

Fremont Unified School District



Single Plan for Pupil Achievement

AMERICAN HIGH SCHOOL

2011-2012 School Year

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School Vision

Students at American High School will:

1. Take responsibility for their own learning: to grow personally while achieving academic excellence
2. Respect all people in a diverse community
3. Prepare for adult life as productive, analytical, cooperative members of society

Mission Statements

American high school provides a learning community that challenges students to reach their academic, civic and social potential in a diverse community so they may become participating and cooperative members of society.

Description of the School Community

American High School (AHS) is a public secondary school located in Fremont, California. It is one of five public high schools within the Fremont Unified School District. The students at American High School are those who reside in the American Attendance area boundary set by the district. It is currently a California Distinguished School since 2005. Founded in 1972, as a new model for schools, American High featured an open-air environment which was absent of physical walls separating each of the classrooms. In 1994, the school received a massive upgrade which installed walls and transformed the building into a state of the art campus. As the school population grew after 2001 permanent portables were added on both sides of the campus. Currently American High School has over 1993 students enrolled.

The Student Body

The American High School student body boasts diverse population that has been significantly increasing over the past few years. Boundary changes brought in students from Ardenwood and Forest Park Elementary Schools (two of the largest elementary schools in the district) which originally attended Kennedy High School and Irvington High School respectively.

The Growing Student Population

Prior to the boundary changes of 2001, the student population at American stood around 1,200 students. This school year 2011-12 the school population is 1993 students.

Diversity in the Student Population

American High School boasts a very diverse student population. The largest ethnic group represented at American is Asian. It is the fastest growing portion of the population and represents 47% of the student body. The second largest group is Whites, which represent 22% of the population, followed by Filipinos at 11%, Latinos at 11%, African Americans at 7%, Pacific Islanders at 1% and Native Americans at less than 1%.

Academics

American High School's academics are on the rise. The school has gone from having a 59% passing rate on the CAHSEE in 2001 to having a 98% in 2010. The Academic

Performance Index (API) has gone from 646 in 1999, to 811 in 2010-2011, improving a total of 165 points in a period of 11 years. Additionally, American High School earned a full 6-year accreditation from the Western Association of Schools and Colleges (WASC) as of 2010.

Clubs

Over 60% of students participate in the school's clubs and organizations. From 2004 and onward, students have enjoyed over 40 on-campus organizations led by various student leaders.

Facilities

The facilities and permanent buildings at American High School contain three major wings (300, 500, 700) and the Rotunda, which encompass the main building. American High School is the only indoor school in the district. American High school was remodeled in 1994, to a state of the art facility. Currently, American is the only high school in Fremont Unified School District to have a closed campus at lunch. American High School was originally separated into three main wings under its original design. Classes have been organized according to the wings. The 300-wing has traditionally served as the home of English, Social Studies and Foreign Language departments. The 500-wing has traditionally served as the home of the Mathematics and Science classes. The 700-wing has generally been reserved for the Arts (Music, Theater, Photography, Art, Sculpture and Architecture). There are also two theatres. Theater 50 is similar to a college lecture hall, while Theater 70 serves as the school's theater for the fall play and spring musical. In addition, there is a 400 wing, which is a series of two computer labs located between the 300 and 500 wings. Between the 500 wing and the 700 wing is the 600 wing, which is a series of three classrooms, one of which is now a kitchen for the Culinary Arts ROP (Regional Occupational Program) classes. The old cafeteria is also located between the 500 and 700 wings, and the classrooms of the 600 wing open up to the cafeteria. In March 2009, a new cafeteria/multipurpose room became operational and is currently utilized as the main dining hall and kitchen. The 900 wing is a fenced complex of four classrooms just beyond the 700 wing. There is also a relatively large Faculty Commons, which includes small cubicle areas for the staff, a break room, and a lounge. The complex beyond the 700-wing, called the 900 wing consisting of the Fremont Unified School District maintenance facilities, a weight room, and social studies classrooms. The 900 wing was partially retrofitted to better serve the current model of the school. Currently, the weight room is the center building of the complex.

Athletics

American High School's mascot is the eagle and its colors are red, white, and blue. American High School belongs to the Mission Valley Athletic League (MVAL), which includes the five Fremont high schools as well as New Haven Unified School District, James Logan High School and Newark Unified School district, Newark Memorial High School. The MVAL is a league of the North Coast Section (NCS) of California school sports.

The following sports are offered at American High School: cross country, football, girl's volleyball, water polo, girl's tennis, basketball, soccer, wrestling, gymnastics, baseball, golf, softball, swimming, track and field, boy's tennis, badminton, and boy's volleyball. American High also boasts an award-winning marching band and color guard.

Planned Improvements in Student Achievement

The School Site Council has analyzed the academic performance of all students including all subgroups and has considered the effectiveness of a set of key strategies for closing the achievement gaps to meet API and AYP growth targets. As a result, it has adopted the following school goals, related action plans and expenditures to raise the academic performance of student groups not meeting state standards:

ACADEMIC GOAL: English Language Arts

(Based on student formative and summative data analyses)

Students in grades 9-12 will continue to gain proficiency in English Language Arts. Progress will be measured by: STAR CST data, common formative assessments, and District Writing Assessments.

Growth targets by subgroups and grade levels:

All student subgroups, including: Students with Disabilities, Socio-Economically Disadvantaged, English Learners, African American, Asian, Hispanic and White will increase the percentage of students at or above proficient on the 2012 STAR CST by 10% or more from the previous year. The state's minimum target is 78.0% for 2011-2012.

All student subgroups will increase their CAHSEE passing rate by 5% yearly.

API and AYP targets will be met yearly.

Percentages will be monitored, evaluated and adjusted yearly to meet the needs of the various subgroups in order to close the achievement gap.

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Aligned standards-based curriculum, instructional programs & practices, and formative and summative assessments				
District adopted text books, grade appropriate instructional materials will be used in all classes.	Ongoing	Teachers will use state adopted textbooks and other instructional materials	Department Chair will submit yearly textbook order requests. Record of adopted materials being used in each classroom	District
Continued professional development	Ongoing	Lesson Plans	Test scores- CST's, CAHSEE, writing	District

using site experts and implementation of best practices in English Language Arts. (Sending teachers to expository writing workshop, etc.)		Department Meeting minutes English Dept goals	assessments, CELDT Grade reports 9 th Grade Writing Assessment OARS data-ongoing	EIA funds
Implementation of common formative assessments such as department approved rubrics and department essays and the identification of power standards.	Ongoing	Sample of common formative assessments by grade level OARS data Grade level data CST's/CAHSEE	Improved test scores Improved GPA's	District Dept. budget EIA funds
Create and utilize district supported benchmark assessment using the OARS (online Assessment Reporting System).	2010 - 2012	Improved formative and summative test scores	OARS data, CST's, CAHSEE, CELDT scores	District
Implementation and training in OARS (Online Assessment Reporting System).	2009 - Ongoing	All teachers trained Analyze department and individual teacher reports Evidence of the English department's assessment of goals.	OARS data Department meeting minutes	District
Disaggregate CST's 2010 data by subgroups and analyze for strengths and areas of growth	Ongoing	Student Data Analysis: tables, charts and graphs	CST data provided by the District testing department	District

<p>Differentiate instruction focusing on work completion and practice</p> <p>Implementation of the English goals.</p>	Ongoing	<p>Formal/informal observations</p> <p>Walk-through observations</p> <p>Student scores</p>	<p>Improved student achievement on English Language Arts assessments for all subgroups</p> <p>OARS Benchmark Reports</p>	District
	2010-2012	<p>Rubric scored writing assessments</p> <p>Common Formative Assessment data</p>	<p>Review and monitor action plans during department meetings</p> <p>Test data</p>	District
Remediation/Intervention/Enrichment				
Implementation of AVID Program in 9 th , 10 th and 11th grades.	2009-2011	<p>Three AVID classes embedded in the school day.</p> <p>Lesson Plans.</p> <p>Continued staff development-teachers and counselors</p> <p>Transcript evaluation-ongoing</p>	<p>Review participants' transcripts and report cards</p> <p>OARS common formative assessment reports</p> <p>CST/CAHSEE data-ongoing</p>	District

Read to Achieve Class Silent Read Period Peer/teacher tutorial Peer Editing Writer workshop Use of samples to model good writing CAHSEE intervention class	Ongoing 2008-2011	Lesson plans Observations Assessment data-ongoing Online CAHSEE computer course Student work Rosters Student rosters Number of tests taken	Review participants' transcripts and report cards OARS data STAR/CAHSEE data-ongoing Review participants passing rate CAHSEE data	District .4 FTE District
Professional Development				
Principals ensure that BTSA Induction Participating Teachers and their Support Providers receive sufficient time to support the activities of BTSA Induction, coordinate site professional development opportunities to meet the learning needs of all students, and take effective steps to overcome challenging aspects of teachers' work environments. NOTE: Applies to all content goal areas as appropriate	Ongoing	Authorize release time / requisitions Documentation of site professional development Meetings with the BTSA Induction Participating Teacher and Support Provider, as needed Provide a site orientation and introduce the new teacher to the staff	Authorize release time / requisitions Documentation of site professional development Meetings with the BTSA Induction Participating Teacher and Support Provider, as needed Provide a site orientation and introduce the new teacher to the staff	District

AVID training for teachers and counselors.	2009-2012	List of teachers and counselors trained in AVID	Copies of registration forms Lesson Plans reflecting implementation	District
OARS training for the entire staff.	2009-2012	District trained administrators Department chairs trained by administrators	Staff development OARS reports by department OARS reports by teachers	District
School Community Involvement				
Parent Conferences Increase awareness at School Site Council/PTSA/SELAC/Leadership Team meetings/Family meetings. Grade report cards Back to School night I-Parent printout access codes Newsletter	Ongoing	Administrator planning meeting in august for the school calendar. Advertisement through the PTSA Yahoo parent group. Website communication		
Administrative classroom visits/UC Santa Cruz Model.	Ongoing	Administrators keep binders of all walk-throughs and feedback given to teachers based on the Five Equitable Practices.	Feedback given to teachers reflect best practices and adherence to the California State Standards	N/A

Parent Project (Youth and Family Services).	Ongoing	Administrator/counselor referrals	Reduction in truancy and absenteeism Truancy and absenteeism data-ongoing	N/A
Naviance access to all students and parents	2011-Ongoing	Administrators, Counselors, Career Tech	Statistics on student and parent access. Survey	PTSA Donations
<p>Progress Toward the Goal:</p> <p>American High School has experienced a steady increase on our API over the past several years. We are committed to continuing our academic success in English Language Arts that will allow our student to further increase their STAR score, concentrating on our subgroups (i.e. Hispanic, African American, English Learners, Student with Disabilities, and Socio-economically disadvantaged students) This year American High School will go through the WASC accreditation process. Based on the self study that was conducted in 2011, the WASC committee recommendations were centered on the continued use of data by all stakeholders to make curricular decisions. We believe that American High School has utilized our CST data to drive our decision making in establishing intervention programs; we have implemented Read to Achieve classes to assist our Below Basic and Far Below Basic scoring student in their mastering of ELA concepts. We began to incorporate the AVID program for our 9th and 10th grade students, and we have made CAHSEE study programs available for our students who failed the CAHSEE. Also, we have used the OARS system to collect relevant data to evaluate our efforts.</p>				

Planned Improvements in Student Achievement

ACADEMIC GOAL: Mathematics

(Based on student data formative and summative data analyses using Cycle of Inquiry)

Student in grades 9-12 will continue to gain proficiency in Mathematics as measured by the following assessments: CST summative assessments, Common Formative Assessments, and CAHSEE.

Growth targets by subgroups and grade levels:

All student subgroups, including: Students with Disabilities, Socio-Economically Disadvantaged, English Learners, African American, Asian, Hispanic and White will increase the percentage of students at or above proficient on the 2012 STAR CST by 10% or more from the previous year. The state's target is 78.2% for 2011-2012.

All 9-12 grade subgroups will increase their CAHSEE passing rate by 5% yearly.

API and AYP targets will be met yearly.

* Percentages will be monitored, evaluated and adjusted yearly to meet the needs of the various subgroups in order to close the achievement gap.

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Aligned standards-based curriculum, instructional programs & practices, and formative and summative assessments				
District adopted, grade appropriate instructional materials will be fully implemented.	Ongoing	Using state adopted textbooks and materials in all math classes	Department Chair textbook order request Record of adopted materials being used	District

<p>Implementation of best practices in all mathematics courses.</p> <ul style="list-style-type: none"> Teachers are grouped into three per group to develop course alike best practices for their student population. 	Ongoing	<p>Lesson plans</p> <p>Department meeting minutes</p> <p>Math Dept. strategic goals</p>	<p>Increased test-scores- CST's, CAHSEE</p> <p>Grade reports</p> <p>OARS data</p>	<p>District</p> <p>EIA funds</p>
Continues use of common formative assessments.	Ongoing	<p>Sample of Common Formative Assessments by math course level</p> <p>Test scores</p> <p>CST's/CAHSEE/Common Formative Assessments data</p> <p>Student GPAs</p>	<p>Increased test scores- CST's, CAHSEE, Benchmark Tests</p> <p>Improved test scores</p> <p>Improved GPAs</p> <p>OARS data-ongoing</p>	District
Evaluation of student progress toward District Mathematic Benchmarks in Algebra I.	Ongoing	Improved formative and summative test scores	Benchmark tests, CST's, and CAHSEE data	District

Implementation of OARS (Online Assessment Reporting System) throughout the math department.	Ongoing	All teachers trained	OARS data	District
		Analyze department and individual teacher reports	Math Department meeting agendas and minutes	
		Use of OARS multi-choice practice tests	Grade on Common Formative Assessments.	
		OARS data		
	Ongoing	Student Data Analysis- tables charts and graphs	Target areas for growth, instructional goals, and measurable performance growth addressing the needs of our students' subgroups	District
		Formal/informal observations	CST data provided by the testing department	
Disaggregate CST 2011 data by subgroups and analyze for strengths and areas of growth.		Walk-through observations	Improved student achievement on math assessments for all subgroups	
	Ongoing	Student work samples	OARS Benchmark Reports	District

<p>Differentiate instruction by Mathematic teachers in the department including the use of Best Practices.</p>	<p>2007-2012</p>	<p>Common Formative Assessments</p>	<p>Review and monitor Action Plans at Dept. Chair meeting</p>	<p>District</p>
<p>Implementation of the Math Department's Action Plan</p> <ul style="list-style-type: none"> • Increase student rate of participation in taking the SAT I, SAT II, AP Stats, AP Calc. • Re-start the after school math intervention class to allow student who failed Alg. I to make up credits. This may be done through on campus class or online instruction through the Pass Programs. <p>Supplementary materials and a wide variety of instructional materials, equipment, supplies, service contracts, etc. to improve student achievement.</p>	<p>Ongoing</p>	<p>OARS data</p> <p>Purchase study materials (i.e. prep books)</p> <p>Record of Service contracts</p>	<p>OARS data</p> <p>Increase in percentages of students passing Common Formative Assessments</p> <p>Monitor results through OARS data and 2010 Math CSTs</p>	<p>EIA funds</p>

Remediation/Intervention/Enrichment				
Implementation of after school math tutorial for all course levels.	Ongoing	Math tutorials occur four days per week and is available for all levels of Mathematics Teacher and peer tutors	Observations Participants sign in	N/A
Implementation of AVID Program in 9 th and 10 th grade	2009-Ongoing	AVID classes embedded in the school day Lesson Plans Staff development- teachers and counselors Transcript evaluation	Review participants' transcripts and report cards OARS reports CST/CAHSEE data-ongoing	District
Professional Development				
AVID training for teachers and counselors.	2009-2012	List of teachers trained in AVID	Copies of registration forms Lesson plans reflecting implementation	District
OARS training for the entire staff.	2009-2012	District trained administrators Department Chairs trained by administrators	Staff development OARS Math reports	District

School Community Involvement				
Parent conferences	Ongoing by appointment	Parent mailing Back to school night agenda. Website information Conference schedule and parent attendance. Report Cards	Student profile Monitor updates Teacher feedback Records of sent report cards.	N/A
Administrative classroom quick visits	Ongoing	Administrators' binders of all walk-throughs and feedback given to teachers	Feedback given to teachers reflect	N/A
<p>Progress toward the Goal:</p> <p>American High School has experienced a steady increase on our API over the past several years. We are committed to continuing our academic success in Mathematics that will allow our student to further increase their CST scores, concentrating on our subgroups (i.e. Hispanic, African American, English Learners, Student with Disabilities, and Socio-economically disadvantaged students). This year American High School will go through the WASC accreditation process. Based on the self study that was conducted in 2011, the WASC committee recommendations were centered on the continued use of data by all stakeholders to make curricular decisions. We believe that American High School had utilized the CST data to drive our decision making in establishing intervention programs; we have implemented Read to Achieve classes to assist our Below Basic and Far Below Basic scoring student in their mastering of Mathematics concepts. We began to incorporate the AVID program for our 9th and 10th grade students, and we have made Math CAHSEE study programs available for our students who failed the CAHSEE. Also, we have used the OARS system to collect relevant data to evaluate our efforts.</p>				

Planned Improvements in Student Achievement

ACADEMIC GOAL: Science

(Based on student data formative and summative data analyses)

Increase Proficiency level of all subgroups (i.e. Hispanic, African American, English Learners, Student with Disabilities, and Socio-economically disadvantaged students) on the CST's

Growth targets by subgroups and grade levels:

All student subgroups, including: Students with Disabilities, Socio-Economically Disadvantaged, English Learners, African American, Asian, Hispanic and White will increase the percentage of students participating in third and fourth year science courses by 10% from the previous year.

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Aligned standards-based curriculum, instructional programs & practices, and formative and summative assessments				
District adopted, grade appropriate instructional materials will be fully implemented.	2007-Ongoing	Teachers using and fully implementing state adopted textbooks and materials	Department Chair person's yearly textbook order	District
Maximize small group activities in classrooms. OARS Common Formative Assessments Classroom tests	Ongoing	Student work sample Daily classroom work Classroom observations Grade reports	Class tests Student work samples Classroom observations Benchmark	District

Lab write-ups Reading strategies/CLAD strategies		Formative and summative assessments	assessment using OARS	
Emerge in the development of a “Science Magnet” program.	2010 – 2012	Develop a mission statement Analyze the benefits for students. Survey student needs	Evaluate survey	Science Dept.
Teacher / student tutoring before and after school.	2009-ongoing	Attendance of student will be noted by individual teachers and the hours spent outside the classroom supporting individual teachers	Classroom observations.	N/A
Remediation/Intervention/Enrichment				
Differentiate instruction using the Essential Components of Differentiated Instruction.	Ongoing	Formal/informal observations Walk-through observations Student work samples	Improved student achievement on Science assessments for all subgroups OARS Benchmark Reports	District

Implementation of AVID Program in 9 th and 10 th grade	2009-Ongoing	AVID classes embedded in the school day Lesson Plans Staff development-teachers and counselors Transcript evaluation-ongoing	Review participants' transcripts and report cards OARS Common Formative Assessments reports CST/CAHSEE data-ongoing	District
Professional Development				
AVID training for teachers and counselors.	2009-Ongoing	List of teachers and counselors trained in AVID	Copies of registration forms Lesson plans reflecting implementation Increased number of AVID courses	District
OARS training for review of CST test scores in target areas	Ongoing	Departmental meeting notes	Classroom observation and teacher feedback	District
School Community Involvement				
Administrative classroom quick visits	Ongoing	Administrators' binders of all walk-throughs and feedback given to teachers	Feedback given to teachers reflect best practices and adherence to the California State Standards	District

CELDT scores are reviewed by parents	Ongoing	Letter to parents	Signed letters of re-designated students	District
Access to grades on I-Cue and/or other online accounting programs.	Ongoing	Website access	Parent survey feedback	District
<p>Progress toward the Goal:</p> <p>Administrators participate in regular classroom observations and walkthroughs. We regularly review our standardized test scores (CST, CAHSEE, Common Formative Assessments, Etc.), CELDT scores are reviewed. The administrative team at American regularly meeting with the EL liaison for collaboration.</p>				

Planned Improvements in Student Achievement

ACADEMIC GOAL: Social Science

(Based on student data formative and summative data analyses using Cycle of Inquiry)

The American High School Social Studies department will examine the disaggregated data to determine the percentages of under represented subgroups participating in upper level social science courses. Administrators, teachers and counselors will concentrate their efforts to make sure that students in the subgroups will increase their participation in a-g courses so that all students will be eligible for UC/CSU admission.

Growth targets by subgroups and grade levels:

All student subgroups, including: Students with Disabilities, Socio-Economically Disadvantaged, English Learners, African American, Asian, Hispanic and White will increase the percentage of students participating in Honors and AP courses by 10% from the previous year.

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Aligned standards-based curriculum, instructional programs & practices, and formative and summative assessments				
District adopted, grade appropriate instructional materials will be fully implemented.	Ongoing	Classroom lessons, observation and assignment	Department chair person's yearly textbook order	District

<p>Integrating reading strategies in to the classroom.</p> <p>Small group activities.</p>	Ongoing	<p>Observations/evaluations and walk-throughs</p> <p>Lesson plans</p> <p>Social Science department strategic goals</p>	<p>Increased percentage of students reaching a-g UC/CSU college requirements upon graduation</p> <p>Increased number of students scoring higher on SAT/ACT college entrance exams</p> <p>Increased number of students participating in and passing AP exams</p> <p>Increased number of students enrolled in advanced Social Science courses</p>	N/A
<p>Develop a common language and common rubrics to promote study skills and raise student achievement.</p>	Ongoing	<p>Common vocabulary being used in all classes</p> <p>Common rubrics being used by all teachers</p> <p>Evidence of Cornell Notes being required by all students</p> <p>OARS reports driving instruction</p>	<p>Improved student achievement on Social Science assessments for subgroups and all students</p> <p>OARS Benchmark Reports</p> <p>Quarterly Common Formative Assessments</p>	

Remediation/Intervention/Enrichment				
Differentiate instruction	Ongoing	Formal/informal observations Walk-through observations Student work samples	Improved student achievement on Social Science assessments for subgroups OARS	District
Implementation of AVID Program in 9 th and 10 th grades.	2009-Ongoing	AVID classes embedded in the school day Lesson plans Staff development-teachers and counselors Transcript evaluation	Review participants' transcripts and report cards OARS reports CST/CAHSEE data-ongoing	District
Professional Development				
AVID training for teachers and counselors.	2009-Ongoing	List of teachers and counselors trained in AVID	Copies of registration forms Lesson plans reflecting implementation Increased number of AVID courses	District

School Community Involvement				
Administrative classroom visits	Ongoing	Administrators' binders of all walk-throughs and feedback given to teachers	Feedback given to teachers reflect best practices	District
<p>Progress toward the Goal:</p> <p>American High School currently offers a variety of Social Studies a-g course. It is our goal to encourage our entire student body to enroll in such courses. Each year American High school proctors over one thousand AP test in a variety of subject. The number of students taking AP exams increases each year which is a clear indication that our students are taking higher level courses. We continue to work with our subgroup population through our EL liaison, Hispanic parent nights, counselors etc. to encourage student to take an active part in our rigorous academic course offerings. We regularly analyze student scores and benchmark tests to evaluate our progress.</p>				

Planned Improvements in Student Achievement – Social/Emotional Area

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Social/Ethical Goal:

(Based on conclusions from Analysis of Program Components and Student Data pages)

Recommended sleep for adolescents is nine hours. Fremont students state they get 6 hours on average. While many factors are part of students' non-sleep habits, one area that the school can control is in work assigned outside of the classroom. Related to this, the SOS survey of students indicated that 54% felt they had had too much homework and only 37% reported the homework they received was quite or very useful for learning and 82% believed that when engaged with the curriculum, they are more likely to complete homework and find it useful.

Our goal at American is to increase the number of students finding homework useful and valuable through analysis of assignments for ambiguity and redundancy and closely monitor the assignment of homework to be aligned with the board of education homework policy (BP 6154).

Student groups and grade levels to participate in this goal: All students.	Anticipated annual performance growth for each group: 30%
Means of evaluating progress toward this goal: Classroom observations	Group data to be collected to measure academic gains: STAR data
Formative assessments	Classroom observation
Student surveys (i.e. CHKS, 'Family' survey)	Common Formative Assessments data
Evaluation of teacher syllabi	Grades (GPA)
Counselor referral	Survey data, district attendance and discipline reports

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Integrated Curriculum, Instructional Programs and Practices				
Ninth grade classes focus on organizational skills and time management as well as monitoring homework across the curriculum.	2009-Ongoing	Department reports, classroom observation	Student survey	N/A
Reduction of homework based on (BP6154)	Ongoing	Classroom observation	Student surveys	N/A
Psychology class is monitoring homework of student on a weekly schedule	Ongoing	Anecdotal information is reported to administration	Data is collected and reported to administration	N/A
Professional Development				
Faculty, department and Curriculum Council meetings to support use of alternative classroom strategies	2009 – Ongoing	Completion of SPPA plan goals.	Quarter grades, classroom observations, student survey.	District
Teacher workshops	2009-Ongoing	Request for leave forms	Number of staff utilizing staff development time	District

School Community Involvement				
Parent meetings	Ongoing	Attendance record	Attendance record	N/A
Student surveys	Ongoing	Count of surveys	Surveys	N/A
Parent / teacher individual conferences	Ongoing	Teacher record	Teacher record	N/A
<p>Progress toward the Goal:</p> <p>Staff workshop was held in 2011. All 9th grade teachers used room time to establish seating charts and homework expectations to their students. All our teachers have reviewed the homework board policy (BP 6154) and modified their syllabuses to comply with board directive.</p>				

Planned Improvements in Student Performance- Learning Environment

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Learning Environment Goal: (Based on conclusions from Analysis of Program Components and Student Data pages) American High School will increase the availability of technology for all classroom teachers to allow all classrooms online access to I-cue, I-grade, OARS in order to assure that all teachers are using the district provided accountability and assessment systems. In addition, by request, teachers who would like to increase their use of technology in the classroom (i.e. Document cameras, LCD projectors, smart boards, etc.) will be provided the necessary equipment.	
Student groups and grade levels to participate in this goal: All student groups.	Increasing the availability of technology in the classroom will enable ALL the students at American to have greater access to web based instruction and research sources.
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
Increase in web based instruction Increase of teacher use of technology in the classroom Increase teacher use of I-grade in the classroom.	Classroom visitation/observation Parent survey of accessibility to grades

Strategies/Actions to Reach This Goal <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	Timeline <i>By when will the strategy or action be taken?</i>	Monitoring Implementation <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	Measuring Effectiveness <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	Funding Sources
Integrated Curriculum, Instructional Programs and Practices				
Classroom based computer instruction	Ongoing	Student work	Classroom visitation	N/A
Increased use of the OARS system	Ongoing	Monitor teacher use of OARS	Survey teachers on the use of the OARS system	N/A
Professional Development				
OARS training	Ongoing	Teacher sign in sheet	Student work and assessment	N/A
Technology based workshops for staff	Ongoing	Teacher sign in sheet	Student work and assessment	N/A
School Community Involvement				
Partnership with private sector corporations to donate hardware to the school (within district guidelines)	Ongoing	Evaluate regularly		Donation
<p>Progress toward the Goal:</p> <p>American High School has been lacking technology over the past seven years. Starting this school year 2010-2011, it is the goal of the administrative team to take American High School into the 21st century by ensuring that each class is internet ready. We have installed wireless network throughout the school to allow ALL teachers and students to access the internet. It is through a generous grant (by and anonymous donor) that we are able to move forward with making American High a wireless campus. In addition, a new personal computer has been purchased to supplement our current technology to ensure that each teacher has a computer suitable for use with I-cue, I-grade, OARS and the Internet. Document cameras and LCD projectors have been issued to all teachers who requested such items. We are currently in the stages of collaborating with our teachers in an effort to establish a consensus on the usage of an on-line accessible grading system. There has been a constant demand from our parents to have student grades accessible. We hope to make that a reality by the 2012-2013 school year.</p>				

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$18,131
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Beginning Teacher Support and Assessment - Induction <u>Purpose:</u> Increase student achievement through improved trainings, information, and assistance to new teachers.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$1,786
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$250
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
• Total amount of state categorical funds allocated to this school	\$20,167

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (INTERVENTION FUNDS)	\$ 4,000
<ul style="list-style-type: none"> Total amount of federal categorical funds allocated to this school 		\$ 4,000

School Site Council Members

Education Code Section 64001(g) requires that the SPPA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Greg Bailey	√				
Elsa Ron		√			
Carl Bocchini		√			
Bruce Haggans		√			
Maria Bell				√	
Ram Krishnan				√	
Venkat Rayapneni				√	
Omar Shakur					√
Daniel Nguyen					√
Stanley Han					√
Abigail Kulaty					√
Theresa D'Aundney			√		
Numbers of members of each category	1	3	1	3	4

¹ 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.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ School Advisory Committee for State Compensatory Education Programs
 - ☐ English Learner Advisory Committee
 - ☐ Community Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (**list**) Leadership Team, PTSA
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Pupil Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Greg Bailey

Typed name of school principal

Signature of school principal

Date

Elsa Ron

Typed name of SSC chairperson

Signature of SSC chairperson

Date



Fremont Unified School District

Accessing Performance Data for FUSD Schools

Fremont Unified School District's schools' performance data may be accessed on our District webpage at:

<http://www.fremont.k12.ca.us/testing>

Schools are engaged in analyzing school data on an on-going basis in order to improve student achievement. You will find assessment results on:

1. The **Academic Performance Index (API)**. This assessment is from the State arm of accountability which measures school-wide and subgroup growth from one year to the next.
2. The Adequate **Yearly Progress (AYP)**. This assessment is from the Federal arm of accountability which originates from No Child Left Behind (NCLB) that strives for all students reaching proficiency by 2013-2014. This assessment measures proficiency on the STAR California Standards Test in English/language Arts and Math school-wide and by subgroup for elementary and junior high schools. For high schools, the 10th grade California High School Exit Exam (CAHSEE) is used.
3. The **California English Language Development Test (CELDT)**. This assessment is given for three purposes which include:
 - a) Identifying pupils as limited English proficient
 - b) Determining the level of English language proficiency for those who are limited English proficient
 - c) Assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
4. The **California High School Exit Exam (CAHSEE)**. This assessment is designed to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, to receive a high school diploma.
5. The **California Physical Fitness Test (PFT)**. This assessment is required for public school students in grades 5, 7, and 9. The PFT provides information that can be used by:
 - a) students to assess and plan personal fitness programs
 - b) teachers to design the curriculum for physical education programs
 - c) parents and guardians to understand their children's fitness levels

This program also provides results that are used to monitor changes in the physical fitness of California students.

AMERICAN HIGH SCHOOL LIBRARY PLAN SUMMARY 2011-2012

Goal 1—Staffing

Provide staffing necessary to implement an effective district wide library media program.

Next Site Steps:

Site Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Hire new Library Media Teacher to replace retired staff	interview qualified applicant	New staff	District and site administration, Site Library Staff	Ongoing

Goal 2—Facilities

Provide appropriate facilities to meet the learning and teaching needs of an effective library media program.

Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. The school library is a comfortable place for students, staff, and the community.	As much as possible in limited time, create book displays, interest areas, computer research stations, and reading areas for students.	A well-organized, inviting library space.	Site Library Staff	Ongoing
2. Maintain minimum district standards for technology and access to technology	Repair and/or replace library technology as needed.	Library meets technology standards as outlined in the District Library Plan.	Site Staff and Principal Technology Department	Ongoing

Goal 3--Library Procedures and Use

Provide standardized library procedures and use policies based on safety and student equity of access to library resources for use throughout the district.

Site Steps Completed in Recent Years:

1. Library is open 40 hours per week
2. Update school library website with resources for teachers (SPPA GOAL 5)

Next Site steps:

1. Create a separate computer station specifically for library catalog use, and work with students to use the library card catalog independently

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Ensure that the school library is providing equitable hours of operation as outlined in the District Library Plan	a. High schools will be open 450 minutes weekly before and after school.	Calculation of hours of operation. Site library hours	Site Library Staff and Principal	Ongoing
2. Student Access Equity: Students will have equal access to their school library as compared to other students at the same grade level throughout the district.	<u>High School:</u> Flexible scheduling for teachers to schedule library time to promote student reading and to teach information literacy and research skills.	Monthly reports	Site Staff and Principal Site Library Staff	Ongoing
	Lunch Time Access: <u>Secondary Schools:</u> All secondary school libraries will be open to students and staff during the lunch hour.	Library hours of operation	Site Library Staff	Ongoing
	Use of Library Time		Site Library Staff Principal	Ongoing
	Students will have access to library activities and resources during library time which means not being pulled out for other activities or to complete other assignment and/or testing.	All students participate in library activities	Site Library Staff, Teachers	Ongoing

3. Students will have equal access to library resources	Sites will all follow district standards for checkout ability, checkout amounts, overdue/lost book consequences, damaged book costs and consequences	Standardization of policies at all sites. Circulation and Monthly Reports	Site Library Staff	Ongoing
4. During the school day, dedicate library use to library activities, in order to provide equal access to library resources,	Commit library to positive student use. Advocate appropriate use of the library. Reduce library closures during the school day due to other activities to maximum of 3 days per year as outlined in District Library Plan.	Circulation and monthly reports. Fewer days that the library is not available to students.	Site Staff Site Library Staff Site Staff and Principal	Ongoing Ongoing
5. Staff development is provided for all teachers to ensure that they know how to use the library technology and assist students during library time.	A site plan will be developed and implemented for library staff development for all teachers. This could be provided on in-service days, during staff meetings, or during collaboration time.	Staff Development or meeting Agendas. Teachers actively assisting students as needed during library time.	Site Library Staff and Admin.	Ongoing Annually

Goal 4—Information Literacy Curriculum

Provide and teach all students an articulated K-12 information Literacy curriculum incorporating California State Content Standards and Information Literacy Standards to help students, access, assimilate, evaluate, and disseminate information.

Site Steps Completed in Recent Years:

1. Modified class sign-up sheets to include information literacy, state standards, and time format so teachers and the library media teacher can incorporate them into every unit on which they collaborate in the library. (SPPA GOAL 5)

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Library standards and information literacy skills as outlined by grade in the new State adopted <i>Model School Library Standards</i> will be imbedded in library activities and research.	Teacher Librarian and Library Media Technicians and Teachers will look for opportunities to incorporate grade level library standards and information literacy skills in library activities and core curriculum lessons. High School TL's and LMT will look for opportunities to coordinate the teaching of library standards and information literacy skills with computer lab activities and lessons.	Library standards and information literacy skills embedded and identified in library activities and classroom lessons. Student use of library standards and information literacy skills	Classroom Teacher Site Library Staff	Ongoing

Goal 5—Collaboration with Library Staff

Provide for more effective student learning through a collaborative process for planning, teaching, and assessment.

Site Steps Completed in Recent Years:

1. New teacher orientation on library services before school begins and meetings throughout their unit plans.

Next Site Steps

1. Support teachers who need help developing their school webpages (SPPA GOAL 5)

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. The library staff is an integral part of the instructional staff and provides consistent instructional collaboration between classroom teachers and the school library.	Library staff collaborates with classroom teachers to enhance reading enrichment and support broad independent reading.	Circulation statistics	Site Library Staff	Ongoing
	Classroom teachers and library staff collaborate to ensure that library services support instruction.	Input from staff on site library purchases. Meeting notes Content of library time.	Site Staff	
	Library staff and classroom teachers will collaborate to ensure that core curriculum and information literacy curriculum are integrated and taught.	As collaborative lessons are developed by the classroom teacher and the library media teacher, these lessons will be shared throughout the district.	Site Staff	

2. Whenever the limited schedule allows, Library Staff will participate in site level committees, groups and meetings, in order to provide input and to support the school library.	Site library media teachers will serve on site library, curriculum, and technology committees and school site council (or SLIBG committee). In the absence of a library media teacher, the library media technician or other library representative will serve on the school site council (or SLIBG committee)	Attendance records, meeting notes.	Site Library Staff and Admin.	Ongoing
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Goal 6—Collections

Provide up-to-date relevant resources in a variety of formats and technologies to meet the diverse needs of all learners.

Collection Site Steps Completed in Recent Years:

1. Books are purchased for all reading levels, including books for reluctant readers, ELL, identified sub-groups, and special needs students.
2. Weed outdated, inaccurate materials, in areas such as non-fiction, biography, fiction, etc.
3. Purchase up to date materials to support health and mental health sections of collection (SPPA GOAL 6).
4. Purchase high interest African-American fiction and non-fiction (SPPA GOAL 1)
5. Re-arrange fiction to improve students' ability to locate library materials independently
6. Incorporate Eee computers into catalog for student access and checkout (SPPA GOAL 5)
7. Purchase Non-Fiction materials that relate to core curriculum.

Next Site Steps:

1. Continue to weed outdated, inaccurate materials, in areas such as non-fiction, biography, fiction, and reference.
2. Use available resources to ensure proper collection development
3. Collaborate with teachers to learn about their resource needs in a variety of formats

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. The library collection will be up-to-date and contain a wide variety of high-quality works. Materials reflect the interests of students and needs of the core curriculum.	Sites will continue to purchase titles on CA STAR reading list, California Reading List, the California Department of Education Recommended Literature lists, Medal and Honor winners, FUSD core and extended reading lists, age-appropriate Bootleggers titles, books that support the curriculum and state standards, and titles that are suited to the interests, age, developmental level, and diversity of the users.	Purchase orders	Site Library Staff	Ongoing
	The collection will support the goals of the school's Single Plan for Pupil Achievement (SPPA)			
	Collection development will be a collaborative process between library staff, classroom teachers, and students.	Meeting notes, forms, emails	Site Library Staff	Annually
	Incorporate, but not limit titles to those for reading incentive programs.	Purchase requisitions	Site Library Staff	Annually
	Continually evaluate and remove outdated materials from library collection.	Appropriate materials for weeding are removed.	Site Library Staff	Ongoing
	Complete Annually district required inventory in June.	Inventory reports	Site Library Staff	Annually
2. Increase the number of library books per student. Goals: High School: 20 books per student	Advocate for adequate library funding at local, district, and state levels. Explore additional resources to purchase library books.	Visible growth in collection	Site Library Staff Principal	Ongoing

Goal 8—Board and Administrative Commitment:

Ensure ongoing board and administrative commitment for effective library media programs.

Site Steps Completed in Recent Years:

1. Library hours re-instated before and after school.

Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Implement District Library Plan and supporting Site Library Plan to the extent possible, resulting in higher achievement, motivated readers, and lifelong learners. This includes re-instating the library media technicians and teachers to 100% as soon as funds become available.	Establish and meet with site library committee Work with School Site Councils to ensure that the school library is an integral part of the SPPA Plan Library staff will provide reports of service and accomplishments to principal and district library staff.	Meeting minutes, dates and times Site library plan is part of the SPPA Plan. Monthly circulation statistics and reports. Other reports of services and accomplishments.	Site Library Staff Principals	Annually
Provide staff with information regarding their responsibilities as outlined in the site library plan.	Distribution and overview of site library plan to site administration, teachers, and staff.	Staff will have knowledge and understanding of responsibilities to site library plan.	Principals	Annually

Goal 9—Community Involvement

Involve parents and community members in the development and support of library media programs for improved student learning

Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Parents and community members will support our library through donations of books, money, technology, and fundraisers.	Continue to encourage and support community involvement.	Resources supported by parents and community members.	Site Library Staff and Administration	Ongoing
	Explore new ways to increase community support and involvement.	Evidence of communications, such as newsletters, letters, emails, website information	Site Library Staff and Administration	Ongoing

Goal 10—Policy and Evaluation

Ensure that school and classroom library media programs serve as an essential catalyst for learning and teaching through comprehensive plans, policies, and ongoing program assessment.

Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. In accordance with the <i>Model School Library Standards</i> , evaluate and assess site library media programs to ensure that they provide equitable student access to library resources, and that the library media program is a catalyst for learning and teaching.	Using the State adopted <i>Model School Library Standards</i> , evaluation of library program by teachers, site library committee, and school site council.	Evaluation results	Principal Site Library Staff	Annually

Goal 11—Funding

Ensure adequate funding for maintaining and developing library services and resources.

Site Steps Completed in Recent Years:

1. Pursue funding from outside sources through grants and donations through government and library advocacy resources

Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Sites provide their libraries with at least the minimum designated funds from the SLIBG (School and Libraries Improvement Block Grant) to purchase library resources and with the additional minimum amount for library day to day operations as outlined in the District Library Plan.	SLIBG funds are set aside for library resources. Outline a plan for or provide funding for the day to day operational costs of the library.	New Library books or other student resources purchased from SLIBG funds Library has funds (separate from SLIBG funds for books) or adequate supplies providing for the day to day operation of the library.	Principal School Site Council	Annually
2. Look for additional sources of funding for library resources and staffing.	Reserve book fair funds for purchasing only library resources such as books. Explore ways library resources could support student achievement through other site funding sources. Continue to explore grant opportunities for implementing site library plan	Additional funds available to purchase library resources and/or for staffing.	Site Library Staff Principals	Ongoing

APPENDIX A

Department of Federal and State Projects

PROGRAM OPTIONS FOR ENGLISH LEARNERS 7-12 STUDENTS

How are EL students identified and what services are provided for them? Describe how the curriculum, instructional strategies and materials ensure that EL students successfully participate in the district's core curriculum.

Assessment and Designation

Fremont Unified School District students indicating a language other than English on the Home Language Survey form are referred to the Language Assessment Center for English and primary language testing. Based on the results of the assessment, students are designated EL or FEP. If students are designated as EL, the following programmatic options apply:

Program Options for English Learners

Note: The descriptors below describe the program options offered to EL students in the district. Select the appropriate option or options, modify as needed and use in school plan.

1. **Regular Mainstream Program:** The curriculum delivery in this program is mainstream English and requires a teacher with EL Authorization, if EL students are in the class. The classroom is usually comprised of English Only, Fluent English Proficient and English Learners.
2. **Structured English Immersion:** English Learners receive English Language Development instruction daily. The ultimate goal of ELD is complete communicative competence in English. This includes the development of listening, speaking, reading and writing skills, as well as social competence.

English Learner Instruction Components

All options for English Learners must include the following components:

- **ELD (English Language Development):** English Learners receive English Language Development instruction daily. The ultimate goal of ELD is complete communicative competence in English. This includes the development of listening, speaking, reading and writing skills, as well as social competence. FUSD uses state-approved ELD materials to instruct English Learners to assist them in acquiring English.

The following are general guidelines for placement of students. Other factors such as grades, standardized test scores and teacher recommendation may also be taken into consideration. Students are placed according to language levels as per their overall score on the CELDT (California English Language Development Test). If a student scores a 1 on the CELDT they generally have three periods of ELD. One period focuses on oral language development, another period focuses on reading comprehension and the third period focuses on writing through content curriculum. Students that score a 2 on the CELDT generally have two periods of ELD. One period focuses on reading comprehension and the other on writing. Students that score a 3 on the CELDT generally have one period of ELD, which focuses on developing writing skills. Students scoring a 4 or a 5 on the CELDT are placed in mainstream English classes.

- **Content Area Instruction:** English Learners receive grade-level content curriculum with EL authorized teachers. Instruction is delivered in English using sheltered instructional strategies. The teachers use visuals or real objects, speak slowly, pronounce clearly, act out concepts that are difficult to understand, prepare hands-on demonstrations, review lessons in a variety of ways, and emphasize the English skills necessary to understand and participate in the lesson.

Additional Interventions for English Learners

- **Extended Day or Electives Program:** English Learners participate based on teacher recommendation and test scores. Regular attendance is required. Possible topics include reading comprehension strategies, writing skills and CASHEE test preparation.
- **Tutors:** Parents, teachers or students may provide tutorial services. Tutors may help students with their class assignments, review and reinforce specific skills in academic areas and help them acquire good study skills.

General Fund

General Funds are used to provide English Language Development materials and resources. EL Authorized teachers are paid from the General Fund and are responsible for all areas of instruction. General fund money is used to provide all textbooks, basic materials and supplies. SIP provides the same service for EL students as for all other students in the school.

Categorical Funding

EIA and/or ELAP funds provide supplementary instructional materials, support staff and professional development.

State Program for English Learners
Year 2011-2012

Program Goals:

The major goals for English learners (EL) are to develop proficiency in English and in the district's core curriculum as rapidly and as effectively as possible in an established English language development (ELD) while receiving content area instruction from EL authorized teachers. English learners are re-designated as fluent English proficient (FEP) after meeting established criteria to ensure that these students can demonstrate English-language proficiency and can participate equally in the core curriculum comparable to that of the District's average native English-language speakers.

LEA Name: Fremont Unified School District

Review Date: _____

School Name: American High School

Requirements: (Principal to X the appropriate box)

- | Fully | Partially | Rarely | |
|-------------------------------------|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each English Learner who meets reclassification criteria is reclassified as FEP and participates in the regular instruction program. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each English Learner receives ELD for an appropriate amount of time and at a level according to their level of proficiency. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | English Learners are provided access to all subjects through sheltered instruction using SDAIE strategies. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The progress of English Learners is continually monitored. The monitoring of FEP students continues for three years after reclassification. If EL or FEP students fall behind an intervention plan is developed and implemented. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | To assure that all EL students are placed in the correct instructional program the following must take place:
1) A home language survey is kept on file, one copy sent to the LAC.
2) Within 30 days of enrollment, students will be assessed in English.
3) Within 90 days of enrollment, students will be assessed in their primary language.
4) All parents of EL and FEP students will be notified in writing of their child's initial assessment results. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each classroom with EL students is staffed with a highly qualified, EL Authorized teacher. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Teachers and paraeducators are provided professional development opportunities that increase their skills in providing ELD and sheltered content instruction to English Learners |

- ☒ ☐ ☐ Parents/guardians of English Learners are notified of their child's program placement, program options and progress on a yearly basis.
- ☒ ☐ ☐ The school has a functioning ELAC. Parents participate in developing, implementing and evaluating core and categorical programs. A site representative attends the DELAC.
- ☒ ☐ ☐ Adequate general funds are used to provide each English Learner with learning opportunities, materials and resources in an appropriate program including ELD and the rest of the core curriculum. EIA and ELAP funds are used to supplement but not supplant general fund and other existing resources.

APPENDIX B

GATE PLAN SECONDARY CHECKLIST

	AMERICAN HIGH SCHOOL - 2011/12			
CODE	COURSE NAME	SECTIONS	TCHR	
EZCH	English 9 Hrs	6	King	Martin
EZFH	English 10 Hrs	5	Creger	King
EEIH	AP English Language	5	C Brown	Knezevich
EZLH	AP English Literature	3	Martin	River
GFKH	French 4 Hrs (Language)	1	Cooper	
GFOH	AP French 5 (Literature)	comb.w/Fr 4	Cooper	
GFRH	AP French 6	comb.w/Fr 4	Cooper	
GSLH	AP Spanish 4 (Language)	1	LaLumandiere	
GSOH	AP Spanish 5 (Literature)	comb. w/Sp 4	LaLumandiere	
MGFH	Geometry Hrs	4	Melosh	Ontiveros
MAIH	Alg2/Trig Hrs	4	Takacs	
MPLH	Pre-Calculus Hrs	3	Howell	
MCOH	Calculus AB	1	Melosh	
MCRH	Calculus BC	1	Melosh	
MSLH	AP Statistics	3	Ekeruo	
QBCH	Biology Hrs	6	Perhach	Wheaton
QBIH	AP Biology	4	Baker	
QCFH	Chemistry Hrs	5	Liu	Sykes
QCLH	AP Chemistry	2	Liu	Sykes
QEOH	AP Environmental Science	1	Wheaton	
QPIH	Physics Hrs	4	Benn	
QPLH	AP Physics	1	Benn	
SHLH	AP European History	8	Iglesias	Peffer
SHIH	AP US History	3	Angileri	
SSLH/SSBH	AP Govt / Econ	5	C. Johnson	Rojas

**** Teachers must be going through the process of being GATE Teacher Certified.**

Only the required standards in each of the following eight sections must be met by your school site. The commendable and exemplary standards are optional. On the following pages, check only the boxes where the standards were met.

The SSC and/or Site GATE Advisory Group and the principal will review this checklist to verify that required standards were, in fact, met. The checklist and the results of your GATE Parent/Teacher/Student survey will be submitted to the FUSD GATE office by May 31st annually in hard copy form.

SECTION 1: PROGRAM DESIGN

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| 1:1 | The school GATE program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. |
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Required Standards:

- ☒ 1. The school is in compliance with the district GATE Mission Statement with objectives that meet or exceed state academic content standards.
- ☒ 2. The school's GATE plan is approved by the School Site Council and the Board of Education.
- ☒ 3. The school's GATE plan is on file at the district GATE office as well as at the school site.
- ☒ 4. The School Site Council representing educators, community members, and parents is in place to support the needs of the GATE program.
- ☒ 5. The school has a parent representative who serves on the district GATE Advisory Committee.

Commendable Standards:

- ☒ 1. The school has a copy of Meeting the Standards, a Guide to Developing Services for Gifted Students available for use as a resource.
- ☒ 2. The school's plan is easily accessible to parents and the community in pamphlet, school website, or other forms.
- ☒ 3. The school GATE Advisory Committee meets twice a year to assist in program planning and assessment.

Exemplary Standards:

- ☒ 1. The school plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.

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| 1:2 | The program provides administrative groupings and structures appropriate for gifted education, which are available to all gifted learners. |
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Required Standards:

- ☒ 1. Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, self-contained classes, or any combination of such.
- ☒ 2. The program provides differentiated curriculum during the regular school day.
- ☒ 3. The program provides an appropriate, differentiated curriculum that assures continuous students progress and intellectual peer interactions.
- ☒ 4. The program provides for flexible grouping in the classroom to meet student needs and abilities.
- ☐ 5. High achieving students in grades K-2 are served, even if not formally identified as gifted students (elementary schools, only).

Commendable Standards:

- ☒ 1. In addition to using several administrative grouping options at the school site, there are a variety of groupings within the *GATE* classroom.

Exemplary Standards:

- ☒ 1. The program structure and delivery of services provide a balance between cognitive and affective learning (see "Exemplary Standards" of 4.1 or 4.2).

1:3 The program is articulated with the general education programs.

Required Standards:

- ☒ 1. The program provides continuity between the gifted program and the general education program.
- ☒ 2. The principal is designated and responsible for all aspects of the program
- ☒ 3. The program involves students participating in projects that utilize the resources of the home and the community.
- ☒ 4. The school surveys *GATE* parents for expertise and contributions they are willing to make to the *GATE* program.

Commendable Standards:

- ☒ 1. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.
- ☒ 2. The community provides opportunities for gifted students to do job shadowing and participate in career development.
- ☒ 3. The school has developed a list of tasks that parents and community members can do to support the site *GATE* program.

Exemplary Standards:

- ☒ 1. The program is comprehensive, structured, and sequenced between, within, and across grade levels.
- ☒ 2. The program provides support services including counselors and/or consultants.
- ☒ 3. The home and community regularly contribute materials and resources to the gifted program.

SECTION 2: IDENTIFICATION

2:1 The nomination/referral process is ongoing and includes students K-12.
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Required Standards:

- ☐ 1. In at least two newsletters each year, the process for nominating students for *GATE* screening is explained.
- ☐ 2. In at least two newsletters each year, the process for adding non-*GATE* identified students to *GATE* programs is explained.

- ☒ 3. The school frequently refers parents to the district's *GATE* meetings through newsletters, school web page links, or other means.
- ☒ 4. In selecting non-*GATE* students for *GATE* placement, consideration is given to underrepresented populations.
- ☐ 5. At least once annually, teachers in grades 2, 4, 6, and 8 will be asked to refer students for *GATE* placement, using identification criteria from the district *GATE* office.
- ☐ 6. The equivalent of at least one faculty meeting each year is spent training all teachers on:
 - a. identifying characteristics of *GATE* students
 - b. screening and nominating students for *GATE* placement
 - c. differentiating instruction for *GATE* students in the regular classroom including grades K-2

Commendable Standards:

- ☐ 1. A school meeting is held for all parents, explaining the nominating and screening process for identifying *GATE* students.

Exemplary Standards:

- ☐ 1. Invitations to *GATE* informational meetings are sent to parents in their targeted languages.
- ☐ 2. Parents in underrepresented populations are specially invited to a school meeting.
- ☐ 3. Parents of underrepresented student populations are invited to attend *GATE* informational meetings.

2.2 An assessment/Identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

Required Standards:

- ☐ 1. District identified *GATE* students are placed first in *GATE* classrooms.
- ☐ 2. Other students are added to *GATE*/honors programs when space is available using school criteria, which ensures equal access to equally qualified students.
- ☐ 3. There is a school process for identifying students who are new to the school and may need to be screened for *GATE*.

Commendable Standards:

- ☐ 1. A letter explaining the school site *GATE* program is sent to parents of newly identified *GATE* students.

2:3	Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.
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Required Standards:

- ☒ 1. The school notifies parents of the orientation and participation options when students qualify for *GATE* placement.
- ☒ 2. The school maintains the blue *GATE* file on each identified student and sends this to the transfer school upon request.
- ☒ 3. Identified *GATE* students are not removed from *GATE* classes without students being referred to SST for review.
- ☒ 4. Only district identified *GATE* students or students meeting other school-approved criteria are placed in Honors classes. (AP classes are open to all students regardless of *GATE* identification.)

Exemplary Standards:

- ☐ 1. The school designs and implements on-site *GATE* orientation activity, including social opportunities for *GATE* parents (dinner, etc.).

SECTION 3: CURRICULUM AND INSTRUCTION

3:1	A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
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Required Standards:

- ☒ 1. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.
- ☒ 2. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.
- ☒ 3. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content, and novelty (unique and original expressions of student understanding).
- ☒ 4. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.
- ☒ 5. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.

Commendable Standards:

- ☒ 1. There is alignment of the differentiated curriculum, with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.
- ☒ 2. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students, including abstract thinking and "big ideas" of the content area.

3:2	The differentiated curriculum for gifted students is supported by appropriate structures and resources.
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Required Standards:

- ☒ 1. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.
- ☒ 2. All teachers of GATE classes have a copy of the district-approved GATE curriculum covering core content areas and are accountable for this curriculum's implementation.
- ☒ 3. The differentiated curriculum is supported by appropriate material and technology.
- ☒ 4. All teachers are in-serviced on differentiated instruction at the school site each year (see "Differentiated Instruction" packet).
- ☒ 5. Books pertaining to differentiation and gifted characteristics are available at the site.

Commendable Standards:

- ☒ 1. The structure of differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.
- ☒ 2. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.
- ☒ 3. An extensive range of resources is available to augment differentiated curriculum and to **supplement independent study opportunities for individual students.**

Exemplary Standards:

- ☒ 1. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class, as well as for individual gifted learners.

SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

4:1	Actions to meet the affective needs of gifted students are ongoing.
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Required Standards:

- ☒ 1. Administrators attend district in-service on differing emotional and social needs of GATE students.
- ☒ 2. Teachers receive information at faculty meetings on differing emotional and social needs of GATE students.
- ☒ 3. The school makes available to parents and teachers a district-provided list of affective traits of gifted students in published materials and trainings.
- ☒ 4. GATE students are made aware of college and career opportunities as part of the classroom curriculum.

Commendable Standards:

- ☒ 1. After receiving information on emotional and social needs of GATE students, teachers incorporate this material into classroom instruction.
- ☒ 2. Lists of community counseling and support services are distributed to all teachers.
- ☒ 3. Newsletter informs parents of availability of school and community support services.
- ☒ 4. Books pertaining to the emotional and social needs of gifted students are available in the school library.

Exemplary Standards:

- ☒ 1. Teachers, principals, and counselors (if on site) provide ongoing counseling to meet affective needs of gifted students.
- ☐ 2. Community professionals provide in-services to staff on affective needs of gifted students.
- ☐ 3. Intervention opportunities are in place that address emotional and social needs of gifted students, including after school activities and support groups.
- ☐ 4. The school makes the parent TGIF handbook (which contains suggestions for enhancing the affective development of gifted students) available to all interested parents.

4:2 At-risk gifted students are monitored and provided support (*e.g.* underachievement, symptoms of depression, suicide, and/or substance abuse).

Required Standards:

- ☒ 1. At-risk gifted students are referred to SST to ensure getting appropriate support.
- ☒ 2. At least one faculty meeting, staff are trained to recognize at-risk gifted student behaviors.
- ☒ 3. At-risk gifted students are referred to school counselors (if on site) or appropriate community agencies.

Commendable Standards:

- ☒ 1. Newsletter informs parents of school and community support programs available to at-risk gifted students.
- ☒ 2. Teachers work in close collaboration with district GATE program specialist and/or counselors (if on site) and school psychologists regarding at-risk intervention strategies.
- ☒ 3. The school uses classroom literature to support positive, affective development in students.

Exemplary Standards:

- ☐ 1. The SST provides at-risk gifted students with services that address related issues and problems, including the development of an intervention plan, etc.
- ☐ 2. Teachers create student book clubs/discussion groups to foster positive affective development.
- ☒ 3. Appropriate record keeping at school site documents guidance and options provided.

SECTION 5: PROFESSIONAL DEVELOPMENT

5:1	The school provides professional development opportunities related to gifted learners on a regular basis.
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Required Standards:

- ☒ 1. Teachers who teach *GATE* classes are *GATE* certified by the district.
- ☒ 2. Administrators support and encourage all teachers to earn *GATE* certification.
- ☒ 3. Teachers have the opportunity to meet with district personnel and attend workshops on *GATE* related issues.
- ☒ 4. One collaboration day or faculty meeting is used for on-site *GATE* teachers to meet and discuss the gifted program.

Commendable Standards:

- ☒ 1. Attendance area articulation meetings are held at least once a year to assess the scope and sequence of *GATE* curriculum.
- ☒ 2. The principal encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.

Exemplary Standards:

- ☒ 1. A professional library of *GATE* oriented material is available on site to all staff.
- ☒ 2. Teachers have access at both the site and district levels to best practices curricular ideas targeted towards gifted students.
- ☒ 3. Teachers are given release time to observe other *GATE* classrooms/programs.

5:2	School personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.
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Required Standards:

- ☒ 1. Administrators and counselors (if on site) participate in professional development offerings related specifically to their roles and responsibilities in the *GATE* program.

Commendable Standards:

- ☐ 1. *GATE* teachers on site present professional development training to other teachers on site.

Exemplary Standards:

- ☒ 1. *GATE* teacher or administrator acts as liaison between site and district *GATE* office.
- ☒ 2. Administrators and counselors (if on site) are *GATE* certified.

SECTION 6: PARENT AND COMMUNITY INVOLVEMENT

6.1 Open communication with parents and the community is maintained.

Required Standards:

- ☒ 1. In a newsletter, parents are invited to seek more information on the *GATE* program by contacting the principal or designee.
- ☒ 2. The district *GATE* plan and the site principal's *GATE* checklist are on file at the school site and available to parents and the community.
- ☒ 3. *GATE* parents are notified of all school site and district level *GATE* meetings or activities via newsletter, website, or flyer.
- ☒ 4. *GATE* parents are involved in the site level development of *GATE* programs based on the district core questions.
- ☒ 5. *GATE* parents are involved in the site level evaluation of *GATE* programs, by means of surveys, which are available to *GATE* parents, teachers, and students annually.

Commendable Standards:

- ☒ 1. The school provides parents of *GATE* students with orientation and updates regarding the program and its implementation.
- ☒ 2. The products and achievements of gifted students are shared with parents at school events during the year.

Exemplary Standards:

- ☐ 1. The talents of *GATE* parents and other community resources supplement the core and the differentiated curricula.
- ☐ 2. Partnerships between the *GATE* program and business and community organizations are established.

6.2 An active *GATE* Advisory Committee with parent involvement is supported by the district.

Required Standards:

- ☒ 1. Parents participate in the School Site Council, which meets at least two times a year concerning *GATE* issues.
- ☒ 2. The *GATE* parent representative to the district's *GATE* Advisory Committee and a *GATE* teacher both sign and review the *GATE* component of the SPPA (Single Plan for Pupil Achievement).

Commendable Standards:

- ☒ 1. Parents participate in the school's *GATE* Advisory Committee, which meets three times a year.
- ☒ 2. The *GATE* Advisory Committee or School Site Council is regularly informed of current research and literature in gifted education, e.g., National Research Center of the Gifted and Talented (NRCGT).

Exemplary Standards:

- ☐ 1. The school GATE Advisory Committee meets yearly with other GATE Advisory Committees from throughout the attendance area.

SECTION 7: PROGRAM ASSESSMENT

- 7.1 The school provides ongoing student and GATE program assessment that is consistent with the district program's philosophy, goals, and standards.

Required Standards:

- ☒ 1. All components of the program are periodically reviewed by the School Site Council and/or the GATE Advisory Committee. The results are used for continuing school program development.
- ☒ 2. The principal uses the school's principal's GATE checklist to measure the goals and standards of the program.
- ☒ 3. The school uses multiple, traditional and non-traditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.
- ☒ 4. The school surveys students, parents, and teachers annually regarding the effectiveness of GATE programs and reports the results to site stakeholders and the district GATE office.

Commendable Standards:

- ☐ 1. The School Site Council and /or the GATE Advisory Committee who conduct the program assessment have experience evaluating gifted education programs.
- ☒ 2. The program contains a clear description of curricular expectations of gifted students defined at each grade level.
- ☒ 3. Criteria for levels of performance and/or rubrics are used as part of the assessment process.
- ☐ 4. The results of this program assessment are presented to the School Site Council and the GATE office; furthermore, they are accessible to all constituencies of the program.

Exemplary Standards:

- ☐ 1. Criteria for levels of performance and/or rubrics are used for each assessment product, course, and/or grade level.

SECTION 8: BUDGETS

8.1 The school GATE budget is directly related to the GATE program objectives with appropriate allocations.

Required Standards:

- ☐ 1. GATE funds are used to address:
- Professional Development: \$_____ (approximate)
(Check all that apply)
 - ☐ release time
 - ☐ stipends
 - ☐ conference/institute attendance
 - ☐ substitutes
 - ☐ consultants
 - ☐ materials for professional development
 - ☐ visitations to other classrooms/districts
 - ☐ collaboration time
 - Direct Student Services: \$_____ (approximate)
(Check all that apply)
 - ☐ materials
 - ☐ supplies
 - ☐ equipment
 - ☐ educational field trips
 - ☐ adjunct programs (*i.e.* "Odyssey of the Mind," competitions, etc.)
- ☐ 2. Expenditures of state GATE funds supplement, not supplant, school funds spent on gifted learners.
- GATE funds are used for services above and beyond the base school program.
 - GATE funds for personnel, equipment, and supplies that contribute to GATE students exceeding state standards, such as:
(Check all that apply.)
 - ☐ novels that support differentiation of the core content
 - ☐ speakers who provide expert knowledge
 - ☐ software that supports differentiated curriculum
 - ☐ educational field trips that support the GATE curriculum
 - GATE funds are NOT used for:
 - ◆ basic textbooks
 - ◆ basic materials and supplies
 - ◆ schoolwide purchases, such as equipment or material that is purchased from the general fund for other classrooms in the school
 - ◆ activities such as educational field trips that are provided to other classrooms in the school

Commendable Standards:

☐

1. The school **encourages** fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.

Your signature verifies that all checked standards were met:

GATE Parent Representative

GATE Certified Teacher

Principal

******* ALL REQUIRED STANDARDS MUST BE COMPLETED FOR THE SCHOOL TO
BE ELIGIBLE FOR GATE FUNDING. *******

APPENDIX C

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Describe all of the special education services provided at the school site:

- ☒ Resource Program Specialist (RSP)
- ☒ Special Day Class-mild to moderate (SDC-mm)
- ☒ Special Day Class-moderate to severe (SDC-ms)
- ☒ Speech/Language Specialist (S/L)
- ☒ Adaptive PE Teacher (APE)
- ☒ Specialized Health Care Nurse (SPHC)
- ☒ Itinerant Specialist for Physically Handicapped (ISPH)
- ☒ Behavioral Specialist
- ☒ Full Inclusion Specialist
- ☒ Vision Handicapped Specialist (VH)
- ☒ Itinerant Specialist DHOH
- ☒ Psychologist
- ☒ Program Specialist for Workability
- ☒ Program Specialist for Transition Opportunity Program (TOPS)

2. How does the school site assure that all identified special education students are appropriately served?

- ☒ Service contact logs completed and reviewed for service delivery
- ☒ Attendance records from each service provider
- ☒ All staff that work with student have access and understanding of IEP
- ☒ All Staff who work with student have special education record within cumulative file
- ☒ Class lists for RSP, SDC and DIS provided by Special Services Department indicate appropriate placement as per the IEP
- ☒ Administrators attend IEP meetings and review IEPs for compliance
- ☒ Students registered at the site that have previous IEP records need to forward the records to the Special Services Department to ensure appropriate placement
- ☐ Other

3. How does the plan address the curriculum, instructor strategies, and materials needed by identified special education students so that they may participate successfully in the district's core curriculum?

- ☒ District trainings available to appropriate personnel
- ☒ Core curriculum materials within special education classroom
- ☒ Collaboration between general education and special education staff for materials, strategies, etc.
- ☒ Staff and/or department meetings to address curriculum, etc.
- ☐ Other

4. How does the school site meet the instructional needs of special education students?

- ☒ Follow the completed and signed IEP
- ☒ Collaboration between general education and special education staff for seamless instruction
- ☒ General education staff are provided copies of the IEPs for special education students
- ☒ Case managers coordinate services between DIS and general education teachers
- ☒ Core curriculum materials are provided to special education staff
- ☒ A variety of service delivery systems as identified on the IEPs are provided
- ☐ Other

5. How are services provided by the SDC, RSP and/or DIS to non-identified special needs students?

- ☒ Special education staff members may attend SST meeting
- ☒ Special education staff observes students who have not yet been identified as special education students and provide feedback to general education staff
- ☒ Site plan may have the provision that RSP or DIS provider may see non-identified students
- ☒ A special education teacher consults with a general education teacher regarding a non-identified student
- ☒ General ed teachers may observe SDC classrooms to obtain instructional strategies and/or ideas that can be used in general education classroom.
- ☒ Special education staff attends district-wide trainings offered by Special Services Department
- ☒ Cohort groups are developed so that the latest research based special education skills/strategies are acquired

6. Describe the services the RSP and/or DIS specialists provide in the general education classroom.

- ☒ RSP and DIS specialists observe student in the general education setting and provide feedback to staff
- ☒ RSP and DIS specialists may model lessons to general education staff upon request
- ☒ RSP and DIS specialists may consult with general education teachers formally or informally
- ☒ Sharing of materials, ideas and strategies between general education and special education staff
- ☐ Other

7. Describe team teaching for special classes or other special education programs

- ☒ Itinerant staff (VI, DHOH, PH, etc) collaborates with general education and special day class instructors
- ☒ Mental health services from outside agencies (ACMH, etc) are provided to students as per the IEP with observation/consultation with classroom instructor
- ☒ SDC students have vocational services provided to them by vocational specialist and classroom instructor
- ☐ Collaborative programming at the Headstart facility with district and Headstart staff
- ☐ A SDC class may be fully integrated within a general education classroom
- ☒ Coordinate project assignments, with mainstreamed teacher
- ☐ Learning center service delivery system
- ☒ DIS providers (APE, Speech/Language, OT, etc) deliver "push in" services to SDC classes
- ☒ General Education staff consults and collaborate with special education staff regarding core curriculum content and resources available.
- ☒ Special Education staff coordinates project assignments and grading rubrics with general education staff for fully included and SDC students that are mainstreamed part of their day
- ☒ Cross age peer tutors provide assistance to special education students under the direction of general and special education staff
- ☒ RSP and SDC teachers collaborate and consult with general education teachers regarding core-curriculum provided to students who participate in both programs

8. How do you monitor success and failure? How do you monitor student progress toward completion of graduation requirements?

- ☒ IEP reporting on a trimester or quarterly basis completed by general education and special education staff as appropriate
- ☒ Report cards on a trimester or quarterly schedule
- ☒ Daily or weekly progress reports as needed
- ☒ Annual IEP reviews with updated assessments and objectives
- ☒ Parent initiated conferences include update on attainment of graduation requirements
- ☒ IEP meetings include update on graduation requirements
- ☒ Students meet with counselors to discuss graduation requirements (parent may also attend)
- ☒ The principal ensures that accommodations are occurring as per the IEP
- ☒ Students who appear or may be failing meet with site counselor who provide options and directions for the students/parents
- ☒ Principal reviews any of the above and confers with staff as appropriate to ensure student success