

# Fremont Unified School District



## Single Plan for Pupil Achievement

### AMERICAN HIGH SCHOOL

**2009-2010** School Year

Contact Person: Ron Leone

Position: Principal

Telephone Number: (510) 796-1776 ext. 57210

Address: 36300 Fremont Blvd., Fremont, CA. 94536

E-mail Address: rleone@fremont.k12.ca.us

The District Governing Board approved this revision of the School Plan on

December 9, 2009

## School Vision

Students at American High School will:

1. Take charge of their own goals as life-long learners;
2. Demonstrate proficiency and higher order thinking skills in the academic fields of mathematics, science, language and the social sciences;
3. Participate in programs of personal enrichment through exposure to the arts and physical education;
4. Experience membership in a diverse and collaborative learning environment that lays the groundwork for responsible citizenship.

## Mission Statements

American High School aims to inspire and challenge our students to take responsibility for their own learning: to grow personally while achieving academic excellence; to understand and respect all people in a diverse community; and to prepare themselves for adult life as fully participating, cooperative members of society who think for themselves.

## 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 school receives its students through 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 that 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.

### **The Student Body**

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

### ***The Growing Student Population***

A few years before the aforementioned boundary changes, the student population at American stood around 1,200 students. This school year 2009-10 the school population is 2,070.

### ***Diversity in the Student Population***

The student population at American High School in terms of ethnicity, the largest group at the school is Asian. It is the fastest growing portion of the population and represents 31% of the student body. The second largest group is Whites, which represent 28% of the population, followed by Filipinos at 10%, Latinos at 9%, African Americans at 6%, 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 an 98% in 2009. The Academic Performance Index (API) has gone from 646 in 1999 to 787 in 2008-09, improving a total of 141 points in a period of 10 years. Additionally, American High School earned a rare 6-year accreditation from the Western Association of Schools and Colleges (WASC) and prides itself on being a California Distinguished School as of 2005.

### ***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 run by various student body leaders.

### ***Facilities***

The facilities and permanent buildings at American High School contain 3 major wings (300, 500, 700) and the Rotunda, which form the main building. American High School is the only indoor school in the district and was remodeled in 1994 to a state of the art facility. Currently, American is also 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, and architecture. There are also two theatres. Theater 50 is similar to a college lecture hall, while Theater 70 serves as the theater for the fall play and spring musical. In addition, there is a 400 wing, which is a series of two computer labs between the 300 and 500 wings. Between the 500 wing and the 700 wing is 600 wing, which is a series of three classrooms, one of which is now a kitchen for the cooking ROP classes. The 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. 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 decent sized lounge.

The complex beyond the 700-wing, consisting of the FUSD maintenance facilities, the weight room, the woodshop room and the Student Responsibility Center (SRC), were all retrofitted to better serve the current model of the school. Currently, the weight room is now in the center building of the complex. The woodshop was obsolete since the school no longer offered those classes, and the SRC was moved above the Eagle's Nest, a complex reached by traveling up a staircase at the center of the Rotunda.

### ***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 Union City's James Logan High School and Newark's 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 using Cycle of Inquiry)

Raise academic achievement for all students, focusing particularly on significant subgroups identified as underperforming as measured by STAR, ELA, CST, CAHSEE, plus other formative assessments.

Growth targets by subgroups and grade levels:

Hispanic – 10%

African American – 10%

Socio-Economic Disadvantaged – 10%

English Language Learners – 10%

Identified students scoring at or below basic and answering only 55% of the questions correctly on the CST last spring.

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Aligned standards-based curriculum, instructional programs &amp; practices, and formative and summative assessments</b>	On-going			
District adopted, grade appropriate instructional materials will be fully implemented.		Classroom observations	State analysis data and graphs	District and site funds
<ul style="list-style-type: none"> <li>Attendance at workshops for new teachers</li> </ul>	Sept.-spring, 2009	Content lesson plans	Formative assessments in the classroom	District and site funds

<ul style="list-style-type: none"> <li>• Participation in grading district writing assessments</li> <li>• Classroom strategies to improve reading</li> </ul>		Writing workshops	Student work Peer editing progress	
Monitor the scheduling of all English Language Learner students to ensure that all students designated as ELL are assigned to teachers with a CLAD credential. The ELL liaison will monitor the schedules and the academic progress of all ELL students to make certain that they receive appropriate access to the core curriculum. Teachers will include sheltered instruction and scaffolding techniques in presenting the core curriculum.	On-going	ELL Liaison	Formative assessments in the classroom	Site Allocation
The caseload of one counselor includes all of the ELL students. In this capacity she works with them as well as their parents to provide academic guidance services and interventions.	On-going	Administrator	Cycle of inquiry analysis and STAR test scores	Site Allocation
<b>Remediation/Intervention/Enrichment</b>				
<ul style="list-style-type: none"> <li>• Read to Achieve Class</li> <li>• Silent Read Period</li> <li>• Peer/teacher tutorials</li> <li>• Peer Editing-Writer's workshop</li> <li>• Use of samples to model good writing</li> </ul>	Sept.-ongoing	<p>Anecdotal data to include classroom assessment of checking for understanding</p> <p>Classroom tests</p> <p>Student writing both formal and informal</p> <p>Student vocabulary</p>	<p>Student work</p> <p>Cycle of inquiry analysis and STAR test scores</p> <p>Teacher feedback and grade alike rubrics for scoring student papers</p>	District and site funds





Progress toward the Goal:

- Standardized Test Data Analysis
- Writing Workshops for new teachers
- English Department collaboration with Special Day and Resource teachers in grade alike meetings
- EL liaison connection on an as needed basis
- Cycle of Inquiry model to review and asses progress
- Development of common assessments
- Essential course outcomes reviewed and updated
- Level of student mastery developed

**Planned Improvements in Student Achievement**

**ACADEMIC GOAL: Mathematics**

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

Improve student performance on the CST Algebra I test

Growth targets by subgroups and grade levels:

Hispanic – 10%

African American – 10%

Socio-Economic Disadvantaged – 10%

English Language Learners – 10%

The average score of last year’s and this year’s Algebra 1 students was 60% in number properties, 48% in graphing and linear equations and 46% in quadratic and polynomials. In 2007-2008 student achieved a 10% improvement in the first and third strands. Growth target for these students is 10% increase in all three CST strands in order to see a significant improvement on the final CST strand, rational functions.

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Aligned standards-based curriculum, instructional programs &amp; practices, and formative and summative assessments</b>				
District adopted, grade appropriate instructional materials will be fully implemented. <ul style="list-style-type: none"> <li>• Introduce graphing concepts earlier in school year</li> </ul>	October-ongoing	Student work	Student work will be continually assessed	District and site funding

<ul style="list-style-type: none"> <li>• Kinesthetic activities (using a white board by students with co-ordinate lines premarked, etc.)</li> <li>• Spiraling of graphing assessments</li> <li>• One on one instruction as needed</li> <li>• LCD projectors to enhance learning experience</li> <li>• Formative assessments that are both written and oral</li> <li>• Summative assessments</li> </ul>		<p>Visual assessment as students produce answers</p> <p>Student responses on tests and quizzes</p> <p>Anecdotal data by teacher monitoring student progress</p> <p>Student test data</p>		
<p><b>Remediation/Intervention/Enrichment</b></p> <p>One on one tutoring</p> <p>MASH program</p> <p>coordinating with resource specialists on site</p>	<p>October-ongoing</p>	<p>Classroom check for understanding Improved test scores Homework assignments</p> <p>Student survey of attendance</p> <p>Improved test scores Classroom participation rates increase</p>	<p>Year end BTSA colloquial</p>	<p>District and Site funding</p>

<p><b>Professional Development</b></p> <p>Principals ensure that BTSA participating teachers and their support providers receive sufficient time to support the activities, coordinate site professional development to meet the learning needs of all students, and take effective steps to overcome challenging aspects of teachers' work environments</p> <p>OARS training</p>	<p>Sept- spring 2009</p> <p>October 30, 2008</p>	<p>Teacher feedback</p> <p>Development of formative and summative strand specific tests</p>	<p>Improved scores on classroom tests</p> <p>Increase in test scores on Algebra CST</p>	<p>District Funding</p>
<p><b>School Community Involvement</b></p>				
<ul style="list-style-type: none"> <li>• Parent conferences</li> <li>• Grade report cards</li> <li>• I-parent printouts</li> <li>• Newsletter</li> <li>• Website</li> <li>• Parent contacts via email and phone</li> </ul>	<p>Fall-spring, 2009</p>	<p>Parent mailings</p> <p>Back-to-School Night agenda</p> <p>Website information</p> <p>Conference schedules and parent attendance</p> <p>Report cards sent home</p>	<p>Receipt of student profiles</p> <p>Monitor updates</p> <p>Teacher feedback</p> <p>Record of sent report cards</p>	<p>District and site funds</p>

Progress toward the Goal:

Analyzed and reviewed student CST data via OARS for a two year data analysis review

Used Cycle of Inquiry to determine goal

Utilized white boards for Algebraic students

---

**Planned Improvements in Student Achievement**

**ACADEMIC GOAL: Science**

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

Increase proficiency level of English language, Hispanic, African American, Socio-Economic Disadvantaged on STAR CST and science tests.

Growth targets by subgroups and grade levels:

English Language learners and recently re-designated English learners in all grade levels. Currently about 7.5% of the EL and RFEP students in science are basic or below. The goal is to increase the proficiency level by 5% minimum yearly for Hispanics, African Americans, and Socio-Economic Disadvantaged.

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Aligned standards-based curriculum, instructional programs &amp; practices, and formative and summative assessments</b>	Now-June, 2010	Student work samples Daily work Classroom observations Grade reports Formative and summative assessments	Class tests Student work samples Classroom observations Benchmark assessments using OARS	School funds
District adopted, grade appropriate instructional materials will be fully implemented.	Now-June, 2010	Student work samples Daily work Classroom observations Grade reports Formative and summative assessments	Class tests Student work samples Classroom observations Benchmark assessments using OARS	School funds



OARS training for review of STAR test scores in target areas  Classroom strategy support by EL liaison teacher on staff		Departmental meeting notes	Cycle of Inquiry analysis of goals  Classroom observations and teacher feedback	
<b>School Community Involvement</b>				
Parents receive STAR data student profiles  CELDT scores are reviewed by parents  Access to grades on I-Cue or other online accounting programs  Parent Conferences  Emails and phone contacts	Fall-spring, 2010	Parent mailings  Back-to-School Night agenda  Website information  Conference schedules and parent attendance Report cards sent home	Receipt of mailings  Signed letters of re-designated students  Website updates  Attendance sheets  Teacher records	District and site funds
<p>Progress toward the Goal:</p> <ul style="list-style-type: none"> <li>• Reviewed standardized test scores</li> <li>• CELDT scores reviewed</li> <li>• Connection with EL liaison for support services</li> <li>• BTSA meeting for new staff members reviewing student data and strategy analysis</li> </ul>				

## Planned Improvements in Student Achievement

### **ACADEMIC GOAL: Social Science**

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

The goal of 11<sup>th</sup> grade US History teachers is to improve the scores of English Language Learners within our subject to that of proficient according to STAR results data. The specific STAR category is “Foundations of American Political & Social Thought.” Of the 10 questions in this category our total population averaged 7/10 while our EL population averaged 5/10 correct. The goal is to bring our EL numbers up to the same level as our general ed. However, a 1-point climb (6/10) would be sufficient. The STAR substandard we will be focusing on is migration and Americanization. The state standard focus will be standard 11.2.3: “Define, describe, and analyze the causes & effects of Americanization.”

Growth targets by subgroups and grade levels:

- The grade level is 11<sup>th</sup> grade United States History.
- The growth target subgroup is English Language Learners; including those students who are RFEP.
- We chose this population of students because American High School has such a large & diverse group of English learners that are falling through the cracks. They may not be labeled EL or SDAIE but still lack proficient English skills, especially in context with American history.

As of 2008-2009, general education students in the 11<sup>th</sup> grade class scored on average a 71% (43/60) on the US History STAR CST compared to just 46% (28/60) of our EL students. Growth target for 2009 is to close the achievement gap for these two groups by 50% and by 2011 to have all EL students at proficient level.

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Aligned standards-based curriculum, instructional programs &amp; practices, and formative and summative assessments</b>	Now-spring, 2010	Classroom lessons Assignments Classroom observations	Common assessments	School funds

<p>District adopted, grade appropriate instructional materials will be fully implemented.</p> <p>Focus will be on Standard 11.3.2 (Americanization)</p> <p>Assessments determine comprehension of standard (formative) and utilization of standard in modern US setting (summative)</p> <p>Integrating reading strategies in to the classroom</p> <p>Utilizing SDAIE strategies</p> <p>Small group activities</p>	<p>Now-spring,2010</p>	<p>Classroom lessons Assignments Classroom observations</p>	<p>Common assessments</p> <p>Common assignments Common lesson plans Classroom tests Evaluation of student work</p>	<p>School funds</p>
<p><b>Remediation/Intervention/Enrichment</b></p>	<p>Now- spring, 2010</p>	<p>Teacher-student support outside of the classroom day Peer tutoring Small group learning</p>	<p>Formative and summative assessments will result in an adjustment to classroom curriculum at any time Classroom test scores Participation rates of students during classroom discussions</p>	<p>School Funds</p>

<p><b>Professional Development</b></p> <p>Principals ensure that BTSA participating teachers and their support providers receive sufficient time to support the activities, coordinate site professional development to meet the learning needs of all students, and take effective steps to overcome challenging aspects of teachers' work environments</p>	<p>October-ongoing</p>	<p>Workshops</p> <p>EL liaison teacher will act as advisor on an as needed basis</p> <p>Data collection will include: student writings, Classroom interaction, as anecdotal data classroom tests</p>	<p>Content area teachers will meet to analyze and adjust curriculum on an as needed basis.</p>	<p>School funds</p>
<p><b>School Community Involvement</b></p> <p>Parents receive STAR scores</p> <p>Parents receive redesignation letters and CELDT scores</p> <p>Parent conferences</p> <p>Teacher –parent contacts by phone and email</p> <p>SST meetings</p>	<p>Fall 2009 - ongoing</p>	<p>Parent mailings</p> <p>Records of parent contacts</p> <p>Attendance at conferences</p> <p>website</p>	<p>Receipt of mailings</p> <p>Review of parent contacts and attendance at meetings</p> <p>Improved scores on classroom tests and STAR CST test in spring</p>	<p>School funds</p>

Progress toward the Goal:

- EL liaison teacher met with teachers
  - Analysis of student scores
  - Benchmark tests as common assessments were developed
-

**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:

<p><b>Social/Ethical Goal:</b>                  (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Recommended sleep for adolescents is nine hours. Fremont students state they get 6 hours on average. While many factors are part of students’ nonsleep 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 material, they are more likely to complete homework and find it useful.</p> <p>Goal: Increase the number of students finding homework useful and valuable through analysis of assignments for ambiguity and redundancy as well as increase student engagement in the classroom.</p>	
<p>Student groups and grade levels to participate in this goal:                  All grade levels</p>	<p>Anticipated annual performance growth for each group:                  30%</p>
<p>Means of evaluating progress toward this goal:                  Classroom observations, formative assessments, student surveys, counselor referrals.</p>	<p>Group data to be collected to measure academic gains:                  Student surveys                  CST test scores                  Classroom tests</p>

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Integrated Curriculum, Instructional Programs and Practices</b>				
Ninth grade classes focus on organizational skills and time management as well as monitoring homework across the curriculum.	Fall, 2009	Department reports Classroom observations	Student surveys	
Reduction of homework based on classroom strategies that maintain greater student interaction	Fall, 2009-ongoing	Classroom observations	Student surveys, classroom observations	N/A
AP Psychology class is monitoring homework of students on a weekly basis.	Fall, 2009	Anecdotal information is reported to administration	Data is collected and reported to administration	
Student survey of homework and classroom engagement and change in sleep habits.	January 2010	Surveys will be administered to a random sample of students	Data will inform staff if a reduction has occurred and classroom actions are working	

<b>Professional Development</b>				
Faculty, department and Curriculum Council meetings to support use of alternative classroom strategies	Oct. 2009-ongoing	Completion of SPAA plan goals by department using COI process.	Quarterly grades, classroom observations, student survey	
Teacher workshops	Fall 2009-on-going	Request for leave forms	Number of staff utilizing staff development time	\$3,000
<b>School Community Involvement</b>				
Parent Conferences in November		Attendance sheets	Attendance Sheets	N/A
SOS parent night meetings		Attendance sheets	Attendance sheets	N/A
Student Workshops		Attendance sheets	Attendance sheets	\$400
<p>Progress toward the Goal:</p> <p>Staff workshop was held in August utilizing cycle of inquiry</p> <p>Ninth grade teachers used classroom Black Board Configuration to chart homework assignments of all students, review time needed for assignments</p> <p>Observations included focus on active student activities and discussion of homework assignments listed in classroom</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:

<p><b>SCHOOL GOAL</b>          (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p><b>Increase computer access to the internet for</b></p> <ul style="list-style-type: none"> <li>• <b>classroom instruction and student learning</b></li> <li>• <b>assessment of student growth through OARS</b></li> </ul>	
<p>Student groups and grade levels to participate in this goal:          All grade levels, specifically target of special education students and EL students</p>	<p>Anticipated annual performance growth for each group:          100% of classrooms will be internet accessible          100% of Special Education and EL students will pass High School Exit Exam</p>
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>
<p>Improved test scores          Increased use of current data for student work</p>	<ul style="list-style-type: none"> <li>• Test scores, research projects, increase in internet usage throughout the campus</li> <li>• OARS data to develop standards assessments and evaluate student development incrementally</li> </ul>

<b>Strategies/Actions to Reach This Goal</b> <i>(e.g., standards-based curriculum, instructional programs and practices, aligned formative and summative assessments)</i>	<b>Timeline</b> <i>By when will the strategy or action be taken?</i>	<b>Monitoring Implementation</b> <i>How will we know the strategy/ action is being implemented? What data will be collected?</i>	<b>Measuring Effectiveness</b> <i>How will we know the strategy/action is working? What data will we collect? When will we collect this data?</i>	<b>Funding Sources</b>
<b>Integrated Curriculum, Instructional Programs and Practices</b>				
Classroom based computer instruction	2009	Student work	State tests, classroom tests	n/a
Formative assessments via OARs	On-going	Student work and assessments will be evaluated on an on-going basis	Student work and assessments	n/a
<b>Professional Development</b>				
Technology based workshops for staff	ongoing	Teacher sign in sheet	Student work and assessments	General funds
OARS training	ongoing	Teacher sign in sheet	Student work and assessments	
<b>School Community Involvement</b>				
Partnership with an outside private sector company installing equipment on campus	Spring 2010	evaluated on an on-going basis		Grant & donation

Progress toward the Goal:

- MOU is being refined between outside company and technology department
- The entire teaching staff has been trained in OARS and are beginning to train departments by appointment
- All departments are using OARS to develop through the cycle of inquiry one goal for SPPA plan

## 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	\$ 18,000
<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"/> 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 type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) CAHSEE	\$ 9,000
Total amount of state categorical funds allocated to this school	\$ 27,000

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 (list and describe <sup>1</sup> ) CASHEE	\$
Total amount of federal categorical funds allocated to this school		\$27,000
Total amount of state and federal categorical funds allocated to this school		\$27,000

---



---

## 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Ron Leone	X				
Carl Bocchini		X			
John Holcomb		X			
Patty Baca		X			
Tony Ekerou		X			
Maria Anglileri		X			
Oralia Campos		X			
Kristin Marie			X		
Harihar Jobanputra				X	
Wendy Blalock				X	
Veronique Hunter				X	
Tamara Rogers				X	
Richard Holland				X	
Sabrina Siu					X
Manish Shukla					X
Aarohi Shah					X
Yobi Kelati					X
Tuong Le					X
Numbers of members of each category	1	6	1	5	5

## 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

PTSA

Other (**list**)

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: 12/07/09.

Attested:

Ronald Leone  
American High School Principal

\_\_\_\_\_  
Signature of school principal

12/07/09  
Date

Oralia Campos  
AHS - SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

12/07/09  
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 10<sup>th</sup> 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 2009-2010

## Goal 1—Staffing

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

### Site Steps-Completed in Recent Years:

1. Hired full-time library media teacher with a BA, M.Ed., and MLIS, and who is certified in: English, CLAD, Library Media, and GATE (in progress). Library media teacher attends all school and district meetings. Hired full-time library media technician with 11 years experience in library services with Fremont Unified School District. Library staff continues to create a positive, personal relationship with all patrons, knowing students names, soliciting their input for book acquisitions, and helping students find books for their class projects and reading pleasure. (SPPA GOALS 1-6)

### Next Site Steps:

Site Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Utilize SLIBG and District funding to provide LMT hours	School Site Council will evaluate funding and additional LMT hours.  Explore additional options to increase library staff hours	Calculated LMT hours  Increase in library staff hours	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.*

### Site Steps-Completed in Recent Years:

1. Purchased roll-up shades for library windows and additional shelving
2. New corner Manga section complete with comfortable chairs and cushions

**Next Site Steps:**

1. Eliminate obsolete, revolving book racks that do not properly display book for students, thereby preventing students from finding library materials independently

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.

**Next Site steps:**

1. Update school library website (SPPA GOAL 5)

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. As much as possible, given the staffing cuts and limited schedules, the Library Staff will try to maintain the previous level of services at half the number of minutes.	High schools will be open 225 (450 previous) minutes weekly before and after school.	Calculation of hours of operation.  Site library hours	Site Library Staff and Principal	Ongoing

<p>2. Re-instate Library staff hours in order to ensure that the school library is able to provide equitable hours of operation as outlined in the District Library Plan.</p>	<p>High schools will be open 450 minutes weekly before and after school</p>	<p>Calculation of hours of operation.</p> <p>Site library hours</p>	<p>Site Library Staff and Principal</p>	<p>Ongoing</p>
<p>3. As much as possible, given the staffing cuts and limited schedules, the Library Staff will try to maintain the previous level of services at half the number of minutes.</p>	<p><u>Jr. High and High School:</u> Flexible scheduling for teachers to schedule library time to promote student reading and to teach information literacy and research skills.</p>	<p>All elementary classes have access to library resources for minimum of ½ the minutes required as outlined in District Library Plan</p>	<p>Site Staff and Principal</p> <p>Site Library Staff</p>	<p>Ongoing</p>
		<p>Monthly reports</p>	<p>Site Library Staff</p>	<p>Ongoing</p>
		<p>Library hours of operation</p>	<p>Site Library Staff Principal</p>	
<p>4. Re-instate Library Staff to provide equity in student access to the library. Equity: Students will have equal access to their school library as compared to other students at the same grade level throughout the district.</p>	<p>As outlined in the District Library Plan, all elementary classes attend scheduled library time as follows:  <u>Kindergarten:</u> Ave. 15 min. per week <u>Grades 1-6:</u> Ave. 30 min. per week</p>	<p>All elementary classes have access to library resources for the minimum number of minutes required as outlined in District Library Plan</p>	<p>Site Staff and Principal</p> <p>Site Library Staff</p>	<p>Ongoing</p>
<p>5. Students will have access to library activities and resources during library time</p>	<p>Students will not be pulled out during library time for other activities or to complete other assignment and/or testing.</p>	<p>All students participate in library activities during library visits.</p>	<p>Site Staff and Principal</p>	<p>Ongoing</p>

6. 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
7. 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.  Whenever possible, 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
8. Teachers will actively participate in scheduled class library time at all levels.	Include information in staff handbook.  Include in beginning of year staff meeting.	Active participation of teachers when their classes are in the library.	Site Admin.	Annually Ongoing
9. Only those students with parent-signed computer use agreements will have access to the Internet.	Sites will develop and maintain a system (such as a punch or stamp on student ID card) to ensure that library staff knows which students have parent-signed computer use agreements on file.	Visible system with indicators is in place for all students.	Site Library Staff and Admin.	Ongoing
10. Staff and students will comply with copyright and fair use laws	Sites will develop a plan for implementing a training program for staff and students.	Copyright and fair use laws are followed.	Site Library Staff and Admin.	Ongoing

## 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 and state standards so teachers and the library media teacher can incorporate them into every unit on which they collaborate in the library. (SPPA GOAL 5)

### Next Site Steps:

Steps	Strategy	Evidence of Completion	Responsibility	Timeframe
1. Information literacy skills will be imbedded in library activities and research.	Library Media Technicians and Teachers will look for opportunities to incorporate grade appropriate information literacy skills in library activities and core curriculum lessons.	Information literacy skills embedded and identified in library activities and classroom lessons.  Student use of information literacy skills	Classroom Teacher  Computer Prep 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

**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.	<p>Library staff collaborates with classroom teachers to enhance reading enrichment and support broad independent reading.</p> <p>Classroom teachers and library staff collaborate to ensure that library services support instruction.</p> <p>Library staff and classroom teachers will collaborate to ensure that core curriculum and information literacy curriculum are integrated and taught.</p>	<p>Circulation statistics</p> <p>Input from staff on site library purchases.</p> <p>Meeting notes</p> <p>Content of library time.</p> <p>As collaborative lessons are developed by the classroom teacher and the library media teacher, these lessons will be shared throughout the district.</p>	<p>Site Library Staff</p> <p>Site Staff</p> <p>Site Staff</p>	Ongoing
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.	<p>Site library media teachers will serve on site library, curriculum, and technology committees and school site council (or SLIBG committee).</p> <p>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)</p>	Attendance records, meeting notes.	Site Library Staff and Admin.	Ongoing

## 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.

### Next Site Steps:

1. Weed outdated, inaccurate materials, in areas such as non-fiction, biography, fiction, etc.
2. Purchase up to date materials to support health and mental health sections of collection (SPPA GOAL 6)
3. Purchase high interest African-American fiction and non-fiction (SPPA GOAL 1)
4. Re-arrange fiction to improve students' ability to locate library materials independently
5. Incorporate Eee computers into catalog for student access and checkout (SPPA GOAL 5)

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)	Meeting notes, forms, emails	Site Library Staff	Annually
	Collection development will be a collaborative process between library staff, classroom teachers, and students.			
	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.  Complete Annually district required inventory in June.	Appropriate materials for weeding are removed.  Inventory reports	Site Library Staff  Site Library Staff	Ongoing  Annually
2. Increase the number of library books per student. Goals: Elementary: 25 books per student Jr. High: 20 books per student 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 7—Board and Administrative Commitment:**

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

**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.	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	Meeting minutes, dates and times  Site library plan is part of the SPPA Plan.	Site Library Staff Principals	Annually

<p>This includes re-instating the library media technicians and teachers to 100% as soon as funds become available.</p> <p>Provide staff with information regarding their responsibilities as outlined in the site library plan.</p>	<p>Library staff will provide reports of service and accomplishments to principal and district library staff.</p> <p>Distribution and overview of site library plan to site administration, teachers, and staff.</p>	<p>Monthly circulation statistics and reports.</p> <p>Other reports of services and accomplishments.</p> <p>Staff will have knowledge and understanding of responsibilities to site library plan.</p>	Principals	Annually
--	--	---	------------	----------

### **Goal 8—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
<p>1. Parents and community members will support our library through donations of books, money, technology, and fundraisers.</p>	<p>Continue to encourage and support community involvement.</p>	<p>Resources supported by parents and community members.</p>	<p>Site Library Staff and Administration</p>	<p>Ongoing</p>
	<p>Explore new ways to increase community support and involvement.</p>	<p>Evidence of communications, such as newsletters, letters, emails, website information</p>	<p>Site Library Staff and Administration</p>	<p>Ongoing</p>

## Goal 9—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. Evaluate and assess the effects of the 50% reduction in library staff. This evaluation should include the site library media programs, the effects on equitable student access to library resources, and the effects on the library media program as a catalyst for teaching and learning.	Evaluation of library program by teachers, site library committee, and school site council.	Survey results	Principal Site Library Staff	Annually

## Goal 10—Funding

*Ensure adequate funding for maintaining and developing library services and 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

<p>2. Look for additional sources of funding for library resources and staffing.</p>	<p>Reserve book fair funds for purchasing only library resources such as books.</p> <p>Explore ways library resources could support student achievement through other site funding sources.</p> <p>Continue to explore grant opportunities for implementing site library plan</p>	<p>Additional funds available to purchase library resources and/or for staffing.</p>	<p>Site Library Staff Principals</p>	<p>Ongoing</p>
--	---	--	--------------------------------------	----------------