	15.25%	57	21.11%	31	13.42%
(Not Answered)		150	67.26%	184	68.15%	161	69.70%
TOTAL RESPONSES		223	100%	270	100%	231	100%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely		4	1.80%	3	1.11%	1	.43%
Very		8	3.60%	8	2.95%	1	.43%
Somewhat		2	0.90%	2	0.74%	4	1.72%
Not At All		2	0.90%	0	0%	3	1.29%
Don't Know/Not Enrolled		36	16.22%	58	21.40%	36	15.52%
(Not Answered)		170	76.58%	200	73.80%	187	80.60%
TOTAL RESPONSES		222	100%	270	100%	232	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE (Answer only if your child participates in this program.)							
Extremely		11	4.93%	7	2.59%	3	1.29%
Very		9	4.04%	6	2.22%	6	2.59%
Somewhat		2	0.90%	5	1.85%	6	2.59%
Not At All		3	1.35%	1	0.37%	4	1.72%
Don't Know/Not Enrolled		33	14.80%	52	19.26%	35	15.09%
(Not Answered)		165	73.99%	199	73.70%	178	76.72%
TOTAL RESPONSES		223	100%	270	100%	232	100%
D.A.R.E. (Drug Awareness Resistance Education)							
Extremely		59	26.46%	70	26.12%	42	18.18%
Very		52	23.32%	58	21.64%	53	22.94%
Somewhat		17	7.62%	16	5.97%	25	10.82%
Not At All		3	1.35%	0	0%	4	1.73%
Don't Know/Not Enrolled		15	6.73%	23	8.58%	23	9.96%
(Not Answered)		77	34.53%	101	37.69%	84	36.36%
TOTAL RESPONSES		223	100%	268	100%	231	100%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		41	18.39%	50	18.45%	42	18.10%
Agree		121	54.26%	134	49.45%	133	57.33%
Disagree		19	8.52%	21	7.75%	15	6.47%
Strongly Disagree		3	1.35%	3	1.11%	0	0%
No Opinion		15	6.73%	20	7.38%	14	6.03%
(Not Answered)		24	10.76%	43	15.87%	28	12.07%
TOTAL RESPONSES		223	100%	271	100%	232	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		29	13.00%	28	10.37%	28	12.23%
Agree		87	39.01%	107	39.63%	111	48.47%
Disagree		30	13.45%	36	13.33%	18	7.86%
Strongly Disagree		7	3.14%	5	1.85%	8	3.49%
No Opinion		38	17.04%	40	14.81%	29	12.66%
(Not Answered)		32	14.35%	54	20.00%	35	15.28%
TOTAL RESPONSES		223	100%	270	100%	229	100%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		104	46.85%	123	45.56%	95	40.95%
Agree		81	36.49%	100	37.04%	101	43.53%
Disagree		4	1.80%	5	1.85%	7	3.02%
Strongly Disagree		4	1.80%	1	0.37%	4	1.72%
No Opinion		1	0.45%	2	0.74%	2	.86%
(Not Answered)		28	12.61%	39	14.44%	23	9.91%
TOTAL RESPONSES		222	100%	270	100%	232	100%
I am kept informed about school program and upcoming events.							
Strongly Agree		88	39.46%	99	36.53%	84	36.36%
Agree		94	42.15%	112	41.33%	120	51.95%
Disagree		10	4.48%	2	0.74%	4	1.73%
Strongly Disagree		6	2.69%	1	0.37%	1	.43%
No Opinion		1	0.45%	5	1.85%	2	.87%
(Not Answered)		24	10.76%	52	19.19%	20	8.66%
TOTAL RESPONSES		223	100%	271	100%	231	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		67	30.32%	82	30.26%	73	31.47%
Agree		77	34.84%	100	36.90%	109	46.98%
Disagree		6	2.71%	2	0.74%	5	2.16%
Strongly Disagree		2	0.90%	3	1.11%	2	.86%
No Opinion		36	16.29%	27	9.96%	20	8.62%
(Not Answered)		33	14.93%	57	21.03%	23	9.91%
TOTAL RESPONSES		221	100%	271	100%	232	100%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		105	47.09%	104	38.52%	106	46.09%
Agree		72	32.29%	100	37.04%	90	39.13%
Disagree		3	1.35%	1	0.37%	3	1.30%
Strongly Disagree		4	1.79%	0	0%	0	0%
No Opinion		11	4.93%	11	4.07%	3	1.30%
(Not Answered)		28	12.56%	54	20.00%	28	12.17%
TOTAL RESPONSES		223	100%	270	100%	230	100%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		75	33.63%	75	27%	75	32.75%
Agree		97	43.50%	125	46.13%	114	49.78%
Disagree		7	3.14%	7	2.58%	6	2.62%
Strongly Disagree		5	2.24%	2	0.74%	3	1.31%
No Opinion		10	4.48%	8	2.95%	7	3.06%
(Not Answered)		29	13.00%	54	19.93%	24	10.48%
TOTAL RESPONSES		223	100%	271	100%	229	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		84	37.67%	82	30.26%	82	35.65%
Agree		95	42.60%	121	44.65%	106	46.09%
Disagree		12	5.38%	6	2.21%	10	4.35%
Strongly Disagree		3	1.35%	3	1.11%	4	1.74%
No Opinion		4	1.79%	5	1.85%	3	1.30%
(Not Answered)		25	11.21%	54	19.93%	25	10.87%
TOTAL RESPONSES		223	100%	271	100%	230	100%
I am informed of the NUSD Homework Policy.							
Strongly Agree		50	22.42%	57	21.11%	55	23.71%
Agree		104	46.64%	114	42.22%	111	47.84%
Disagree		10	4.48%	19	7.04%	12	5.17%
Strongly Disagree		9	4.04%	1	0.37%	2	.86%
No Opinion		19	8.52%	19	7.04%	20	8.62%
(Not Answered)		31	13.90%	60	22.22%	32	13.79%
TOTAL RESPONSES		223	100%	270	100%	232	100%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		75	33.78%	82	30.48%	80	34.48%
Agree		110	49.55%	118	43.87%	115	49.57%
Disagree		5	2.25%	4	1.49%	7	3.02%
Strongly Disagree		0	0%	0	0%	2	.86%
No Opinion		5	2.25%	8	2.97%	4	1.72%
(Not Answered)		27	12.16%	57	21.19%	24	10.34%
TOTAL RESPONSES		222	100%	269	100%	232	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		37	16.67%	46	17.10%	46	19.91%
Agree		101	45.50%	114	42.38%	103	44.59%
Disagree		18	8.11%	11	4.09%	16	6.93%
Strongly Disagree		9	4.05%	9	3.35%	4	1.73%
No Opinion		21	9.46%	29	10.78%	31	13.42%
(Not Answered)		36	16.22%	60	22.30%	31	13.42%
TOTAL RESPONSES		222	100%	269	100%	231	100%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		68	30.49%	71	26.20%	58	25.00%
Agree		101	45.29%	131	48.34%	120	51.72%
Disagree		13	5.83%	12	4.43%	16	6.90%
Strongly Disagree		3	1.35%	4	1.48%	8	3.45%
No Opinion		10	4.48%	6	2.21%	6	2.59%
(Not Answered)		28	12.56%	47	17.34%	24	10.34%
TOTAL RESPONSES		223	100%	271	100%	232	100%
School Climate: My child feels safe at school.							
Strongly Agree		88	39.46%	68	25.19%	67	28.88%
Agree		96	43.05%	129	47.78%	122	52.59%
Disagree		9	4.04%	14	5.19%	9	3.88%
Strongly Disagree		2	0.90%	1	0.37%	5	2.16%
No Opinion		4	1.79%	2	0.74%	6	2.59%
(Not Answered)		24	10.76%	56	20.74%	23	9.91%
TOTAL RESPONSES		223	100%	270	100%	232	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		55	24.77%	53	19.56%	51	22.27%
Agree		106	47.75%	132	48.71%	118	51.53%
Disagree		22	9.91%	15	5.54%	20	8.73%
Strongly Disagree		3	1.35%	5	1.85%	4	1.75%
No Opinion		11	4.95%	9	3.32%	12	5.24%
(Not Answered)		25	11.26%	57	21.03%	24	10.48%
TOTAL RESPONSES		222	100%	271	100%	229	100%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		84	37.84%	99	36.67%	86	37.39%
Agree		93	41.89%	107	39.63%	116	50.43%
Disagree		7	3.15%	2	0.74%	3	1.30%
Strongly Disagree		2	0.90%	2	0.74%	2	.87%
No Opinion		10	4.50%	1	0.37%	2	.87%
(Not Answered)		26	11.71%	59	21.85%	21	9.13%
TOTAL RESPONSES		222	100%	270	100%	230	100%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		64	28.70%	69	25.46%	61	26.52%
Agree		107	47.98%	116	42.80%	124	53.91%
Disagree		10	4.48%	15	5.54%	5	2.17%
Strongly Disagree		4	1.79%	3	1.11%	4	1.74%
No Opinion		12	5.38%	12	4.43%	10	4.35%
(Not Answered)		26	11.66%	56	20.66%	26	11.30%
TOTAL RESPONSES		223	100%	271	100%	230	100%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Over the last four (4) years, E.L. Musick School has experienced steady increases in several demographic areas. Our English Learner population has increased from 27% in 2003 to 42% in 2008. Dually, our Hispanic population has increased from 51% in 2003 to 63% in 2008. At the same time the number of students being redesignated fluent in English has decreased by 5%. In 2003, 35 students were designated advanced on the CELDT assessment, while in 2008, the number of students designated as advanced had dropped significantly to 7 students. When considering E.L. Musick School's English Language population, the number of beginning level students has increased from 13 students in 2003 to 16 students in 2008. However, the number of advanced students has significantly decreased from 23 students in 2004 to 7 students in 2008. Congruently, our socio-economically disadvantaged population has increased by 6 percent.

Conclusion:

While E.L. Musick School's CBEDS information show only a moderate fluctuation in overall enrollment, it is clear that there are steady demographic changes that are critical to address. Our English Language Learner population has continued to increase over the last four (4) years, but our students are not being redesignated fluent at nearly the same growth rate. The same attention needs to be given to the increase in our socio-economically disadvantaged population. There has been a continual growth rate and our goals need to reflect this growing population's needs.

Student Achievement Data

Description of Data:

AYP

From 2003 to 2006, E.L. Musick School met all of its AYP targets in each subgroup for English Language Arts and Mathematics. There have been some changes in our significant subgroups. In 2003, our subgroups were Hispanic, White, English Learners, and Socio-economically disadvantaged. In 2006, there was no data reported for our White population or our English Learner population in both of the content areas. If these two subgroups had been considered in 2006, Musick School would not have met its target for our EL population in ELA as only 21.8% were proficient or above and the required benchmark was 24.4%. In 2007-2008, E.L. Musick School did not meet the sub group target for our English Learner population in the content area of English Language Arts. We experienced a decline in proficiency levels from 22.2 percent proficient to 18.2 percent proficient. Our English Learner population has nearly doubled in three years, while proficiency levels are decreasing.

API

In 2006, E.L. Musick School initially did not meet our Academic Performance Index. We began the year at 722 points and our growth index was a margin of four (4) points. When the data came out in August of 2006, our API had decreased by four (4) points, leaving Musick School at 718. However, once the API was readjusted in March of 2007, our API was recalculated at 735 points. In 2007, our API significantly declined. It initially dropped by 25 points. When it was recalculated in the spring of 08, we had recaptured 6 points making our API 716. According to the School Accountability Data, two subgroups made declines in their target index. The Hispanic group decreased from 696 to 686 and the Socioeconomically Disadvantaged group decreased from 692 to 679.

Our CST results for English Language Arts made small gains in each of our subgroups. However, the CST results in the content area of mathematics made substantial reductions. Our EL subgroup decreased from 41.2% proficient in 2005 to 27.3% in 2006. Similarly, our Socio-economically disadvantaged population decreased by 10 percentage points from 2005 to 2006.

Conclusion:

In reviewing the data from 2006, the clear concern for our school was in the content area of mathematics, although there still needed to be a focus in English Language Arts, especially for our EL subgroup. All of our subgroups needed to make up deficits of no less than 10% in the content area of mathematics. However, in 2008, our school focus needs to encompass the Socioeconomically Disadvantaged students as the decline in this subgroup's proficiency level is growing yearly. The efforts of staff and students at E.L. Musick School in the content area of mathematics proved to be beneficial in our School Accountability Data. Each of our subgroups made gains of no less than 6 percent in the content area of Math. In fact, almost all of our target groups met the

benchmark the following year. E.L. Musick School must continue its work in both English Language Arts and Mathematics. Our school has researched and reviewed instructional design that will lead to more refined and effective differentiation for all students in each of the academic areas.

Parent Surveys

Description of Data:

Parent survey responses have increased from 222 responses in 2005 to 231 responses in 2007. The responses in the curricular area of reading show an increase in the number of parents who feel E.L. Musick School is adequately meeting the needs of their children. In 2006-2007, 73 percent of parents felt positive about the reading instruction at school and in 2007-2008, 74 percent felt their child's academic needs were being met. Congruently, the data shows gains in parent satisfaction in the area of writing with an increase of nearly 2 percent. The content area of mathematics remained the same over the course of 2 years. However, in reviewing the trend data over 3 years, there is a slight gain of about 1 percent in parent satisfaction regarding this content area.

Similarly, parents feel informed about school activities and upcoming events. In just one year's period, parent satisfaction regarding school to home communication increased by 11 percent. Likewise, parents feel communication is evident on behalf of administration and teachers. There was an increase in positive responses regarding teacher contact. In 2006-2007, 75 percent of the parent population felt their child's teacher kept them informed about academic progress, while in 2007-2008, that percentage increased to over 85 percent. Dually, parent satisfaction regarding the availability of the principal, as well as ongoing communication, increased from 67 percent in 2006-2007 to over 78 percent in 2007-2008.

Parent survey data shows an overall dissatisfaction regarding the use of technology in the academic setting. Nearly 10 percent of the responses were unsatisfied with this deficit in technology.

This data reflects some positive gains in the area of school climate. The surveys reflected an increase in children feeling safe at school. In 2006-2007, 73 percent of our students felt safe at school. According to the survey taken in 2007-2008, this has increased to 81 percent. Similarly, increases were reflected in students and teachers treating one other with respect. Over the last 3 years, there have been gains of nearly 2 percent in satisfaction between students and nearly 9 percent in satisfaction between student and teacher. Similarly, parents feel satisfied with the behavior policy with an increase of 12 percent.

Conclusion:

The parent survey results reflect positive feedback in our core academic areas. Growth is being made through the endeavors of students and staff and new instructional practices are being refined in order to make continuous growth. There is dissatisfaction over the use of technology in the classroom. E.L. Musick School recognizes this concern and as such will continue to explore technology through instructional software as well as computer hardware. Teachers have expressed interest in staff development in order to meet the growing needs of our students. The majority of parents at E.L. Musick School feel a sense of satisfaction about the curriculum and the communication from our faculty. However, 6 percent of parents have growing concerns over the safety of their children at school. As such, E.L. Musick School recognizes the improvements already made within this goal area, but dually recognizes the need for continued improvement. Students need to feel safe at school in order to learn.

Summary Areas Based Upon Analysis of Data

Overall Trends:

The data shows that E.L. Musick School's staff and community are implementing instructional strategies such as differentiated instruction, standards-based curriculum, and small group instruction that are utilized in order to close the achievement gap. Prior to 2006, the math scores were showing steady gains, averaging an increase of nearly 5 percent in each of our subgroups. There has been some fluctuation in specific grade level performances for mathematics. In particular, our 5th and 6th grade students decreased by 8 percent and 7 percent respectively. Similarly, in the 2007 CST results, our scores in each of our subgroups decreased in the content area of English Language Arts. API decreased by 19 points. Where as gains were made in mathematics in 2007 with nearly each subgroup increasing by 5 percent, English Language Arts benchmarks were not met.

Emerging Trends:

In 2007 E.L. Musick School experienced significant decreases in English Language Arts in each subgroup. The losses were considerable as each subgroup lost a minimum of 5 percent for students who were proficient or above. Congruently, the English Learner population did not meet its AYP benchmark. However, with all the work completed in the content area of Mathematics within the 2006-2007 school year, the data from the 2007 CST's reflected increases of nearly 5 percent across the subgroups in the content area of Mathematics.

These trends lead to the following conclusions:

The analysis of the demographic data, the AYP and API data, as well as the parent survey feedback and trend analysis has surfaced the need to continue focusing on closing the achievement gap in both English Language Arts and Mathematics schoolwide, as well as in each of the significant subgroup populations. Similarly, E.L. Musick School needs to continue focusing on maintaining a safe school.

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

GOAL:

Improve schoolwide academic achievement in English Language Arts

Objective 1:

Increase the proficiency levels of students in second through sixth grade by 5% as indicated by the California Standards Test in the content area of English Language Arts.

GOAL:

Improve student achievement for numerically significant subgroups in English Language Arts and Mathematics.

Objective 2:

Increase the proficiency levels of numerically significant subgroup populations in English Language Arts and Mathematics by 5%.

GOAL:

Improve schoolwide student achievement in the content area of Mathematics.

Objective 3:

Increase the proficiency levels of students in second through sixth grade by 5% as indicated on the California Standards Test in the content area of Mathematics.

GOAL:

Maintain a safe and drug free school that fosters a love of learning and overall connectedness to the school.

Objective 4:

Increase the percentage of students that feel safe at school by 5%.

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**

E. L. Musick Elementary School

<u>Goal:</u> Improve schoolwide student achievement in English Language Arts.	
<u>Objectives 1:</u> Increase the proficiency levels of students in second through sixth grade by 5% as indicated by California Standards Tests in the content area of English Language Arts.	
<u>Board/District Goal(s) Addressed in Objective:</u> Student Achievement 1a. Ensure academic growth and achievement for all students	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The school wide trend in the changing proficiency levels shows an increase in the number of students who are not meeting grade level standards. We need to support all students with additional instructional support in order to close the achievement gap. Best practices show a need for early intervention, in particular, for the content of English Language Arts, as well as ongoing interventions and scaffolding throughout the school day.	
<u>Activities to Meet Objective:</u> 1.1 Continue to support the services of the school attendance clerk beyond hours provided by district funds. 1.2 Daily monitoring of attendance by clerk and weekly review by principal will track student attendance and emerging trends. 1.3 Continue to utilize and monitor Independent Study Contracts for long term absences. 1.4 During bi-monthly collaborative meetings, teachers will analyze student work and discuss best practices in the content area of English Language Arts that encompasses reading, writing, and listening skills. 1.5 Continue promoting and implementing Young Author's Faire for the 2008-2009 school year. 1.6 Continue implementing District adopted curriculum in ELA including Houghton Mifflin and Being a Writer. 1.7 Continue to operate an after school tutorial center to assist students with homework. 1.8 Study CST blueprints from the California Department of Education in the content area of ELA in order to examine the weightedness of standards and identify "key standards" per grade level. 1.9 Practice Data Driven Dialogue in order to identify achievement gaps. 1.10 Continue to differentiate instruction by analyzing student data and reading instruction to meet students at their ability level. 1.11 Create measurable objectives and action plans for students at varying proficiency levels. 1.12 Continue parent outreach through Musick School Community. 1.13 Purchase technology to support instructional program. 1.12 Purchase necessary materials and supplies to support goal and objective. 1.13 Support teachers through staff development	<u>Timeline:</u> Ongoing
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • CST data • Benchmark data • Attendance reports • CELDT data • Agendas from collaboration meetings • Pacing guides • # of participants in Young Author's Faire • Copies of purchase orders for materials and/or supplies purchased that will support instruction. 	
<u>Funding Source(s):</u> SIP, /Title III, ELAP, EIA-SCE, EIA-LEP, Block Grant, Ed. Tech.	
<u>Responsible Staff:</u> Principal, attendance clerk, support staff, and teachers.	

Date Approved by School Site Council

May 15, 2008

<u>Goal:</u> Improve student achievement for statistically significant sub-groups in English Language Arts and Mathematics	
<u>Objectives 2:</u> Increase the proficiency levels of subgroups in English Language Arts and Mathematics by 5%.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students 1b. Close the achievement gap for all sub group populations	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The school wide trend in the changing demographics shows an increase in the Hispanic population, the socioeconomically disadvantaged population, and the English Learner population over the last three years. We need to support these students with additional instructional support in order to close the achievement gap. Best practices show a need for early intervention, in particular, for the content areas of English Language Arts and Mathematics as well as ongoing interventions throughout the school day.	
<u>Activities to Meet Objective:</u> 2.1 Continue to retain the services of a Bilingual Aide in the primary grades to work with English Learner population. 2.2 Continue to retain the services of a Native Language Tutor in primary grades to work with English Learner population. 2.3 Continue to retain the services of a Title I teacher to implement Read 180 with fourth through sixth grade students who are far below basic and below basic in English Language Arts. 2.4 Implement Guided Language Acquisition Design (GLAD) in kindergarten through sixth grade classrooms. 2.5 Continue to retain the services of an Instructional Aide to work with the Title I students in Read 180. 2.6 Continue to retain the services of an English Language Development teacher to work with students in grade levels with the greatest need. 2.7 General education teachers will collaborate with ELD teacher and GLAD instructors in order to differentiate curriculum for all students. 2.8 Continue parent education through Musick School Community, ELAC, and Title I events. 2.9 Continue to implement the California Modified Assessment for students with Individual Education Plans. 2.9 Offer a CBET class at Musick School during the school day. 2.10 Continue to offer Super Saturdays throughout the school year in order to support academic needs of student who are not meeting grade level standards in English Language Arts and Mathematics, as well as provide outreach to the community. 2.11 Continue to practice ELD/Intervention rotations in grade levels that do not have the support of an ELD instructor whose beginning CELDT levels are high. 2.12 Purchase necessary materials and supplies to support goal and objective 2.13 Support teachers through staff development.	<u>Timeline:</u> Ongoing
<u>Method/Criteria to evaluate success in meeting the objective:</u> • CST data • Benchmark data • CELDT data • Title I proficiency levels	
<u>Funding Source(s):</u> SIP/Title III/ELAP./EIA-SCE/EIA-LEP/Block Grant/Ed. Tech/Title I	
<u>Responsible Staff:</u> Title I Reading Teacher, Principal, Support Staff, Teachers	

Date Approved by School Site Council May 15, 2008

<u>Goal:</u> Improve schoolwide student achievement in the content area of Mathematics	
<u>Objectives 3:</u> Increase the proficiency levels of students in second through sixth grade by 5% as indicated by California Standards Tests in the content area of Mathematics.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The school wide trend in the changing proficiency levels shows an increase in the number of students who are not meeting grade level standards. We need to support all students with additional instructional support in order to close the achievement gap. Best practices show a need for early intervention, in particular, for the content of Mathematics, as well as ongoing interventions and scaffolding throughout the school day.	
<u>Activities to Meet Objective:</u> 3.1 Continue to support the services of the school attendance clerk beyond hours provided by district funds. 3.2 Daily monitoring of attendance by clerk and weekly review by principal will track student attendance and emerging trends. 3.3 Continue to utilize and monitor Independent Study Contracts for long term absences. 3.4 During bi-monthly collaborative meetings, teachers will analyze student work and discuss best practices in the content area of Mathematics that encompasses basic skills, algorithms, and word problems. 3.5 Study test data as analyzed by the State of California as well as district data analysis through the program Cruncher. 3.6 Compare losses in the subgroups to the strand analysis and compare findings to the "blueprints" and "test released questions." 3.7 Research supplemental materials as approved by the State Department in order to differentiate instruction and meet individual student needs. 3.8 Support students who are below basic, and far below basic through interventions throughout the school day as well as after school. 3.9 Create measurable objectives and action plans for students at varying proficiency levels. 3.10 Purchase technology to support instructional program. 3.11 Purchase necessary materials and supplies to support goal and objective 3.12 Support teachers through staff development.	<u>Timeline:</u> Ongoing
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • CST data • Benchmark data • Attendance reports • CELDT data • Agendas from collaboration meetings • Pacing guides • # of participants in Young Author's Faire • Copies of purchase orders for materials and/or supplies purchased that will support instruction. 	
<u>Funding Source(s):</u> SIP, Title III, ELAP, EIA-SCE, EIA-LEP, Block Grant, Ed. Tech.	
<u>Responsible Staff:</u> Teachers, Support Staff, Principal	

Date Approved by School Site Council May 15, 2008

<u>Goal:</u> Maintain a safe and drug free school that fosters a love of learning and overall connectedness to the school.	
<u>Objectives 4:</u> Increase the percentage of students that feel safe at school by 5%.	
<u>Board/District Goal(s) Addressed in Objective:</u> 1a. Ensure academic growth and achievement for all students 1.b Close the achievement gap for sub-group populations 2.a Provide a nurturing environment that promotes the social, emotional, and physical health of every student as measured by improved student behavior.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> According to the Parent Survey Data, nearly 6% of the school's population does not feel safe at school. Student referrals and suspensions have increased during the 2007-2008 school year with an emphasis in the areas of bullying and racial tension. With the community's changing demographics, it is critical that the school focus on school climate and culture in order to decrease aggressive behaviors and racial tensions.	
<u>Activities to Meet Objective:</u> 4.1 Review and refine behavior plan with Musick Staff in the spring of 08 as well as the fall of 08. 4.2 Review behavior plan with the students and families during the first week of school through "Recess Roundup" as well as publish the policy in the Musick School Handbook. 4.3 Administer Tobacco Use and Prevention Education Curriculum in 5th grade. 4.4 Provide an anti-bullying assembly two times during the school year. 4.5 Provide a TUPE assembly once during the school year. 4.6 Continue DARE curriculum in 5th and 6th grades. 4.7 Continue Red Ribbon Week activities. 4.8 Continue Caring School Communities with an emphasis on classroom meetings and team building activities in order to build community within the classrooms and schoolwide. 4.9 Continue Community Awards on a monthly basis. 4.10 Hold a "Taste of Nations" event to celebrate cultural diversity in our community and create heritage dolls. 4.11 Continue school buddies as part of the Caring School Communities curriculum in order to foster peer modeling and positive choices. 4.12 Work creatively and diligently to connect all governing bodies and special interest groups in order to create harmony and improve communication. 4.13 Hold monthly "challenges" to spark school spirit and curricular success, i.e. reading challenges, attendance challenges, behavioral challenges, campus clean up challenges, etc..., including principal challenges and student incentives. 4.14 Have all students take a "bully survey" and sign an "anti bullying pact." 4.15 Provide parent education classes. 4.16 Continue Music for Minors in K and 1st grade and implement in 2nd grade if docents are available. 4.17 Purchase necessary materials and supplies to support goal and objective. 4. 18 Support teachers through staff development	<u>Timeline:</u> Ongoing
<u>Method/Criteria to evaluate success in meeting the objective:</u> Monthly review of the referrals and suspensions to measure for improvement. Peer sharing of lessons that motivate students and enhance school climate. Implementation of anti-bullying curriculum <ul style="list-style-type: none"> • Copy of Discipline Plan • Name of Anti-bullying Curriculum • Date of assemblies and topics • Red Ribbon Week activities and # of participants • Dates of Family Meetings and # of participants Copies of purchase orders for materials and supplies	
<u>Funding Source(s):</u> SIP, Title III, ELAP, EIA-SCE, EIA-LEP, Block Grant, Ed. Tech., Arts, Music and PE Block Grant	
<u>Responsible Staff:</u> Teachers, Support Staff, Principal	

Date Approved by School Site Council

May 15, 2008

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	<i>SI Block Grant</i>	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th	Arts, Music, and P.E.	Site Block Grant
Objective #	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	4		4	1, 2, 3, 4
Object #	1000	1000	4000	4000		4000	4000
	\$1,500	\$47,458	\$5,363	\$634		\$25,272	\$6,133

Objective #	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	4			
Object #	2000	2000	7000	7000			
	\$11,973	\$7,976	\$154	18			

Objective #	1, 2, 3, 4	1, 2, 3, 4					
Object #	3000	3000					
	\$8,491	\$9,900					

Objective #	1, 2, 3, 4	1, 2, 3, 4					
Object #	4000	4000					
	\$24,899	\$5,355					

Objective #	1, 2, 3, 4	1, 2, 3, 4					
Object #	7000	7000					
	\$1,345	\$2,000					

Objective #							
Object #							

Total By Program	\$48,208	\$71,688	\$5,517	\$652		\$25,272	\$6,133
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING SOURCE
			EETT	LEP	SDFSC	Strategies	
	K-12	K-12	K-12	K-12	K-12	K-12	
Objective #	2						
Object #	1000						
	\$28,495						

Objective #	2			1, 2, 3, 4			
Object #	2000			2000			
	\$5,154			\$8,880			

Objective #	2			1, 2, 3, 4			
Object #	3000			3000			
	\$7,391			\$2,944			

Objective #	2			1, 2, 3, 4	4		
Object #	4000			4000	4000		
	\$25,197			\$4,878	\$909		

Objective #	2						
Object #	5000						
	\$3,800						

Objective #	2			1, 2, 3, 4	4		
Object #	7000			7000	7000		
	\$2,012			\$334	26		

Total By Program	\$72,124			\$17,036	\$935		
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Closing the student achievement gap.

Primary Focus Area: English Language Arts

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Guided Language Acquisition Design (GLAD)	Action Plan and Needs Assessment
2. English Language Development	Action Plan and Needs Assessment
3. Read 180	Action Plan and Needs Assessment
4. SB472 Training	Action Plan and Needs Assessment
5.	

Primary Focus Area: Providing a Safe and Respectful Learning Environment

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Site-Based Staff Development on Caring School Communities	Action Plan and Needs Assessment
2. Building Cultural Sensitivity	Action Plan and Needs Assessment
3. Parent Education	Action Plan and Needs Assessment
4. Disaster Preparedness	Action Plan
5.	

Primary Focus Area: Mathematics

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Data Analysis	Action Plan and Needs Assessment
2. Identifying Key Vocabulary and Concepts/Pacing Guides	Action Plan and Needs Assessment
3. Applying Basic Instructional Strategies to Successfully Differentiate Instruction	Action Plan and Needs Assessment
4. AB466/SB472 Training	Action Plan and Needs Assessment
5.	

Newark Unified School District Summary of Centralized Services

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

Description of Services

Administration

Provide administrative support of schools:

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

Planning/Evaluation

Provide schools with assistance in the development of schools including:

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

Implementation

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

Staff Development

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

Parent Involvement

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

Newark Unified School District Summary of Centralized Services

Title I Centralized Services

Description of Services:

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

- Monitor parent compact and parent involvement policies at individual sites

Newark Unified School District Summary of Centralized Services

EIA-ELL Centralized Services

Description of Services

Administration

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

Planning/Evaluation

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

Implementation

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

Staff Development

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

Parent Involvement

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

Appendix

Additional Assessment (if applicable)

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

**Appendix A
WASC**

NOT APPLICABLE

Appendix B Technology Plan

Newark Unified School District

Site Technology Plan

School: E.L. Musick School

Current Availability of Technology at the Site:

- 2 PCs in every primary grade classroom
- 3 PCs in every upper grade classroom
- 10 color network printers
- 32 IMACs in a computer lab
- 32 IBOOKS to update existing computer lab
- 5 PCs in the library
- 10 PCs in a READ 180 lab
- 6 lexmark laser printers that are networked
- Leapfrogs & Quantum pads
- 1 document reader
- 7 LCD's for use in upper grade

Current Use of Technology for Learning and Management:

- SASI & behavior records
- ELD instructional software
- Publishing & research
- Word-processing
- Email
- Presentations
- Read 180 intervention
- Electronic report cards & benchmark reports
- Scott Foresman online intervention
- Document reader presentations

Use of Technology for Curriculum and Instruction

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

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

Implementation Plan:

- Provide professional development for staff using various instructional software new to the site.
- Explore CLRN site to inform and train teachers about state approved resources to support student achievement through various resources.
- Increase the numbers of students and staff who utilize current instructional software.
- Purchase and implement kidspiration and inspiration software coordinated by District Office through recommendations made by Technology Committee

Monitoring and Evaluation Criteria and Process:

- CTAP survey in spring of 2008
- State testing
- E.L. Musick Parent Survey

Teachers' and Administrators' Personal Technology Skills

Goal(s): Teachers and administrator will acquire necessary personal technology competencies.

Benchmarks: By June 30, 2009, 85% of teachers and administrator will indicate that they are at the Proficient user skill level in general computer knowledge and skills, Internet, email, and presentation software skills as reported on their Personal Technology Assessment Profile.

Implementation Plan:

- Provide staff development spanning basic technology operation to specific topics that include new instructional software to PowerPoint presentations to Internet research and websites.
- Acquire hardware and software that increase capacity at E.L. Musick in order to improve access.
- Identify additional professional support for staff based on participation in and results of CTAP survey.

Monitoring and Evaluation Criteria and Process:

- CTAP results
- Training dates and topics provided to Educational Services
- Staff development evaluations

Goals for Infrastructure Development and Hardware

- Acquire keyboarding software for primary and upper grades.
- Research and acquire anti-bullying curriculum, preferably one that is technologically based.
- Acquire CLRN approved software
- Fund a new "rolling" computer lab through Apple

Funding Source to Implement Site Technology Plan

- SIP
- Title I
- Title V
- District funds
 - Discretionary Site Block Grant
 - Microsoft Vouchers
 - Technology grant

Professional Development

- Kidspiration and Inspiration keyboarding
- PowerPoint presentations
- Website library and exploration
- Dyne Ed and Rosetta Stone exploration
- Riverdeep/Destination Math
- CLRN as a tool
- IBOOOK professional development for staff

Appendix C Homework Policy

Homework Policy
Was not available when this plan was produced on 6/12/08

Appendix D
Parent Involvement Policy

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

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

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

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

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

Shared Responsibilities

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

The **compact** shall:

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

Building Parental Involvement

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

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

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

Accessibility

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

Appendix D Parent Survey

Musick 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	53	23.77%	68	25.37%	55	23.81%
Very	122	54.71%	130	48.51%	117	50.65%
Somewhat	37	16.59%	39	14.55%	37	16.02%
Not At All	5	2.24%	2	.75%	5	2.16%
Don't Know/Not Enrolled	1	0.45%	1	.37%	5	2.16%
(Not Answered)	5	2.24%	28	10.45%	12	5.19%
TOTAL RESPONSES	223	100%	268	100%	231	100%
WRITING						
Extremely	52	23.32%	74	27.41%	51	21.98%
Very	111	49.78%	122	45.19%	122	52.59%
Somewhat	44	19.73%	42	15.56%	35	15.52%
Not At All	5	2.24%	6	2.22%	2	.86%
Don't Know/Not Enrolled	0	0%	26	9.63%	1	.43%
(Not Answered)	11	4.93%	26	9.63%	20	8.62%
TOTAL RESPONSES	223	100%	270	100%	232	100%
MATHEMATICS						
Extremely	53	23.77%	75	28.20%	57	24.68%
Very	109	48.88%	119	44.74%	104	45.02%
Somewhat	38	17.04%	42	15.79%	45	19.48%
Not At All	8	3.59%	2	.75%	2	.87%
Don't Know/Not Enrolled	1	0.45%	1	.38%	4	1.73%
(Not Answered)	14	6.28%	27	10.15%	19	8.23%
TOTAL RESPONSES	223	100%	266	100%	231	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	45	20.27%	53	19.63%	34	14.78%
Very	101	45.50%	118	43.70%	97	42.17%
Somewhat	49	22.07%	53	19.63%	54	23.48%
Not At All	9	4.05%	3	1.11%	2	.87%
Don't Know/Not Enrolled	7	3.15%	7	2.59%	13	5.65%
(Not Answered)	11	4.95%	36	13.33%	30	13.04%
TOTAL RESPONSES	222	100%	270	100%	230	100%
SCIENCE						
Extremely	44	19.73%	55	20.52%	40	17.32%
Very	100	44.84%	118	44.03%	96	41.56%
Somewhat	51	22.87%	48	17.91%	52	22.51%
Not At All	6	2.69%	2	.75%	1	.43%
Don't know/Not enrolled	4	1.79%	9	3.36%	14	6.06%
(Not Answered)	18	8.07%	36	13.43%	28	12.12%
TOTAL RESPONSES	223	100%	268	100%	231	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	51	22.87%	63	23.25%	51	22.17%
Very	99	44.39%	111	40.96%	97	42.17%
Somewhat	45	20.18%	45	16.61%	48	20.87%
Not At All	5	2.24%	6	2.21%	0	0%
Don't know/Not enrolled	3	1.35%	5	1.85%	10	4.35%
(Not Answered)	20	8.97%	41	15.13%	24	10.43%
TOTAL RESPONSES	223	100%	271	100%	230	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	46	20.72%	74	27.61%	45	19.57%
Very	113	50.90%	126	47.01%	106	46.09%
Somewhat	35	15.77%	36	13.43%	39	16.96%
Not At All	8	3.60%	1	.37%	3	1.30%
Don't Know/Not Enrolled	2	0.90%	0	0%	10	4.35%
(Not Answered)	18	8.11%	31	11.57%	27	11.74%
TOTAL RESPONSES	222	100%	268	100%	230	100%

USE OF ART IN THE CURRICULUM

Extremely	27	12.16%	35	12.92%	33	14.29%
Very	74	33.33%	82	30.26%	74	32.03%
Somewhat	61	27.48%	72	26.57%	48	20.78%
Not At All	11	4.95%	7	2.58%	9	3.90%
Don't Know/Not Enrolled	16	7.21%	20	7.38%	18	7.79%
(Not Answered)	33	14.86%	55	20.30%	49	21.21%
TOTAL RESPONSES	222	100%	271	100%	231	100%

GRADE 4-6 INSTRUMENTAL MUSIC

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

Extremely	8	3.60%	10	3.69%	8	3.45%
Very	17	7.66%	26	9.59%	15	6.47%
Somewhat	7	3.15%	3	1.11%	14	6.03%
Not At All	3	1.35%	2	.74%	6	2.59%
Don't know/Not enrolled	36	16.22%	58	21.40%	33	14.22%
(Not Answered)	151	68.02%	172	63.47%	156	67.24%
TOTAL RESPONSES	222	100%	271	100%	232	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION						
(Answer only if your child participates in this program.)						
Extremely	8	3.60%	9	3.33%	6	2.60%
Very	10	4.50%	16	5.93%	7	3.03%
Somewhat	4	1.80%	4	1.48%	12	5.19%
Not At All	3	1.35%	2	.74%	0	0%
Don't know/Not enrolled	36	16.22%	56	20.74%	36	15.58%
(Not Answered)	161	72.52%	183	67.78%	170	73.59%
TOTAL RESPONSES	222	100%	270	100%	231	100%

PROGRAM FOR ENGLISH LEARNERS

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

Extremely	7	3.14%	6	2.22%	7	3.03%
Very	16	7.17%	16	5.93%	13	5.63%
Somewhat	12	5.38%	7	2.59%	15	6.49%
Not At All	4	1.79%	0	0%	4	1.73%
Don't Know/Not Enrolled	34	15.25%	57	21.11%	31	13.42%
(Not Answered)	150	67.26%	184	68.15%	161	69.70%
TOTAL RESPONSES	223	100%	270	100%	231	100%

TITLE I PROGRAM

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

Extremely	4	1.80%	3	1.11%	1	.43%
Very	8	3.60%	8	2.95%	1	.43%
Somewhat	2	0.90%	2	.74%	4	1.72%
Not At All	2	0.90%	0	0%	3	1.29%
Don't Know/Not Enrolled	36	16.22%	58	21.40%	36	15.52%
(Not Answered)	170	76.58%	200	73.80%	187	80.60%
TOTAL RESPONSES	222	100%	270	100%	232	100%

	2005-2006		2006-2007		2007-2008	
	Count	Percent	Count	Percent	Count	Percent
GATE						
(Answer only if your child participates in this program.)						
Extremely	11	4.93%	7	2.59%	3	1.29%
Very	9	4.04%	6	2.22%	6	2.59%
Somewhat	2	0.90%	5	1.85%	6	2.59%
Not At All	3	1.35%	1	.37%	4	1.72%
Don't know/Not enrolled	33	14.80%	52	19.26%	35	15.09%
(Not Answered)	165	73.99%	199	73.70%	178	76.72%
TOTAL RESPONSES	223	100%	270	100%	232	100%

D.A.R.E.						
(Drug Awareness Resistance Education)						
Extremely	59	26.46%	70	26.12%	42	18.18%
Very	52	23.32%	58	21.64%	53	22.94%
Somewhat	17	7.62%	16	5.97%	25	10.82%
Not At All	3	1.35%	0	0%	4	1.73%
Don't know/Not enrolled	15	6.73%	23	8.58%	23	9.96%
(Not Answered)	77	34.53%	101	37.69%	84	36.36%
TOTAL RESPONSES	223	100%	268	100%	231	100%

I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	41	18.39%	50	18.45%	42	18.10%
Agree	121	54.26%	134	49.45%	133	57.33%
Disagree	19	8.52%	21	7.75%	15	6.47%
Strongly Disagree	3	1.35%	3	1.11%	0	0%
No Opinion	15	6.73%	20	7.38%	14	6.03%
(Not Answered)	24	10.76%	43	15.87%	28	12.07%
TOTAL RESPONSES	223	100%	271	100%	232	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	29	13.00%	28	10.37%	28	12.23%
Agree	87	39.01%	107	39.63%	111	48.47%
Disagree	30	13.45%	36	13.33%	18	7.86%
Strongly Disagree	7	3.14%	5	1.85%	8	3.49%
No Opinion	38	17.04%	40	14.81%	29	12.66%
(Not Answered)	32	14.35%	54	20.00%	35	15.28%
TOTAL RESPONSES	223	100%	270	100%	229	100%

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

Strongly Agree	104	46.85%	123	45.56%	95	40.95%
Agree	81	36.49%	100	37.04%	101	43.53%
Disagree	4	1.80%	5	1.85%	7	3.02%
Strongly Disagree	4	1.80%	1	.37%	4	1.72%
No Opinion	1	0.45%	2	.74%	2	.86%
(Not Answered)	28	12.61%	39	14.44%	23	9.91%
TOTAL RESPONSES	222	100%	270	100%	232	100%

I am kept informed about school program and upcoming events.

Strongly Agree	88	39.46%	99	36.53%	84	36.36%
Agree	94	42.15%	112	41.33%	120	51.95%
Disagree	10	4.48%	2	.74%	4	1.73%
Strongly Disagree	6	2.69%	1	.37%	1	.43%
No Opinion	1	0.45%	5	1.85%	2	.87%
(Not Answered)	24	10.76%	52	19.19%	20	8.66%
TOTAL RESPONSES	223	100%	271	100%	231	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	67	30.32%	82	30.26%	73	31.47%
Agree	77	34.84%	100	36.90%	109	46.98%
Disagree	6	2.71%	2	.74%	5	2.16%
Strongly Disagree	2	0.90%	3	1.11%	2	.86%
No Opinion	36	16.29%	27	9.96%	20	8.62%
(Not Answered)	33	14.93%	57	21.03%	23	9.91%
TOTAL RESPONSES	221	100%	271	100%	232	100%

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

Strongly Agree	105	47.09%	104	38.52%	106	46.09%
Agree	72	32.29%	100	37.04%	90	39.13%
Disagree	3	1.35%	1	.37%	3	1.30%
Strongly Disagree	4	1.79%	0	0%	0	0%
No Opinion	11	4.93%	11	4.07%	3	1.30%
(Not Answered)	28	12.56%	54	20.00%	28	12.17%
TOTAL RESPONSES	223	100%	270	100%	230	100%

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

Strongly Agree	75	33.63%	75	27.68%	75	32.75%
Agree	97	43.50%	125	46.13%	114	49.78%
Disagree	7	3.14%	7	2.58%	6	2.62%
Strongly Disagree	5	2.24%	2	.74%	3	1.31%
No Opinion	10	4.48%	8	2.95%	7	3.06%
(Not Answered)	29	13.00%	54	19.93%	24	10.48%
TOTAL RESPONSES	223	100%	271	100%	229	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	84	37.67%	82	30.26%	82	35.65%
Agree	95	42.60%	121	44.65%	106	46.09%
Disagree	12	5.38%	6	2.21%	10	4.35%
Strongly Disagree	3	1.35%	3	1.11%	4	1.74%
No Opinion	4	1.79%	5	1.85%	3	1.30%
(Not Answered)	25	11.21%	54	19.93%	25	10.87%
TOTAL RESPONSES	223	100%	271	100%	230	100%

I am informed of the NUSD Homework Policy.

Strongly Agree	50	22.42%	57	21.11%	55	23.71%
Agree	104	46.64%	114	42.22%	111	47.84%
Disagree	10	4.48%	19	7.04%	12	5.17%
Strongly Disagree	9	4.04%	1	.37%	2	.86%
No Opinion	19	8.52%	19	7.04%	20	8.62%
(Not Answered)	31	13.90%	60	22.22%	32	13.79%
TOTAL RESPONSES	223	100%	270	100%	232	100%

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

Strongly Agree	75	33.78%	82	30.48%	80	34.48%
Agree	110	49.55%	118	43.87%	115	49.57%
Disagree	5	2.25%	4	1.49%	7	3.02%
Strongly Disagree	0	0%	0	0%	2	.86%
No Opinion	5	2.25%	8	2.97%	4	1.72%
(Not Answered)	27	12.16%	57	21.19%	24	10.34%
TOTAL RESPONSES	222	100%	269	100%	232	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	37	16.67%	46	17.10%	46	19.91%
Agree	101	45.50%	114	42.38%	103	44.59%
Disagree	18	8.11%	11	4.09%	16	6.93%
Strongly Disagree	9	4.05%	9	3.35%	4	1.73%
NO Opinion	21	9.46%	29	10.78%	31	13.42%
(Not Answered)	36	16.22%	60	22.30%	31	13.42%
TOTAL RESPONSES	222	100%	269	100%	231	100%

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

Strongly Agree	68	30.49%	71	26.20%	58	25.00%
Agree	101	45.29%	131	48.34%	120	51.72%
Disagree	13	5.83%	12	4.43%	16	6.90%
Strongly Disagree	3	1.35%	4	1.48%	8	3.45%
No Opinion	10	4.48%	6	2.21%	6	2.59%
(Not Answered)	28	12.56%	47	17.34%	24	10.34%
TOTAL RESPONSES	223	100%	271	100%	232	100%

School Climate: My child feels safe at school.

Strongly Agree	88	39.46%	68	25.19%	67	28.88%
Agree	96	43.05%	129	47.78%	122	52.59%
Disagree	9	4.04%	14	5.19%	9	3.88%
Strongly Disagree	2	0.90%	1	.37%	5	2.16%
No Opinion	4	1.79%	2	.74%	6	2.59%
(Not Answered)	24	10.76%	56	20.74%	23	9.91%
TOTAL RESPONSES	223	100%	270	100%	232	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	55	24.77%	53	19.56%	51	22.27%
Agree	106	47.75%	132	48.71%	118	51.53%
Disagree	22	9.91%	15	5.54%	20	8.73%
Strongly Disagree	3	1.35%	5	1.85%	4	1.75%
No Opinion	11	4.95%	9	3.32%	12	5.24%
(Not Answered)	25	11.26%	57	21.03%	24	10.48%
TOTAL RESPONSES	222	100%	271	100%	229	100%

School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	84	37.84%	99	36.67%	86	37.39%
Agree	93	41.89%	107	39.63%	116	50.43%
Disagree	7	3.15%	2	.74%	3	1.30%
Strongly Disagree	2	0.90%	2	.74%	2	.87%
No Opinion	10	4.50%	1	.37%	2	.87%
(Not Answered)	26	11.71%	59	21.85%	21	9.13%
TOTAL RESPONSES	222	100%	270	100%	230	100%

School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	64	28.70%	69	25.46%	61	26.52%
Agree	107	47.98%	116	42.80%	124	53.91%
Disagree	10	4.48%	15	5.54%	5	2.17%
Strongly Disagree	4	1.79%	3	1.11%	4	1.74%
No Opinion	12	5.38%	12	4.43%	10	4.35%
(Not Answered)	26	11.66%	56	20.66%	26	11.30%
TOTAL RESPONSES	223	100%	271	100%	230	100%