

Newark Unified School District
Lincoln Elementary School
01-61234-6001523

School Plan
2008-2009

School Information

Page Number

School Site Council Signature Page

School Vision, Philosophy, and Description

Description of School Programs

Demographic and Accountability Summary of Information (DASI) data includes:

- Academic Performance Index (API)
- Adequate Yearly Progress (AYP)
- California Basic Educational Data System (CBEDS)
- California English Language Development Test (CELDT)
- California High School Exit Exam (CHSEE)
- Graduation Rates
- Language Census Report (R30)
- Parent Surveys
- Site Specific Data (Information Services)
- Standardized Testing And Reporting (STAR)
- Local Assessments

District Goals

School Plan Budget Allocations

Summary of Staff Development Areas of Focus

Centralized Services

Appendix

School Site Council Membership

School Lincoln 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
Pamela Hughes	[X]	[]	[]	[]	[]
Mandana Ansari	[]	[]	[]	[X]	[]
Tiffanie Jackson	[]	[]	[]	[X]	[]
Kim Conwright	[]	[]	[]	[X]	[]
Caroll Aumondson	[]	[X]	[]	[]	[]
Cindy Halladay	[]	[X]	[]	[]	[]
Marilyn Painter	[]	[]	[X]	[]	[]
Stacey Silva	[]	[]	[]	[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.

Lincoln 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

Lincoln School Mission Statement

In the quest for excellence, the mission of Lincoln School is to promote the love of learning, to create a caring, nurturing environment where everyone is empowered to develop intellectually, physically, aesthetically and emotionally in a challenging child-centered environment.

Introduction

This plan of action will be taken to raise the academic performance of students and improve the school's educational program.

School Description

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

Lincoln 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 educational and career options.

Description of School Programs

Lincoln Elementary School is committed to meeting the academic, social, and emotional needs of our students. We provide the following programs and support services to meet the needs of our students.

1. Science Resource Teacher

The science resource teacher provides standards based curriculum for grades one through six. The fourth through six grade levels receive 80 minutes of instruction with the science resource teacher. First through third grades spend one 40-minute period with the science resource teacher each week. This instructional support allows each student an opportunity to experience science instruction in a laboratory setting. This instruction is in addition to the science instruction provided by each classroom teacher.

2. Physical Education Resource Teacher

Learning capabilities are enhanced when a student's health and well being are supported by an integrated physical education program. The Physical Education Instructor initiates a physical fitness program for students in grades one through six. A variety of directed exercises are integrated into physical activities that improve cardiovascular, respiratory, circulatory, muscular and skeletal functions. Incorporated into these activities are the importance of sportsmanship, group cooperation and vocabulary development. Fifth grade students are evaluated on a six-area performance test.

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.

Not Applicable

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.

Activities in 2007-2008

- Developmental Studies Center's (DSC) Being A Writer professional development
- Scott Foresman Social Studies professional development
- Partnership Student Success in Science (PS3)
- Comprehensive Sexuality Education for 5th grade teacher
- AB 466 English Language Arts training-Houghton Mifflin
- Asilomar math conference
- School Site Council training
- Data Driven Dialogue training
- Language! training for special education teacher
- Math strategies training
- Least restrictive environment professional development

Goals

- Train remaining teachers in AB 466 for English Language Arts and Math during the 2008-2009 school year as funding and space become available
- Provide additional staff development for Avenues/High Point, Specially Designed Academic Instruction in English (SDAIE), using data, and differentiating instruction as needed.

Title II, Part D Enhancing Education Through Technology

Program Goal:

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

During 2007-2008, Lincoln Elementary students and staff utilized the computer lab. The computer lab technician collaborated with classroom teachers and tailored the activities in the lab to support classroom activities and needs. All classrooms have at least one computer to provide teachers with access to the internet and email.

In 2008-2009, additional technology hardware and software will be purchased and implemented to support technology-based curricular programs. Purchases and professional development will focus on using technology to improve reading comprehension and writing skills.

Title III (Limited English Proficient)

Program Goal:

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

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

During the 2007-2008 school year Lincoln Elementary provided a range of supplemental programs and services for our Limited English Proficient students. We had a bilingual aide and a native language tutor provide services for students identified as Beginning and Early Intermediate on the CELDT test given each year. They worked with students in the classrooms to support core curriculum.

During the 2008-2009 we will continue to have a bilingual aide assist in classrooms with students identified on the CELDT test as Beginning or Early Intermediate. The aide will collaborate with the classroom teacher on how best to support the needs of the English language learners. In addition, we will continue professional development in the Avenues and High Point supplemental programs and continue to explore, implement, and refine practice of technology based program Rosetta Stone.

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.

Lincoln School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff.

Description:

- Sixth grade students participated in the Drug and Alcohol Resistance Education (DARE) program.
- Red Ribbon Week activities
- Instruction in Toward No Tobacco Use (TNT) for 5th grade.
- Caring School Community program
- Anti-Bullying assembly and classroom materials
- Update school-wide management program
- Comprehensive Sexuality Education lessons for fifth and sixth grade students that include reflection on values and goal setting

Goals for 2008-2009:

- Continue with the DARE and TUPE programs
- Continue and broaden the implementation of the Caring School Community program

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.

During the 2007-2008 school year we purchased either Scholastic News or Time Magazine for Kids for all classrooms in grades 1-6.

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.

During 2007-2008 Lincoln offered support to our English language learners (ELLs) based on their individual needs. Students identified by the CELDT test as either Beginning or Early Intermediate levels were supported by a bilingual aide. A native language tutor also went into classrooms to help students with grade level material. School-wide communication was translated and sent home in English and Spanish. Classroom teachers began implementing 30 minutes of ELD instruction for their ELL students each day using either Avenues or High Point.

Goals:

- Have a bilingual aide and native language tutors support students in their regular education classrooms
- Provide professional development in SDAIE strategies and the Avenues/High Point programs
- Purchase materials and supplies to support our English language learners

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.

Description:

- Students in grades 4-6 identified as GATE were grouped in classrooms taught by GATE certified teachers
- The GATE teachers provided specialized differentiation of instruction
- Teachers in grades three and six identified prospective GATE students who were then given the In View assessment

Goals:

- Plan a schoolwide GATE activity
- Provide time for GATE teachers to meet with each other

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.

Description:

- Project TNT (Towards No Tobacco Use) curriculum was purchased and presented to the fifth grade students.
- Anti-tobacco products like stickers and pencils were purchased and distributed during Red Ribbon Week

Our goal next year is to continue with the above activities.

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.

Description:

- Lincoln's Special Education program consisted of one special day class and one learning center classroom.
- Students were supported by three part time instructional aides, one part time adaptive physical education teacher, one part time speech therapist, and one part time psychologist.
- The Student Study Team (SST), which is part of the regular educational program, consists of the above specialists, the principal, and the referring teacher.
- Next year we will continue to develop our Learning Center program.

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.

During 2007-2008, The School Site Council continued its focus on improving student achievement. The council designated funds to provide additional time for the office clerk to support student attendance and for the library technician to provide students with more access to the library. The council funded the computer technician to support students in the computer lab. The council allocated necessary funds to provide a homework center for students in grades 4-6. Other support includes the author for our Young Author's program and materials and supplies that support our school plan.

For the 2008-2009 school year we will continue the programs and personnel described above.

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)	370	360	352	348
% African American	10%	11.1%	9%	7.8%
% Asian	10%	10.3%	8.93%	7.8%
% Filipino	6%	7.8%	9%	8.9%
% Hispanic	38%	39.4%	49%	45.1%
% Pacific Islander	4%	3.1%	3.17%	3.7%
% White	32%	27.8%	24.21%	25%
% Free/Reduced Lunch	34%	29%	30%	34.5%
% English Language Learners	26%	25%	32%	36%
% Initially or Redesignated Fluent	15%	13%	11%	10%
# Redesignated Fluent by Year	16	17	0	8
% Special Education Services	8%	5%	9%	11.56%
% Mobility (New to School Site, Not K)	96 %	94 %	91 %	%

NO CHILD LEFT BEHIND COMPLIANCE	2005 - 2006	2006 - 2007	2007 - 2008
% of Classes Taught by NCLB Highly Qualified Teachers	88.9 %	94.4 %	94.74%

ENGLISH LEARNERS by FLUENCY	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Total Number of EL Students	74	90	111	90
# Advanced	11	13	16	1
# Early Advanced	28	34	26	12
# Intermediate	26	31	39	53
# Early Intermediate	6	8	18	14
# Beginner	3	4	12	10

ATTENDANCE	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Cumulative Average Daily Attendance	96%	95.96%	96.53%	
Total Identified Truants	118	110	93	

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	48.1	Yes	100	47.9	Yes	100	45.9	Yes
Hispanic	99	46.2	Yes	100	37.9	Yes	99	35.0	Yes
White	100	55.3	Yes	100	54.5	Yes	100	56.5	Yes
English Learners	100	41.6	--	100	41.0	--	100	33.7	Yes
Socioeconomically Disadvantaged	99	35.4	Yes	100	29.3	Yes	100	21.8	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	56.8	Yes	100	56.7	Yes	100	49.8	Yes
Hispanic	99	51.9	Yes	100	47.4	Yes	99	40.0	Yes
White	100	60.0	Yes	100	61.0	Yes	100	59.4	Yes
English Learners	100	50.6	--	100	51.3	--	100	43.4	Yes
Socioeconomically Disadvantaged	99	42.7	Yes	100	45.3	Yes	100	32.1	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	782	774	-8	No	775	796	21	Yes	801	760	-41	No
Hispanic	741	752	11	Yes	752	758	6	Yes	760	712	-48	No
White	827	803	-24	Yes	803	829	26	Yes	833	812	-21	Yes
Sociologically Disadvantaged	697	708	11	Yes	708	715	7	Yes	724	650	-74	No
English Learners	-	-	-	-						707		

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	52.0	48.0	47.0	43.0	48.0	31.0	50.0	45.0	52.0	40.0	43.0	55.0	56.0	43.0
Advanced	12	22	29	10	19	9	12	13	28	9	11	17	22	13	10
Proficient	40	26	18	33	29	22	38	32	24	31	32	38	34	30	29
Basic	29	31	24	30	22	26	43	35	30	36	53	28	24	37	39
Below Basic	10	17	22	15	21	24	3	16	11	9	4	7	17	15	15
Far Below Basic	9	3	8	13	9	19	3	3	7	16	0	10	3	5	7

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	64.0	65.0	49.0	73.0	63.0	53.0	56.0	54.0	48.0	41.0	45.0	44.0	54.0	43.0
Advanced	31	34	29	35	41	29	28	19	37	12	17	3	25	10	8
Proficient	33	31	20	38	22	24	28	35	11	29	28	41	29	33	34
Basic	17	22	25	13	22	16	27	29	26	26	36	28	17	28	36
Below Basic	16	12	22	13	12	19	17	13	22	17	17	21	24	22	22
Far Below Basic	3	2	4	3	2	12	0	3	4	16	2	7	5	7	0

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

SCIENCE	Grade 5		
	05	06	07
Proficient or Above	38.0	40.0	48.0
Advanced	5	8	7
Proficient	33	32	41
Basic	28	45	24
Below Basic	19	8	10
Far Below Basic	16	8	17

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	48.1%	47.7%	45.9%
% English Learners	41.6%	40.5%	33.7%
% Economically Disadvantaged	35.4%	28.9%	21.8%
% Students with Disabilities	0 %	9.1%	23.3%
% African American	17.4%	5.6%	31.3%
% Asian	70.4%	79.2%	70.6%
% Hispanic	46.2%	37.5%	35.0%
% White	55.3%	54.5%	56.5%

MATHEMATICS	2004 - 2005	2005 - 2006	2006-2007
All Students	56.8%	56.5%	49.8%
% English Learners	50.6%	50.6%	43.4%
% Economically Disadvantaged	42.7%	44.7%	32.1%
% Students with Disabilities	17.4%	36.4%	30.0%
% African American	26.1%	27.8%	25.0%
% Asian	85.2%	79.2%	82.4%
% Hispanic	51.9%	46.9%	40.0%
% White	60 %	61 %	59.4%

SUSPENSIONS

School	2003-2004	2004-2005	2005-2006	2006-2007
Suspensions By Offense/Education Code				
48900 (a.1) <i>Caused/Threatened/Attempted Injury</i>	5	3	10	8
48900 (a.2) <i>Willfully used force or violence</i>		10	2	
48900 (b) <i>Possess/Sale/Furnish Dangerous Object</i>		1	1	3
48900 (c) <i>Possess/Use/Sale/Furnish Controlled Subst.</i>				
48900 (d) <i>Offer/Sale Controlled Substance</i>				
48900 (e) <i>Commit/Attempt Robbery or Extortion</i>				
48900 (f) <i>Cause/Attempt Damage to Property</i>	1			
48900 (g) <i>Stolen/Attempted to Steal Property</i>		3		
48900 (h) <i>Possession of Tobacco</i>				
48900 (i) <i>Obscene Act/Vulgarity</i>	6		1	
48900 (j) <i>Possess/Offer/Sale of Drug Paraphernalia</i>				
48900 (k) <i>Disruption/Defied Authority</i>	3	3	2	1
48900 (l) <i>Received Stolen Property</i>				
48900 (m) <i>Possess Imitation Firearm</i>				
48900 (n) <i>Sexual Assault/Battery</i>				
48900 (o) <i>Harass/Threaten/Intimidate Witness</i>				
48900 (p) <i>Offer/Arrange/Sale of drug Soma</i>				
48900 (q) <i>Engaged/Attempted Hazing</i>				
48900 (s) <i>Aids or abets in attempted or infliction of physical injury</i>				
48900.2 <i>Committed sexual harassment (grs. 4-12)</i>			1	1
48900.3 <i>Cause/Attempt/Threat/Partic. Hate Violence</i>				
48900.4 <i>Created intimidating or hostile environment</i>				
48900.7 <i>Terrorist Threat</i>				
48915 (a) 1. <i>Causing Serious Injury to Another Person, Except in Self-defense</i>				
48915 (a) 2. <i>Possession of a Knife, or Other Dangerous Object of No Reasonable Use to the Pupil</i>				
48915 (a) 3. <i>Unlawful Possession of Any Controlled Substance Except for the First Offense for the Possession of Not More Than One Avoirdupois Ounce of Marijuana, Other Than Concentrated Cannabis</i>				
48915 (a) 4. <i>Robbery or Extortion.</i>				
48915 (a) 5. <i>Assault or Battery on Any School Employee</i>				
48915 (c.1) <i>Sale, possession or furnishing firearm</i>				
48915 (c.2) <i>Brandishing a knife at another person</i>				
48915 (c.3) <i>Selling a controlled substance</i>				
48915 (c.4) <i>Sexual assault or battery</i>				
48915 (c.5) <i>Possession of an explosive</i>				
Total # of Annual Suspensions	15	20	17	13

EXPULSIONS

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

HEALTHY KIDS SURVEY (DISTRICTWIDE)*	2003 - 2004	2005 - 2006	2007-2008
Percentage of Grade 5 Students Taking Survey	60%*	No Data	No Data
% Reported Feeling Bullied at School	46%*	No Data	No Data
% Reported Feeling Very Safe at School	60%*	No Data	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	68	28.94%	62	28.70%	58	25.89%	
Very	121	51.49%	102	47.22%	113	50.45%	
Somewhat	31	13.19%	28	12.96%	39	17.41%	
Not At All	3	1.28%	3	1.39%	1	0.45%	
Don't Know/Not Enrolled	1	0.43%	1	0.46%	2	0.89%	
(Not Answered)	11	4.68%	20	9.26%	11	4.91%	
TOTAL RESPONSES	235	100%	216	100%	224	100%	
WRITING							
Extremely	70	29.79%	62	28.70%	54	24.11%	
Very	112	47.66%	94	43.52%	100	44.64%	
Somewhat	38	16.17%	31	14.35%	54	24.11%	
Not At All	4	1.70%	6	2.78%	3	1.34%	
Don't Know/Not Enrolled	1	0.43%	1	0.46%	2	0.89%	
(Not Answered)	10	4.26%	22	10.19%	11	4.91%	
TOTAL RESPONSES	235	100%	216	100%	224	100%	
MATHEMATICS							
Extremely	72	30.51%	72	33.33%	67	29.91%	
Very	112	47.46%	84	38.89%	97	43.30%	
Somewhat	29	12.29%	30	13.89%	37	16.52%	
Not At All	6	2.54%	3	1.39%	5	2.23%	
Don't Know/Not Enrolled	2	0.85%	1	0.46%	2	0.89%	
(Not Answered)	15	6.36%	26	12.04%	16	7.14%	
TOTAL RESPONSES	236	100%	216	100%	224	100%	

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE							
Extremely		52	22.03%	46	21.30%	43	19.20%
Very		119	50.42%	84	38.89%	117	52.23%
Somewhat		41	17.37%	42	19.44%	44	19.64%
Not At All		3	1.27%	2	0.93%	2	0.89%
Don't Know/Not Enrolled		7	2.97%	13	6.02%	4	1.79%
(Not Answered)		14	5.93%	29	13.43%	14	6.25%
TOTAL RESPONSES		236	100%	216	100%	224	100%
SCIENCE							
Extremely		49	23.31%	46	21.30%	47	21.17%
Very		117	49.58%	83	38.43%	109	49.10%
Somewhat		39	16.53%	48	22.22%	45	20.27%
Not At All		5	2.12%	1	0.46%	3	1.35%
Don't Know/Not Enrolled		6	2.54%	9	4.17%	4	1.80%
(Not Answered)		20	8.47%	29	13.43%	14	6.31%
TOTAL RESPONSES		236	100%	216	100%	222	100%
PHYSICAL EDUCATION/HEALTH							
Extremely		55	23.31%	54	25.23%	58	25.78%
Very		112	47.46%	77	35.98%	106	47.11%
Somewhat		38	16.10%	41	19.16%	34	15.11%
Not At All		4	1.69%	3	1.40%	4	1.78%
Don't Know/Not Enrolled		8	3.39%	6	2.80%	6	2.67%
(Not Answered)		19	8.05%	33	15.42%	17	7.56%
TOTAL RESPONSES		236	100%	214	100%	225	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES							
Extremely		63	26.69%	57	26.51%	51	22.67%
Very		106	44.92%	83	38.60%	132	58.67%
Somewhat		39	16.53%	34	15.81%	22	9.78%
Not At All		2	0.85%	1	0.47%	2	0.89%
Don't Know/Not Enrolled		6	2.54%	8	3.72%	4	1.78%
(Not Answered)		20	8.47%	32	14.88%	14	6.22%
TOTAL RESPONSES		236	100%	215	100%	225	100%
USE OF ART IN THE CURRICULUM							
Extremely		42	17.87%	41	18.89%	26	11.66%
Very		83	35.32%	68	31.34%	81	36.32%
Somewhat		58	24.68%	54	24.88%	68	30.49%
Not At All		14	5.96%	11	5.07%	10	4.48%
Don't Know/Not Enrolled		12	5.11%	13	5.99%	11	4.93%
(Not Answered)		26	11.06%	30	13.82%	27	12.11%
TOTAL RESPONSES		235	100%	217	100%	223	100%
GRADE 4-6 INSTRUMENTAL MUSIC							
(Answer only if your child participates in this program.)							
Extremely		6	2.54%	11	5.07%	18	8.00%
Very		10	4.24%	18	8.29%	23	10.22%
Somewhat		7	2.97%	5	2.30%	8	3.56%
Not At All		5	2.12%	3	1.38%	3	1.33%
Don't Know/Not Enrolled		46	19.49%	27	12.44%	35	15.56%
(Not Answered)		162	68.64%	27	12.44%	138	61.33%
TOTAL RESPONSES		236	100%	217	100%	225	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		4	1.69%	6	2.78%	5	2.22%
Very		7	2.97%	4	1.85%	9	4.00%
Somewhat		1	0.42%	1	0.46%	4	1.78%
Not At All		5	2.12%	2	0.93%	4	1.78%
Don't Know/Not Enrolled		43	18.22%	28	12.96%	35	15.56%
(Not Answered)		176	74.58%	175	81.02%	168	74.67%
TOTAL RESPONSES		236	100%	216	100%	225	100%
PROGRAM FOR ENGLISH LEARNERS (Answer only if your child participates in this program.)							
Extremely		4	1.69%	3	1.39%	6	2.68%
Very		9	3.81%	7	3.24%	10	4.46%
Somewhat		3	1.27%	3	1.39%	3	1.34%
Not At All		2	0.85%	2	0.93%	0	%
Don't Know/Not Enrolled		46	19.49%	29	13.43%	35	15.63%
(Not Answered)		172	72.88%	172	79.63%	170	75.89%
TOTAL RESPONSES		236	100%	216	100%	224	100%
TITLE I PROGRAM (Answer only if your child participates in this program.)							
Extremely		2	0.85%	1	0.46%	1	.44%
Very		5	2.12%	4	1.85%	2	0.89%
Somewhat		2	0.85%	0	0%	2	0.89%
Not At All		3	1.27%	1	0.46%	2	0.89%
Don't Know/Not Enrolled		47	19.92%	30	13.89%	37	16.44%
(Not Answered)		177	75.00%	180	83.33%	181	80.44%
TOTAL RESPONSES		236	100%	216	100%	225	100%

		2005-2006		2006-2007		2007-2008	
		Count	Percent	Count	Percent	Count	Percent
GATE							
(Answer only if your child participates in this program.)							
Extremely		4	1.69%	6	2.79%	4	1.78%
Very		10	4.24%	7	3.26%	9	4.00%
Somewhat		4	1.69%	3	1.40%	4	1.78%
Not At All		1	0.42%	1	0.47%	3	1.33%
Don't Know/Not Enrolled		44	18.64%	27	12.56%	33	14.67%
(Not Answered)		173	73.31%	171	79.53%	172	76.44%
TOTAL RESPONSES		236	100%	215	100%	225	100%
D.A.R.E.							
(Drug Awareness Resistance Education)							
Extremely		48	20.34%	59	27.19%	55	24.44%
Very		53	22.46%	78	35.94%	48	21.33%
Somewhat		9	3.81%	8	3.69%	11	4.89%
Not At All		3	1.27%	2	0.92%	5	2.22%
Don't Know/Not Enrolled		23	9.75%	12	5.53%	31	13.78%
(Not Answered)		100	42.37%	58	26.73%	75	33.33%
TOTAL RESPONSES		236	100%	217	100%	225	100%
I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.							
Strongly Agree		56	23.73%	42	19.44%	37	16.44%
Agree		138	58.47%	114	52.78%	137	60.89%
Disagree		21	8.90%	16	7.41%	16	7.11%
Strongly Disagree		1	0.42%	3	1.39%	2	0.89%
No Opinion		10	4.24%	15	6.94%	12	5.33%
(Not Answered)		10	4.24%	26	12.04%	21	9.33%
TOTAL RESPONSES		236	100%	216	100%	225	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		35	14.83%	31	14.29%	33	14.67%
Agree		124	52.54%	89	41.01%	117	52.00%
Disagree		33	13.98%	39	17.97%	29	12.89%
Strongly Disagree		4	1.69%	5	2.30%	4	1.78%
No Opinion		22	9.32%	23	10.60%	17	7.56%
(Not Answered)		18	7.63%	30	13.82%	25	11.11%
TOTAL RESPONSES		236	100%	217	100%	225	100%
I receive sufficient information about my child's progress through conferences, teacher contact, weekly folders, report cards and state test results.							
Strongly Agree		114	48.51%	103	47.47%	96	42.86%
Agree		93	39.57%	78	35.94%	100	44.64%
Disagree		14	5.96%	8	3.69%	12	5.36%
Strongly Disagree		0	0%	1	0.46%	1	0.45%
No Opinion		3	1.28%	3	1.38%	1	0.45%
(Not Answered)		11	4.68%	24	11.06%	14	6.25%
TOTAL RESPONSES		235	100%	217	100%	224	100%
I am kept informed about school program and upcoming events.							
Strongly Agree		89	37.87%	89	40.09%	81	36.00%
Agree		123	52.34%	98	45.16%	118	52.44%
Disagree		5	2.13%	4	1.84%	8	3.56%
Strongly Disagree		1	0.43%	2	0.92%	0	%
No Opinion		2	0.85%	2	0.92%	1	0.44%
(Not Answered)		15	6.38%	24	11.06%	17	7.56%
TOTAL RESPONSES		235	100%	217	100%	225	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		79	33.47%	84	38.71%	107	47.56%
Agree		102	43.22%	67	30.88%	77	34.22%
Disagree		10	4.24%	4	1.84%	3	1.33%
Strongly Disagree		5	2.12%	3	1.38%	0	%
No Opinion		21	8.90%	26	11.98%	20	8.89%
(Not Answered)		19	8.05%	33	15.21%	18	8.00%
TOTAL RESPONSES		236	100%	217	100%	225	100%
My child's teacher is available/accessible, returns my calls and answers my questions or concerns.							
Strongly Agree		124	52.54%	115	53.00%	113	50.67%
Agree		84	35.59%	59	27.19%	77	34.53%
Disagree		3	1.27%	5	2.30%	8	3.59%
Strongly Disagree		1	0.42%	2	0.92%	4	1.79%
No Opinion		9	3.81%	7	3.23%	4	1.79%
(Not Answered)		15	6.36%	29	13.36%	17	7.62%
TOTAL RESPONSES		236	100%	217	100%	223	100%
My school informs me of opportunities for me to volunteer at school.							
Strongly Agree		82	34.75%	66	30.41%	82	36.61%
Agree		118	50.00%	97	44.70%	109	48.66%
Disagree		12	5.08%	11	5.07%	8	3.57%
Strongly Disagree		0	0%	2	0.92%	2	0.89%
No Opinion		8	3.39%	5	2.30%	8	3.57%
(Not Answered)		16	6.78%	38	16.59%	15	6.70%
TOTAL RESPONSES		236	100%	217	100%	224	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		85	36.02%	64	29.49%	81	36.00%
Agree		111	47.03%	108	49.77%	104	46.22%
Disagree		11	4.66%	12	5.53%	16	7.11%
Strongly Disagree		1	0.42%	1	0.46%	0	%
No Opinion		10	4.24%	3	1.38%	7	3.11%
(Not Answered)		18	7.63%	29	13.36%	17	7.56%
TOTAL RESPONSES		236	100%	217	100%	225	100%
I am informed of the NUSD Homework Policy.							
Strongly Agree		60	25.42%	51	23.72%	61	27.11%
Agree		119	50.42%	93	43.26%	109	48.44%
Disagree		17	7.20%	19	8.84%	19	8.44%
Strongly Disagree		2	0.85%	5	2.33%	4	1.78%
No Opinion		18	7.63%	11	5.12%	11	4.89%
(Not Answered)		20	8.47%	36	16.74%	21	9.33%
TOTAL RESPONSES		236	100%	215	100%	225	100%
The homework assigned to my student is relevant to classroom instruction.							
Strongly Agree		84	35.59%	79	36.57%	79	35.27%
Agree		117	49.58%	100	46.30%	107	47.77%
Disagree		9	3.81%	3	1.39%	12	5.36%
Strongly Disagree		1	0.42%	2	0.93%	0	%
No Opinion		11	4.66%	3	1.39%	11	4.91%
(Not Answered)		14	5.93%	29	13.43%	15	6.70%
TOTAL RESPONSES		236	100%	216	100%	224	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		51	21.70%	54	24.88%	59	26.22%
Agree		116	49.36%	99	45.62%	105	46.67%
Disagree		26	11.06%	10	4.61%	21	9.33%
Strongly Disagree		6	2.55%	2	0.92%	6	2.67%
No Opinion		18	7.66%	18	8.29%	15	6.67%
(Not Answered)		18	7.66%	34	15.67%	19	8.44%
TOTAL RESPONSES		235	100%	217	100%	225	100%
School Climate: My child's school is a well-maintained facility.							
Strongly Agree		93	39.41%	89	41.01%	93	41.52%
Agree		117	49.58%	93	42.86%	108	48.21%
Disagree		5	2.12%	2	0.92%	3	1.34%
Strongly Disagree		0	0%	1	0.46%	0	%
No Opinion		5	2.12%	4	1.84%	2	0.89%
(Not Answered)		16	6.78%	28	12.90%	18	8.04%
TOTAL RESPONSES		236	100%	217	100%	224	100%
School Climate: My child feels safe at school.							
Strongly Agree		89	37.71%	86	39.81%	92	41.07%
Agree		113	47.88%	92	42.59%	102	45.54%
Disagree		7	2.97%	2	0.93%	6	2.68%
Strongly Disagree		1	0.42%	0	0%	3	1.34%
No Opinion		5	2.12%	1	0.46%	4	1.79%
(Not Answered)		21	8.90%	35	16.20%	17	7.59%
TOTAL RESPONSES		236	100%	216	100%	224	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		65	27.66%	52	24.07%	60	27.03%
Agree		111	47.23%	104	48.15%	117	52.70%
Disagree		28	11.91%	13	6.02%	16	7.21%
Strongly Disagree		3	1.28%	5	2.31%	5	2.25%
No Opinion		10	4.26%	8	3.70%	7	3.15%
(Not Answered)		18	7.66%	34	15.74%	17	7.66%
TOTAL RESPONSES		235	100%	216	100%	222	100%
School Climate: Teachers and staff treat my student with respect and kindness.							
Strongly Agree		98	41.88%	89	41.40%	95	42.41%
Agree		99	42.31%	87	40.47%	100	44.64%
Disagree		9	3.85%	5	2.33%	5	2.23%
Strongly Disagree		4	1.71%	2	0.93%	2	0.89%
No Opinion		8	3.42%	3	1.40%	4	1.79%
(Not Answered)		16	6.84%	29	13.49%	18	8.04%
TOTAL RESPONSES		234	100%	215	100%	224	100%
School Climate: Behavior standards/discipline are fairly and consistently applied.							
Strongly Agree		69	29.24%	65	30.23%	67	29.78%
Agree		113	47.88%	93	43.26%	106	47.11%
Disagree		14	5.93%	8	3.72%	8	5.56%
Strongly Disagree		1	0.42%	0	0%	4	1.78%
No Opinion		18	7.63%	19	8.84%	14	6.22%
(Not Answered)		21	8.90%	30	13.95%	26	11.56%
TOTAL RESPONSES		236	100%	215	100%	225	100%

Analysis of Demographic and Accountability Summary of Information

Demographic

Description of Data:

Enrollment: 348 Lincoln's enrollment increased to 387 in January due to the start of the Jr. Kindergarten program.

English Language Learners: 36%

Free and Reduced: 34.5%

Special Education: 11.56%

- Our percentage of African American and Asian students has decreased slightly.
- Our percentage of Filipino and Pacific Islander students has remained constant.
- After increasing several years, our percentage of Hispanic students declined this year, though over the last three years has increased substantially from 38% to 45.1%
- Our percentage of white students has gone down by 7% over the last three years.
- Cumulative Average Daily Attendance has remained stable over the last three years.
- Total number of EL students has increased by 16 students from 2004/2005.
- Our percentage of English Language Learners has increased by 10% from 2004/2005.
- Our percentage of students qualifying for Free/Reduced Lunch has increased.
- Our percentage of students receiving Special Education Services has increased.

Conclusion:

- As the percentage of White students has decreased in the last three years, the percentages of English Language Learners and Hispanic students have increased.
- The percentage of students receiving Special Education Services and students Economically Disadvantaged have both increased.

Student Achievement Data

Description of Data:

Adequate Yearly Progress (AYP)

English Language Arts

- Targets for participation were met.
- The percentage of students scoring proficient school-wide decreased by 2%
- The percentage of White students scoring proficient or above increased in 2006/2007.
- The percentage of Hispanic, English Learners, and Socioeconomically Disadvantaged Students scoring proficient decreased.
- Economically Disadvantaged students scored the lowest among all the subgroups in 2006/2007.
- The percentage of students with Disabilities who scored proficient or advanced increased from 9.1% to 23.3% in 2006-2007.

Mathematics

- Targets for participation were met.
- The percentage of students scoring proficient school-wide decreased.
- The percentage of all subgroups scoring proficient or advanced decreased.
- The largest achievement gap between subgroups in 2006-2007 was between economically disadvantaged and the White students.

Academic Performance Index (API)

- Only our White students met their growth target in 2006-2007.
- Our Hispanic, English Learners, and Sociologically Disadvantaged students failed to achieve growth targets.

California Standards Test (CST)

English-Language Arts (ELA)

- Fourth and fifth grades have the largest percentage of proficient or advanced students in ELA .
- Percentage of students scoring proficient or advanced increased in grades four and five from 2006 to 2007.
- The percentage of African American students scoring proficient or above increased by 25% from 2006 to 2007.
- The percentage of Students with Disabilities scoring proficient or advanced increased by 14% from 2006 to 2007.
- The percentage of English Learners, Economically Disadvantaged, Asian, and Hispanic students scoring proficient or above decreased from 2006 to 2007.

Mathematics

- The percentage of students in grade four scoring advanced increased.
- The percentage of students scoring proficient in grades three and six increased.
- 42% or greater of the students in grades two, four, five, and six scored proficient or advanced.
- The percentage of students scoring proficient or advanced has decreased by 7% since 2004/2005.

Conclusion:

- We need to continue to focus on increasing the percentage of proficient students in both mathematics and English Language Arts.
- We need to continue to focus on narrowing the achievement gap between our subgroups, especially between students in the Hispanic and economically disadvantaged subgroups, and our students in the White subgroup.
- We need to have all our subgroups meet their targets.
- We need to continue to focus on improving the scores of our low achieving students.

Parent Surveys

Description of Data:

- 224 of 348, or 64%, of the students returned Parent Surveys. This is a slight increase from last year.
- An average of 73% of parents who responded felt that Lincoln School is either very effective or extremely effective in meeting the individual needs of students in Reading, Writing, and Mathematics.
- 88% of parents who responded agreed or strongly agreed that that they received sufficient information about student progress.
- 78% of parents who responded either agreed or strongly agreed that they were aware of the State Content Standards.
- 67% of parents who responded either agreed or strongly agreed that they were informed on the NUSD Promotion and Retention Criteria.
- 82% of parents indicated that the principal was available/accessible, returned calls, and answered questions and concerns.
- Of parents who responded, 87% either agreed or strongly agreed that their child felt safe at school.
- 80% of parents who responded either agreed or strongly agreed that other students treated their child with respect and kindness.

Conclusion:

- We need to increase the percentage of parents responding to the survey.
- Continued focus on communication including making sure that all parents receive information about the State Content Standards and the Newark Unified School District Promotion and Retention Criteria.
- We have seen an improvement over the last three years in responses concerning school safety and feeling respected.
- Although most parents responded that their child felt safe at school, 20% of students felt they were not treated with respect and kindness by other students. We will continue our school wide behavior plan that includes conflict resolution, anti-bullying strategies, character development, and the continued use of our Caring School Communities curriculum .

Summary Areas Based Upon Analysis of Data

Overall Trends:

- Our total number of English Language Learners has gone up by 10% since 2004.
- Our percentage of White students has decreased from 2004, while our Hispanic population has increased.
- From 2004, the percentages of students scoring proficient or above on the California Standards Test (CST) has fluctuated in both English Language Arts and Mathematics.
- Average Daily Attendance (ADA) has remained steady.

Emerging Trends:

- In 2006/2007 only our White student subgroup met its API target.
- The percentage of students with disabilities who scored proficient or above on the English Language Arts portion of the California Standards Test is increasing.

These trends lead to the following conclusions:

- Based on the fluctuation of the CST scores in both English Language Arts and math, efforts should be made to improve the consistency of the instructional program.
- Achievement gaps between subgroups indicate a need to continue to focus on students not scoring proficient or advanced.

Therefore the following goals and objectives are required:

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

GOAL:

Increase the percentage of students scoring proficient or above in English Language Arts

Objective 1:

In the area of English Language Arts (ELA) each grade level will increase their percent correct on the Reading Comprehension strand of the ELA California Standards Test by 3%.

GOAL:

Increase the percentage of students scoring proficient or above in English Language Arts

Objective 2:

The percentage of students scoring proficient or higher on the writing sections of the report card will increase by 5%.

GOAL:

Increase the percentage of students scoring proficient or above in Mathematics

Objective 3:

The percentage of students scoring proficient or higher in mathematics on the California Standards Test will increase by 5%.

GOAL:

Improve the proficiency levels of our low achieving students

Objective 4:

Increase the proficiency levels of our low achieving students by 5% and close the achievement gaps between our subgroups.

GOAL:

Improve School Environment

Objective 5:

To provide a safe, nurturing, and supportive environment for all that will support and foster higher student achievement.

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**

Lincoln Elementary School

<u>Goal:</u> Increase the percentage of students scoring proficient or above in English Language Arts.	
<u>Objectives 1:</u> In the area of English Language Arts each grade level will increase their percent correct on the Reading Comprehension Strand of the English Language Arts California Standards Test by 3%.	
<u>Board/District Goal(s) Addressed in Objective:</u> Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> When looking at Lincoln ELA data by strands, Reading Comprehension stands out as one of the lowest of the reading strands for ELA across the grade levels. This objective continues to be a focus from previous years.	
<u>Activities to Meet Objective:</u> 1.1. Continue to use the Houghton Mifflin English Language Arts series with a focus on reading comprehension. 1.2. Staff will continue to use Houghton Mifflin diagnostic, formative, summative assessments, and district and state assessments to evaluate students' progress in reading comprehension in order to drive instruction. 1.3 Grade level/cross grade level collaboration will be scheduled. 1.4 Library program will offer students exposure to a variety of story styles (autobiographies, biographies, fiction, non-fiction, cultural, historical) and will include reading comprehension strategies. 1.5 The use of high interest books in classroom libraries to promote reading comprehension, including class sets of books for upper grades, will continue to be a focus. 1.6 The computer lab will provide programs that develop reading comprehension skills. 1.7 Purchase materials and supplies that will enhance our instruction of reading comprehension, for example teaching guides for literature support materials and reading journals for upper grade students.	<u>Timeline:</u> September– June Data reviewed in October, January, March, and May Monthly September-May September– June September-May September-March
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • Ongoing Houghton Mifflin embedded diagnostic, formative, and summative assessments • Observing student progress via assessment of worksheets, reading journals, and verbal response on a daily basis • District /state assessment data • District standards based progress reports and report cards • Parent Surveys • Grade level/cross grade level collaboration notes • Purchase orders for materials and supplies • Library use statistics 	
<u>Funding Source(s):</u> SIP Library Materials Block Grant Educational Technology Block Grant	
<u>Responsible Staff:</u> Administrator Teachers Librarian Computer Tech	

Date Approved by School Site Council May 8, 2008

<u>Goal:</u> Increase the percentage of students scoring proficient or above in English Language Arts.	
<u>Objectives 2:</u> The percentage of students scoring proficient or higher on the writing sections of the report card will increase by 5%.	
<u>Board/District Goal(s) Addressed in Objective:</u> Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Many of our students are not scoring proficient or above on multiple writing assessments including district writing prompts and the California State Writing Test given to fourth grade students.	
<u>Activities to Meet Objective:</u> 2.1. Continue to implement the Being a Writer program. 2.2 Focus on writing assessment and rubrics. 2.3. Continue to implement activities that promote development in writing, for example the Young Author's Program and research projects. 2.4 Provide incentives and class time to encourage more upper grade students to participate in the Young Author's Program. 2.5 Provide Friday afternoon writer's workshop help sessions to assist students working on their Young Author's stories. 2.6 Grade level writing prompts will be given and analyzed four times during the school year. 2.7 Grade level/cross grade level collaboration with writing as a focus will be scheduled. 2.8 Library program will offer students exposure to a wide variety of genres and writing styles. 2.9 The computer lab will provide opportunities for writing. 2.10 We will purchase materials and supplies that will enhance our instruction of writing. 2.11 Provide professional development/coaching support where possible, will be provided.	<u>Timeline:</u> September– June Sept., Nov., Jan. September– June January and February Fridays in January and February September, January, March, and May Monthly September-June September -May Throughout the year as needed Throughout the year as needed
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • Ongoing diagnostic, formative, and summative assessments • Observing students progress via written work • District /state assessment data • District standards based progress reports and report cards • Parent Surveys • Grade level/cross grade level collaboration notes • Number of students participating in the Young Author's Program • Dates of professional development • Copies of purchase orders for materials and supplies • Agenda and minutes for meetings focused on writing assessments 	
<u>Funding Source(s):</u> SIP Educational Technology Block Grant Library Materials Block Grant	
<u>Responsible Staff:</u> Administrator, Teachers, Librarian, Computer Tech	

Date Approved by School Site Council May 8, 2008

<u>Goal:</u> Increase the percentage of students scoring proficient or above in Mathematics	
<u>Objectives 3:</u> The percentage of students scoring proficient or higher in mathematics on the California Standards Test will increase by 5%.	
<u>Board/District Goal(s) Addressed in Objective:</u> Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> The percentage of students scoring proficient or advanced in mathematics on the California Standards Test has decreased.	
<u>Activities to Meet Objective:</u> 3.1. Continue to use Scott Foresman program, and focus on number sense. 3.2. Continue to utilize the Scott Foresman and district and state assessments to evaluate students' progress. This data will assist in driving instruction. 3.3. Grade level and cross level collaboration will be scheduled. 3.4 Teachers will incorporate manipulatives into math lessons to provide students with more opportunities for deeper understanding of concepts. 3.5 The computer class will provide math programs that support basic Math operations. 3.6 We will ncrease the amount of literature related to math available in the classrooms. 3.7 All grade levels will stress the importance of knowing math facts. 3.8 Flashcards will be sent home for practice when needed. 3.9 Grade level sharing at staff meetings as to how each grade level teaches specific math strategies will be conducted. 3.10 Upper grade students will use a math notebook to foster deeper understanding of concepts. 3.11 Information about grade level standards and the promotion/retention policy will be given to parents at Back to School Night and conferences to increase parents' awareness of the need for their support.	<u>Timeline:</u> September– June October, February, and May Monthly September– June September-May Throughout the year as needed. September– June September-June October, December, March September-June September and November
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • District standard based progress reports/ report cards • State assessment • On going Scott Foresman embedded diagnostic, formative, and summative assessments • Grade level/cross grade level collaboration notes • Records of manipulatives and software used • Agenda and minutes of staff meetings involving grade level sharing about math 	
<u>Funding Source(s):</u> SIP Educationl Technology Block Grant	
<u>Responsible Staff:</u> Administrator, Teachers	

Date Approved by School Site Council May 8, 2008

<u>Goal:</u> Improve the proficiency levels of our low achieving students.	
<u>Objectives 4:</u> To increase the proficiency levels of our low achieving students by 5% and close the achievement gaps between our subgroups.	
<u>Board/District Goal(s) Addressed in Objective:</u> <ul style="list-style-type: none"> • Ensure academic growth and achievement for all students so that every student makes at least a year's growth each year. • Close the achievement gap among students in different socio-economic, racial/ethnic, and language groups through aggregated and disaggregated student gains. 	
<u>Why objective was selected and its relationship to school-wide trends?:</u> Not all students at Lincoln are achieving at high levels. Our Hispanic, African American, and economically disadvantaged students tend to score lower than their white or Asian classmates. For example, the achievement gap in mathematics between Hispanic and white students was 19% in 2006/2007.	
<u>Activities to Meet Objective:</u> 4.1. Continue to utilize SDAIE strategies in the classroom. 4.2. Staff will regularly collect and analyze data. 4.3. The Staff will provide 30 minutes of EL instruction daily using either Avenues or High Point. 4.4 Teachers will use differentiation to target instruction for low achieving students. 4.5 Teachers will participate in grade level collaboration. 4.6 The Library and classrooms will purchase books that represent the diversity found at Lincoln. 4.7 A Bilingual Aide and a Native Language Tutor will support EL students in the classroom. 4.8 Rosetta Stone will be used as a resource for EL students. 4.9 We will purchase and use technology that can be used to increase achievement for underperforming students. 4.10 The Learning Center will assist both general education and special education students.	<u>Timeline:</u> September– June Sep., Nov., May September– June September– June Daily Monthly Throughout the year as needed. September– June October– June September through March as needed. September-June
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • State, district, and teacher selected assessments • Report Cards and Progress Reports • Classroom observations • Data results • Grade level collaboration notes • Copies of purchase orders for technology, materials and books • Number of students served by Native Language Tutors and Bilingual Aides 	
<u>Funding Source(s):</u> SIP, EIA/LEP, Title III LEP, Site Discretionary Block Grant, Educational Technology Block Grant	
<u>Responsible Staff:</u> Administrator, Teachers, Native Language Tutors and Aides	

Date Approved by School Site Council May 8, 2008

<u>Goal:</u> Improve School Environment	
<u>Objectives 5:</u> To provide a safe, nurturing and supportive environment for all that will support and foster higher student achievement.	
<u>Board/District Goal(s) Addressed in Objective:</u> 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.	
<u>Why objective was selected and its relationship to school-wide trends?:</u> To increase student achievement we need all students to feel safe so they can focus on academics.	
<u>Activities to Meet Objective:</u> 5.1. Acquisition of needed materials, supplies, and staff training to ensure student safety. 5.2. Continue school wide use of the DSC's Caring School Community, teach conflict resolution, and implement anti-bullying strategies. 5.3 Purchase emergency supplies. 5.4 Provide assemblies that focus on having a safe, nurturing, and supportive environment. 5.5 Develop/implement a social/ethical values program and activities. 5.6 Utilize the school garden. 5.7 Explore and possibly complete campus beautification projects at Lincoln. 5.8 Implement comprehensive Sexuality Education for fifth and sixth grade students 5.9 Utilize towards No Tobacco Use (TNT) curriculum for 5th grade students 5.10 Have a whole school mock emergency drill.	<u>Timeline:</u> August-June August – June Throughout the year as needed. September and January Planning in August and September and implemented throughout the year. September– June September– June March-June August – June October
<u>Method/Criteria to evaluate success in meeting the objective:</u> <ul style="list-style-type: none"> • Parent Survey • Copies of purchase orders • Discipline data • Agendas of training opportunities • List of assemblies and topics • Purchase orders for materials purchased 	
<u>Funding Source(s):</u> SIP, Title IV, Grants, PALS (Parent and Lincoln Staff) Club	
<u>Responsible Staff:</u> Principal, Safety Team, Certificated Staff, Classified Staff, School Community	

Date Approved by School Site Council May 8, 2008

**SCHOOL PLAN
BUDGET ALLOCATIONS (StateFunds)**

School Name:

	SI Block Grant	EIA LEP	ELAP	TUPE	GATE	*OTHER FUNDING SOURCE	*OTHER FUNDING SOURCE
	K-6	K-12	K-12	4 th -8 th	4 th -8 th		
Objective #	1, 2, 3, 4						
Object #	1000						
	1,000						

Objective #	1, 2, 3, 4, 5	4					
Object #	2000	2000					
	9,251	13,212					

Objective #	1, 2, 3, 4, 5	4					
Object #	3000	3000					
	5,841	9,740					

Objective #	1, 2, 3, 4, 5	4					
Object #	4000	4000					
	8,528	19,096					

Objective #	1, 2, 3, 4, 5						
Object #	5000						
	2,258						

Objective #	1, 2, 3, 4, 5	4					
Object #	7000	7000					
	794	1,242					

Total By Program	27,672	43,290					
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*IDENTIFY FUNDING SOURCE

(Federal Funds)

	TITLE I	TITLE II PART A	TITLE II PART D	TITLE III	TITLE IV	TITLE V	*OTHER FUNDING
			EETT	LEP	SDFSC	Strategies	SOURCE
	K-12	K-12	K-12	K-12	K-12	K-12	Title III Immigrant Translations
Objective #							1,2,3,4
Object #							1000
							1,000

Objective #				4			
Object #				2000			
				4,000			

Objective #				4			
Object #				3000			
				966			

Objective #				4	5		1,2,3,4
Object #				4000	4000		4000
				4,239	715		230

Objective #							
Object #							

Objective #				4	5		4
Object #				7000	7000		7000
				272	21		36

Total By Program				9,477	736		1,266
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*IDENTIFY FUNDING SOURCE

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

Overall Primary Focus Area(s): Raising student achievement

Primary Focus Area: English Language Arts

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. AB466/SB 472 Training	Refer to Action Plan Goals and Objectives
2. Writing Assessment and Using Rubrics Professional Development	Refer to Action Plan Goals and Objectives
3. Grade Level Professional Development in ELA	Refer to Action Plan Goals and Objectives
4.	
5.	

Primary Focus Area: Math Skills

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. AB466/SB 472 Math Training	Refer to Action Plan Goals and Objectives
2. Using math manipulatives/Math Facts Flash Cards	Refer to Action Plan Goals and Objectives
3. Grade Level Professional Development in Mathematics	Refer to Action Plan Goals and Objectives
4.	
5.	

Primary Focus Area: Increase proficiency levels of our low achieving students.

Improve School Environment

Activities	Rationale (e.g. Action Plan Objective, Title II Needs Assessment Survey, Parent Survey)
1. Implementing Avenues/High Point	Refer to Action Plan Goals and Objectives
2. Data Analysis	Refer to Action Plan Goals and Objectives
3. SDAIE strategies	Refer to Action Plan Goals and Objectives
4. Conflict Resolution	Refer to Action Plan Goals and Objectives
5. Anti Bullying Strategies	Refer to Action Plan Goals and Objectives

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

Site Technology Plan

Current Availability of Technology at the Site:

- Four computers per classroom with the average of three for student use and one for the teacher.
- There are 14 computers available for student use in the Library.
- The computer lab has 33 Sun workstations and additional computers for teacher/student use.
- Each classroom has an IBM workstation and printer. By purchasing these types of computers Rosetta Stone, Dyne Ed and other educationally valuable programs can now be implemented. Two color printers are placed in a central location.
- In each classroom there are color televisions with a connected VCR.
- Every classroom has a DVD player.
- Leap Pads and programs are accessible for all classes.

Current Use of Technology for Learning and Management:

The computer lab is one of the important learning environments that support our school.

Grades one through six are scheduled to visit the computer lab once a week for 45 minutes. Students are instructed in the use of word processing, presentation programs and provided the skills to enable them to follow directions and develop appropriate documents. Students are instructed to use Internet to support instructional lessons, gather research, edit/rewrite and review tutorials for special needs such as keyboarding. Teachers and students are able to access math and English Language Arts programs. All grade levels log into our system with user name and password, which enables them to access the word processing program, understanding how to open, create, save and find their documents. Our technology program guides students toward the processes of critical thinking skills and acquiring knowledge essential for life-long learning.

Use of Technology for Curriculum and Instruction

Goal(s): Students will have equal access to technological equipment and develop user knowledge.

Benchmarks: By June 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:

- All students will have access to the class computers and computer lab.
- Students will have a full nine months of learning and utilizing the computer lab.
- A staff member is a participant on the District Technology Committee.
- There is a developed site Technology Plan.
- Students will have access to the Scott Foresman Mathematics on-line intervention program.
- Teachers will begin implementation of Rosetta Stone, Dyne Ed and other instructional support programs.
- Leap Frog reading vocabulary materials will support the needs of EL students, struggling readers, and special education students.
- Teacher use of electronic resources that are applicable to state adopted materials will be identified and increased.
- A list of grade level appropriate content related websites for use by teachers and students will be gathered and distributed.
-

Monitoring and Evaluation Criteria and Process:

- By June 30, 2009, 95% of students will report that they have access and use of appropriate technology to support learning.
- Computer lab and classroom schedules
- Teacher and administrator observational surveys
- Technology Specialist Report

Teachers' and Administrators' Personal Technology Skills

Many teachers published report cards electronically in the 2007-2008 school year.

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

Benchmarks: By June 2009, 25% of teachers and administrators will indicate that they are at the proficient users skill level in general computer knowledge and skills, Internet, e-mail and presentation software skills. 10% of teachers and administrators will indicate that they are at the proficient user level using spread sheets and data base software as reported on their personal Technology Assessment Profiles

Implementation Plan:

- Determine teacher and administrator access to hardware and software both at school and home.
- Purchase hardware and software as needed for specific topics
- Establish training topics and dates for 2008-2009
- Identify sources for professional development including online course availability.

Monitoring and Evaluation Criteria and Process: Annually

- Collect Technology Assessment Profile Results
- List new hardware and applications that require training.
- List training dates, topics and programs.
- List professional development sessions.
- Distribute and tally training activity evaluation forms.
- Assess Parent Surveys

Goals for Infrastructure Development and Hardware Student Workstations

- Evaluate current operating systems
- Assure connectivity to school local area network
- Internet access with current browser
- Word processing and spread sheet software
- Presentation software
- Networked printer

Teacher Workstations

- Basic student configuration as above
- Administrative support software for attendance, grades, and student data.
- Connectivity to presentation devices
- Networked printer

Computer Labs

Student Work Station

- One computer per student
- Current operating systems
- Connectivity to school network
- Internet access with current browser
- Word processing and spread sheet software
- Presentation software
- Networked printer

Teacher Workstation

- Basic student configuration as above
- Connectivity to presentation devices
- Student work station monitoring capabilities

Library Media Centers

Student Workstation

- Current operating systems
- Connectivity to school local area network
- CD-Rom capabilities
- Internet access with current browser
- Word processing and spreadsheet software
- Presentation Software
- Networked printer

Library Media Tech Workstation

- Basis student configuration
- Connectivity to presentation device
- Student workstation monitoring capabilities
- Follet OPAC software for catalog and record maintenance

List all Current Potential Funding Sources

- General Education
- SIP
- LEP
- Parent Club

Professional Development

- Rosetta Stone
- Dyne Ed
- Presentation Software
- Use of laptops

Appendix C Homework Policy

***HOMWORK POLICY
NOT AVAILABLE WHEN THIS PLAN WAS PRODUCED ON 6/12/08.***

Appendix D
Parent Involvement Policy

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

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

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

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

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

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

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

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

Parental Involvement – General Information

- Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation.
- Parents will be involved on an ongoing basis in the planning, review and improvement of programs, including the parental involvement policy and school plan. These meetings will take place February 24th and April 28th from 5:30-6:30 at the ELAC meeting and at School Site Council meetings on September 11th, October 9th, January 8th, February 12th, March 12th, April 9th, and May 14th from 3:00-4:00.
- Parents will be kept informed regarding the progress of children in the core academic program. Parent conferences will take place November 13th and November 17th-20th.
- 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. Grade level specific curriculum and expected proficiency levels of students will be presented by teachers during Back to School Night on September 18th from 7:00-7:30 and again from 7:30-8:00 and reviewed during parent-teacher conferences which will be scheduled between November 13th and November 17th-20th. State assessment results including the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) will be presented at Back to School Night on September 18th at 6:45 and discussed in the school's newsletter.
- 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.
- The Parent Club meets the first Wednesday of each month. The School Site Council convenes its meetings the second Thursday of each month and the ELAC committee meets the last Wednesday we have school in September, November, February, April, and May. Each group will provide the entire school community with an update on its activities.
-

Building Parental Involvement

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

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. The school shall enable parents to gain a better understanding of the following:
 - State Content Standards and achievement goals all students are expected to meet.
 - Requirements for grade level promotion, retention and high school graduation requirements (if applicable).
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child (in any language), working with math, literacy training, etc.
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their child's education.

2. **School staff** shall be educated, with the assistance of parents, in the value of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities are sent in a parent-friendly format. In addition information is practical and 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), Parents and Lincoln Staff (PALS) and other decision-making groups at school.
 - Become knowledgeable about parent rights as specific in California statutes.
3. To further the goal of effective parent involvement, **school staff** will:
 - Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement.
 - Work with and support a parent group (such as PALS) 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, Parent groups, and any other Advisory Committee.
 - Form alliances with community-based agencies (such as the Migrant Education Program) and businesses outside of the school to connect families, in need of assistance, to appropriate services.
 - Provide other support and services as required by parents.
 -

Accessibility

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

Appendix E Parent Survey

Lincoln Parent Survey Results

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

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
READING						
Extremely	48	26.23%	68	28.94%	62	28.70%
Very	93	50.82%	121	51.49%	102	47.22%
Somewhat	24	13.11%	31	13.19%	28	12.96%
Not At All	4	2.19%	3	1.28%	3	1.39%
Don't Know/Not Enrolled (Not Answered)	2 12	1.09% 6.56%	1 11	0.43% 4.68%	1 20	.46% 9.26%
TOTAL RESPONSES	183	100%	235	100%	216	100%
WRITING						
Extremely	38	20.77%	70	29.79%	62	28.70%
Very	85	46.45%	112	47.66%	94	43.52%
Somewhat	34	18.58%	38	16.17%	31	14.35%
Not At All	6	3.28%	4	1.70%	6	2.78%
Don't Know/Not Enrolled (Not Answered)	7 13	3.83% 7.10%	1 10	0.43% 4.26%	1 22	.46% 10.19%
TOTAL RESPONSES	183	100%	235	100%	216	100%
MATHEMATICS						
Extremely	63	22.99%	72	30.51%	72	33.33%
Very	100	36.50%	112	47.46%	84	38.89%
Somewhat	56	20.44%	29	12.29%	30	13.89%
Not At All	1	.36%	6	2.54%	3	1.39%
Don't Know/Not Enrolled (Not Answered)	3 50	1.09% 18.25%	2 15	0.85% 6.36%	1 26	.46% 12.04%
TOTAL RESPONSES	274	100%	236	100%	216	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
HISTORY/SOCIAL SCIENCE						
Extremely	47	17.15%	52	22.03%	46	21.30%
Very	97	35.41%	119	50.42%	84	38.89%
Somewhat	62	22.63%	41	17.37%	42	19.44%
Not At All	6	2.19%	3	1.27%	2	.93%
Don't Know/Not Enrolled	13	4.75%	7	2.97%	13	6.02%
(Not Answered)	49	17.88%	14	5.93%	29	13.43%
TOTAL RESPONSES	274	100%	236	100%	216	100%
SCIENCE						
Extremely	28	15.30%	49	20.76%	46	21.30%
Very	77	42.08%	117	49.58%	83	38.43%
Somewhat	48	26.23%	39	16.53%	48	22.22%
Not At All	4	2.19%	5	2.12%	1	.46%
Don't know/Not enrolled	8	4.37%	6	2.54%	9	4.17%
(Not Answered)	18	9.84%	20	8.47%	29	13.43%
TOTAL RESPONSES	183	100%	236	100%	216	100%
PHYSICAL EDUCATION/HEALTH						
Extremely	31	17.03%	55	23.31%	54	25.23%
Very	73	40.11%	112	47.46%	77	35.98%
Somewhat	45	24.73%	38	16.10%	41	19.16%
Not At All	7	3.85%	4	1.69%	3	1.40%
Don't know/Not enrolled	6	3.30%	8	3.39%	6	2.80%
(Not Answered)	20	10.99%	19	8.05%	33	15.42%
TOTAL RESPONSES	182	100%	236	100%	214	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
LIBRARY SERVICES						
Extremely	34	18.58%	63	26.69%	57	26.51%
Very	82	44.81%	106	44.92%	83	38.60%
Somewhat	40	21.86%	39	16.53%	34	15.81%
Not At All	2	1.09%	2	0.85%	1	.47%
Don't Know/Not Enrolled (Not Answered)	5 20	2.73% 10.93%	6 20	2.54% 8.47%	8 32	3.72% 14.88%
TOTAL RESPONSES	183	100%	236	100%	215	100%
USE OF ART IN THE CURRICULUM						
Extremely	26	14.21%	42	17.87%	41	18.89%
Very	63	34.43%	83	35.32%	68	31.34%
Somewhat	56	30.60%	58	24.68%	54	24.88%
Not At All	9	4.92%	14	5.96%	11	5.07%
Don't Know/Not Enrolled (Not Answered)	9 20	4.92% 10.93%	12 26	5.11% 11.06%	13 30	5.99% 13.82%
TOTAL RESPONSES	183	100%	235	100%	217	100%
GRADE 4-6 INSTRUMENTAL MUSIC						
(Answer only if your child participates in this program.)						
Extremely	5	2.73%	6	2.54%	11	5.07%
Very	12	6.56%	10	4.24%	18	8.29%
Somewhat	6	3.28%	7	2.97%	5	2.30%
Not At All	4	2.19%	5	2.12%	3	1.38%
Don't know/Not enrolled (Not Answered)	31 125	16.94% 68.31%	46 162	19.49% 68.64%	27 153	12.44% 70.51%
TOTAL RESPONSES	183	100%	236	100%	217	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
SPECIAL EDUCATION						
(Answer only if your child participates in this program.)						
Extremely	10	5.49%	4	1.69%	6	2.78%
Very	12	6.59%	7	2.97%	4	1.85%
Somewhat	3	1.65%	1	0.42%	1	.46%
Not At All	3	1.65%	5	2.12%	2	.93%
Don't know/Not enrolled (Not Answered)	27 127	14.84% 69.78%	43 176	18.22% 74.58%	28 175	12.96% 81.02%
TOTAL RESPONSES	182	100%	236	100%	216	100%

PROGRAM FOR ENGLISH LEARNERS						
(Answer only if your child participates in this program.)						
Extremely	6	3.28%	4	1.69%	3	1.39%
Very	13	7.10%	9	3.81%	7	3.24%
Somewhat	2	1.09%	3	1.27%	3	1.39%
Not At All	3	1.64%	2	0.85%	2	.93%
Don't Know/Not Enrolled (Not Answered)	28 131	15.30% 71.58%	46 172	19.49% 72.88%	29 172	13.43% 79.63%
TOTAL RESPONSES	183	100%	236	100%	216	100%

TITLE I PROGRAM						
(Answer only if your child participates in this program.)						
Extremely	0	0	2	0.85%	1	.46%
Very	0	0	5	2.12%	4	1.85%
Somewhat	0	0	2	0.85%	0	0%
Not At All	0	0	3	1.27%	1	.46%
Don't Know/Not Enrolled (Not Answered)	0 0	0 0	47 177	19.92% 75.00%	30 180	13.89% 83.33%
TOTAL RESPONSES	0	0%	236	100%	216	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
GATE						
(Answer only if your child participates in this program.)						
Extremely	8	4.37%	4	1.69%	6	2.79%
Very	8	4.37%	10	4.24%	7	3.26%
Somewhat	4	2.19%	4	1.69%	3	1.40%
Not At All	3	1.64%	1	0.42%	1	.47%
Don't know/Not enrolled (Not Answered)	24 136	13.11% 74.32%	44 173	18.64% 73.31%	27 171	12.56% 79.53%
TOTAL RESPONSES			236	100%	215	100%

D.A.R.E.						
(Drug Awareness Resistance Education)						
Extremely	32	17.49%	48	20.34%	59	27.19%
Very	56	30.60%	53	22.46%	78	35.94%
Somewhat	10	5.46%	9	3.81%	8	3.69%
Not At All	3	1.64%	3	1.27%	2	.92%
Don't know/Not enrolled (Not Answered)	14 68	7.65% 37.16%	23 100	9.75% 42.37%	12 58	5.53% 26.73%
TOTAL RESPONSES	183	100%	236	100%	217	100%

I am aware of the State Content Standards in Language Arts, Math, History/Social Science and Science.						
Strongly Agree	34	18.58%	56	23.73%	42	19.44%
Agree	102	55.74%	138	58.47%	114	52.78%
Disagree	22	12.02%	21	8.90%	16	7.41%
Strongly Disagree	4	2.19%	1	0.42%	3	1.39%
No Opinion (Not Answered)	10 11	5.46% 6.01%	10 10	4.24% 4.24%	15 26	6.94% 12.04%
TOTAL RESPONSES	183	100%	236	100%	216	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
I am informed on the NUSD Promotion and Retention Criteria.						
Strongly Agree	21	11.48%	35	14.83%	31	14.29%
Agree	77	42.08%	124	52.54%	89	41.01%
Disagree	36	19.67%	33	13.98%	39	17.97%
Strongly Disagree	12	6.56%	4	1.69%	5	2.30%
No Opinion	23	12.57%	22	9.32%	23	10.60%
(Not Answered)	14	7.65%	18	7.63%	30	13.82%
TOTAL RESPONSES	183	100%	236	100%	217	100%

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

Strongly Agree	71	38.80%	114	48.51%	103	47.47%
Agree	82	44.81%	93	39.57%	78	35.94%
Disagree	13	7.10%	14	5.96%	8	3.69%
Strongly Disagree	5	2.73%	0	0%	1	.46%
No Opinion	1	.55%	3	1.28%	3	1.38%
(Not Answered)	14	7.65%	11	4.68%	24	11.06%
TOTAL RESPONSES	183	100%	235	100%	217	100%

I am kept informed about school program and upcoming events.

Strongly Agree	58	31.69%	89	37.87%	87	40.09%
Agree	97	53.01%	123	52.34%	98	45.16%
Disagree	10	5.46%	5	2.13%	4	1.84%
Strongly Disagree	3	1.64%	1	0.43%	2	.92%
No Opinion	1	.55%	2	0.85%	2	.92%
(Not Answered)	14	7.65%	15	6.38%	24	11.06%
TOTAL RESPONSES	183	100%	235	100%	217	100%

	2004-2005		2005-2006		2006-2007	
	Count	Percent	Count	Percent	Count	Percent
The principal of my child's school is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	47	25.82%	79	33.47%	84	38.71%
Agree	85	46.70%	102	43.22%	67	30.88%
Disagree	9	4.95%	10	4.24%	4	1.84%
Strongly Disagree	7	3.85%	5	2.12%	3	1.38%
No Opinion	19	10.44%	21	8.90%	26	11.98%
(Not Answered)	15	8.24%	19	8.05%	33	15.21%
TOTAL RESPONSES	182	100%	236	100%	217	100%

My child's teacher is available/accessible, returns my calls and answers my questions or concerns.						
Strongly Agree	79	43.17%	124	52.54%	115	53.00%
Agree	77	42.08%	84	35.59%	59	27.19%
Disagree	5	2.73%	3	1.27%	5	2.30%
Strongly Disagree	3	1.64%	1	0.42%	2	.92%
No Opinion	6	3.28%	9	3.81%	7	3.23%
(Not Answered)	13	7.10%	15	6.36%	29	13.36%
TOTAL RESPONSES	183	100%	236	100%	217	100%

My school informs me of opportunities for me to volunteer at school.						
Strongly Agree	55	30.05%	82	34.75%	66	30.41%
Agree	95	51.91%	118	50.00%	97	44.70%
Disagree	5	2.73%	12	5.08%	11	5.07%
Strongly Disagree	6	3.28%	0	0%	2	.92%
No Opinion	5	2.73%	8	3.39%	5	2.30%
(Not Answered)	17	9.29%	16	6.78%	36	16.59%
TOTAL RESPONSES	183	100%	236	100%	217	100%

	2004-2005		2005-2006		2006-2007	
	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	50	27.32%	85	36.02%	64	29.49%
Agree	88	48.09%	111	47.03%	108	49.77%
Disagree	14	7.65%	11	4.66%	12	5.53%
Strongly Disagree	7	3.83%	1	0.42%	1	.46%
No Opinion	4	2.19%	10	4.24%	3	1.38%
(Not Answered)	20	10.93%	18	7.63%	29	13.36%
TOTAL RESPONSES	183	100%	236	100%	217	100%
I am informed of the NUSD Homework Policy.						
Strongly Agree	41	22.40%	60	25.42%	51	23.72%
Agree	78	42.62%	119	50.42%	93	43.26%
Disagree	16	8.74%	17	7.20%	19	8.84%
Strongly Disagree	8	4.37%	2	0.85%	5	2.33%
No Opinion	11	6.01%	18	7.63%	11	5.12%
(Not Answered)	29	15.85%	20	8.47%	36	16.74%
TOTAL RESPONSES	183	100%	236	100%	215	100%
The homework assigned to my student is relevant to classroom instruction.						
Strongly Agree	60	32.79%	84	35.59%	79	36.57%
Agree	83	45.36%	117	49.58%	100	46.30%
Disagree	4	2.19%	9	3.81%	3	1.39%
Strongly Disagree	3	2.19%	1	0.42%	2	.93%
No Opinion	6	3.28%	11	4.66%	3	1.39%
(Not Answered)	27	32.79%	14	5.93%	29	13.43%
TOTAL RESPONSES	183	100%	236	100%	216	100%

	2004-2005		2005-2006		2006-2007	
	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	35	19.13%	51	21.70%	54	24.88%
Agree	86	46.99%	116	49.36%	99	45.62%
Disagree	16	8.74%	26	11.06%	10	4.61%
Strongly Disagree	9	4.92%	6	2.55%	2	.92%
NO Opinion	12	6.56%	18	7.66%	18	8.29%
(Not Answered)	25	13.66%	18	7.66%	34	15.67%
TOTAL RESPONSES	183	100%	235	100%	217	100%
School Climate: My child's school is a well-maintained facility.						
Strongly Agree	56	30.60%	93	39.41%	89	41.01%
Agree	80	43.72%	117	49.58%	93	42.86%
Disagree	7	3.83%	5	2.12%	2	.92%
Strongly Disagree	4	2.19%	0	0%	1	.46%
No Opinion	1	.55%	5	2.12%	4	1.84%
(Not Answered)	35	19.13%	16	6.78%	28	12.90%
TOTAL RESPONSES	182	100%	236	100%	217	100%
School Climate: My child feels safe at school.						
Strongly Agree	61	33.52%	89	37.71%	86	39.81%
Agree	83	45.60%	113	47.88%	92	42.59%
Disagree	1	.55%	7	2.97%	2	.93%
Strongly Disagree	2	1.10%	1	0.42%	0	0%
No Opinion	3	1.65%	5	2.12%	1	.46%
(Not Answered)	32	17.58%	21	8.90%	35	16.20%
TOTAL RESPONSES	182	100%	236	100%	216	100%

2004-2005

2005-2006

2006-2007

	Count	Percent	Count	Percent	Count	Percent
School Climate: Students treat my student with respect and kindness.						
Strongly Agree	30	16.39%	65	27.66%	52	24.07%
Agree	91	49.73%	111	47.23%	104	48.15%
Disagree	16	8.74%	28	11.91%	13	6.02%
Strongly Disagree	4	2.19%	3	1.28%	5	2.31%
No Opinion	7	3.83%	10	4.26%	8	3.70%
(Not Answered)	35	19.13%	18	7.66%	34	15.74%
TOTAL RESPONSES	183	100%	235	100%	216	100%

	Count	Percent	Count	Percent	Count	Percent
School Climate: Teachers and staff treat my student with respect and kindness.						
Strongly Agree	76	41.76%	98	41.88%	89	41.40%
Agree	72	39.56%	99	42.31%	87	40.47%
Disagree	6	3.30%	9	3.85%	5	2.33%
Strongly Disagree	5	2.75%	4	1.71%	2	.93%
No Opinion	5	2.75%	8	3.42%	3	1.40%
(Not Answered)	18	9.89%	16	6.84%	29	13.49%
TOTAL RESPONSES	182	100%	234	100%	215	100%

	Count	Percent	Count	Percent	Count	Percent
School Climate: Behavior standards/discipline are fairly and consistently applied.						
Strongly Agree	44	24.04%	69	29.24%	65	30.23%
Agree	81	44.26%	113	47.88%	93	43.26%
Disagree	9	4.92%	14	5.93%	8	3.72%
Strongly Disagree	8	4.37%	1	0.42%	0	0%
No Opinion	8	4.37%	18	7.63%	19	8.84%
(Not Answered)	33	18.03%	21	8.90%	30	13.95%
TOTAL RESPONSES	183	100%	236	100%	215	100%