

Fremont Unified School District



Single Plan for Pupil Achievement

John F. Kennedy High School

2007-2008 School Year

Contact Person: Thomas Hanson

Position: Principal

Telephone Number: 510/657-4070

Address: 39999 Blacow Rd. Fremont, CA 94538

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

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

_____.

School Vision

Students graduating from John F. Kennedy High School will be academically, socially, and physically prepared to be productive members of the community. During their four years at KHS, students will become skilled communicators, academically proficient, technologically literate, and socially responsible.

John F. Kennedy Mission Statement

The John F. Kennedy High School Community is committed to educate our diverse population in preparation for the ever-changing demands of an international, technologically advanced society. We recognize our responsibility as a school community to foster the awareness and acceptance of individual differences. We develop each individual in the areas of academic, vocational, and multimedia skills, so that a student leaves John F. Kennedy High ready for further educational experience and the world of work beyond high school. We promote each student's academic, emotional, physical, and social wellbeing.

Description of the School Community

John F. Kennedy Multi-Media Magnet High School is one of five comprehensive high schools in Fremont Unified School District, a suburban community in Fremont, California. Established in 1965, the school educates approximately 1400 students in grades 9-12. It is fully accredited by the Western Association of Schools and Colleges and the California Department of Education. Over the past three years the school has undergone a significant restructuring, which has resulted in a more enriched curriculum (including expanded Ohlone College and ROP course offerings, and increased personalized educational support in 9th and 10th grades. Together with a rigorous academic program, our many technology courses provide a solid foundation in analytical and critical thinking, which prepares students for the challenges of higher education and contemporary careers.

Planned Improvements in Student Performance- Academic Areas

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:

SCHOOL GOAL # <u>1</u>				
Identify essential standards and implement common formative and summative assessments in core content classes to monitor student learning and improve student achievement.				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
All student groups in grades 9-11.		Exceed both school-wide and subgroup API targets. Increase CST scores in ELA, Math, Science and Social Science of all students scoring basic and below by 10%.		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
API and CST results. Development of department based common assessments.		API and CST results. Common assessment results.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
I. Improvement of instructional strategies and materials:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

a. Identify essential standards for each course and align courses to District standards.	5/07 – 6/08	Teacher release time for development of curriculum.	\$ 5,000	SLIBG
b. Develop common assessments in core content classes.	5/07 – 6/08	Teacher release time for development of common assessments.	\$ 10,000	SLIBG
c. Purchase supplemental materials and provide for training as needed.				
II. Remediation/Intervention/Enrichment Programs:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Investigate and implement math intervention(s) to support Algebra 1 students.	11/07 – 6/09 and ongoing	Research, site visits and intervention strategies and materials.	\$2,000	SLIBG
b. Develop curriculum for Academic Literacy support (grade 9).				
c. Implement READ 180 reading intervention strategies and materials.				
III. Staff development and professional collaboration:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Support staff identification of essential standards and development of common assessments.	8/07 – 6/08		\$ 5000	SLIBG
b. Teachers share best practices in collaboration Wednesday mornings.	9/07 – 6/08			

IV. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Utilize counseling staff to hold group and individual meetings with students and parents to discuss CST/CAHSEE results (AB1802 compliance).	9/07 – 6/09	Extra counseling hours for after school and evening meetings with parents.	\$ 5,000	AB1802

Progress toward the Goal:

I.a. – c. Department and course alike teams meet to identify essential standards, create and discuss implementation of common formative assessments, and analyze student learning results. Release time is provided and additional time funded as needed. For example, in October, the social science department met on a Saturday to write a common assessment for World History. This task required time beyond the work week. Teachers were compensated from the SLC Grant.

II.a. – c. Focused support for English/literacy (including a literacy coach on site supported by Federal & State Projects) has moved these teams to the forefront of intervention services imbedded within the instructional day. Additional intervention/support is offered after school with math and reading programs available to close gap between lowest performing students and other subgroups.

III.a. – b. Department chairpersons serve as leaders for the ongoing work of identifying standards, creating assessments and analyzing data to identify re-teaching needs. For example, the science chairperson provides training for his department in the OARS program in order to lead them in analysis of student performance and instructional needs. Department and course teams report out at staff collaboration Wednesdays on a regular basis within the school wide Cycle of Inquiry (COI).

IV.a. Expanded counseling staff (four full-time, one half-time counselor and one intern) conducts meetings with student groups and individual families on a regular basis to discuss standardized test results, encourage students to participate in tutoring, and inform them of student progress toward graduation. Counselors meet with every CAHSEE non-pass student and their families, either during the school day or in evenings. Counselors also meet with any at-risk junior and senior high student to discuss graduation requirements, adult school and other educational opportunities.

Planned Improvements in Student Performance- Academic Areas

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:

SCHOOL GOAL # 2

Improve student achievement to benchmark goals and reduce the achievement gap through the development and implementation of school-wide and focused literacy strategies.

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

<p>All students. All grade levels</p>	<p>The percentage of socio-economically disadvantaged students scoring at least proficient on ELA CST will increase from 33% to 35.2%. The percentage of English learning students scoring at least proficient on ELA CST will increase from 28.2% to 35.2%. The percentage of students with disabilities scoring at least proficient on ELA CST will increase from 29.6% to 35.2%. The percentage of students with disabilities scoring at least proficient on Math CST will increase from 22.2% to 37%. Improved on-target for graduation percentage. Reduction in number of students on D/F Report.</p>			
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>			
<p>Annual CST results. Annual FUSD ninth grade writing assessment. Department common writing assessments. DRP reading comprehension results.</p>	<p>CST scores in ELA, Science and Social Science, grades 9-12. D/F report. FUSD ninth grade writing and Degrees of Reading Power assessment results.</p>			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>I. Improvement of instructional strategies and materials:</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

a. Continued support of Academic Literacy course for all ninth grade students.	7/07 – 5/08	Training of ninth grade English teachers in (RAAL.) Release time for collaboration.	\$ 10,000	SLC
b. Reading in the content area training for Social Science, Mathematics and Science teachers.	7/07 – 5/08	WestEd Reading Apprenticeship (AL) training.	\$10,000	SLIBG and SLC
c. Implementation of AVID strategies across courses (i.e., Cornell Notes, study planning, notebook organization, Socratic Seminar, peer tutoring.)		Regional AVID training participation.		
II. Remediation/Intervention/Enrichment Programs:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Increase volume of high interest reading material in library.	10/07 – 4/08	Purchase of high interest reading materials (books and periodicals)	\$ 10,000	SLIBG
b. Build classroom libraries through READ 180 materials (teacher bookshelf).		CAHSEE funds purchase of high interest classroom library books.		
c. Academic Literacy classrooms acquire newspapers and magazines to support reading of contemporary, relevant non-fiction materials.		Funds approved from Federal & State Projects literacy grant.		
III. Staff development and professional collaboration:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

a. Develop reading strategies for all content areas using the Reading Apprenticeship Framework from WestEd.	9/07 – 5/08	Teacher subs.	\$ 5,000	SLIBG
b. Develop department writing prompts and rubrics to use with common assessment and analysis of student performance.	9/07 – 6/08	Teacher subs	\$ 5,000	SLIBG
IV. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Develop parent committee to assist in purchasing of library material spearheaded by our Librarian.	9/07 – 6/08	N/A	N/A	

Progress toward the Goal:

I.a. All 9th graders are scheduled into English with teachers trained in Reading Apprenticeship/Academic Literacy (RAAL) pedagogy. For example, 8 teachers received initial training during the summer 06 and five of these received training in June 07. Teachers new to JFK this year were trained on-site and are paired with experienced AL teachers within their “families.”

I.b. Content area teachers attend WestEd Reading Apprenticeship Training (RA) (summer and release days during the year) specific to their courses. Social Science teachers participating in the Words That Made America Grant (WTMA) through Alameda County Office of Education (ACOE) receive literacy training (RA) specific to history/social science as part of a 3-yr. professional development project.

I.c. Two teachers and one counselor received training (summer 07 and throughout school year 07/08) to implement an AVID class at JFK beginning February. Presentations to staff introduced strategies that help all students as well as informed staff of the direction of implementation and expansion of the program. Presentations to over 120 students and a parent night attended by some 40+ families (Oct. 07) helped coordinators gauge interest in the program and will serve in the selection of student participants.

II. a. – c. Ongoing acquisition of reading materials to fill in the gap between high school interest and pre-high school reading levels. Materials from the READ 180 program, teacher recommendation and contemporary newspapers and magazines support student access to print.

III.a. – b. RAAL Teachers meet regularly with their literacy coach to align curriculum, share best practices, review assessment data and discuss support for struggling students. Content teachers trained in RA, WTMA and AVID share content-specific teaching strategies within their department and in whole-staff collaboration.

IV.a. Librarian is working to put together a student/parent committee to inform selection of materials.

Planned Improvements in Student Performance- Academic Areas

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>SCHOOL GOAL # <u>3</u></p> <p>Improve student achievement through the development and implementation of intervention strategies for underachieving students.</p>				
<p>Student groups and grade levels to participate in this goal:</p>		<p>Anticipated annual performance growth for each group:</p>		
<p>11th and 12th grade students not passing CAHSEE. 9th and 10th grade students scoring basic and below on ELA and Math CST's.</p>		<p>Meet or exceed both school-wide and subgroup API targets. Increase pass rate on the CAHSEE of 10% annually.</p>		
<p>Means of evaluating progress toward this goal:</p>		<p>Group data to be collected to measure academic gains:</p>		
<p>CAHSEE pass rate. Percentage of students scoring above Basic on CST's.</p>		<p>CAHSEE scores. CST's scores.</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

I. Improvement of instructional strategies and materials:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Staff commitment to utilize data and cycles of inquiry to identify and support groups of focused students within each class by collaborating to change instructional practices to better meet needs of focus students demonstrated by increased academic performance.	9/07 – 6/09	Substitutes needed for OARS training and common assessment development	\$ 3,000	SLIGB
b. Ensure continued implementation of all district adopted, grade appropriate materials.				
II. Remediation/Intervention/Enrichment Programs:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Implement learning opportunities and after school workshops for students who scored basic and below on the CST's and those students at-risk to fail CAHSEE.	9/07- 6/08	Certificated teacher extra duty pay.	\$ 8,000	CAHSEE interventi on funds
b. Implement Carnegie Learning Tutorial and READ 180 reading materials materials.	907 – 6/08	Teacher salary	\$ 20,000	CAHSEE interventi on funds
III. Staff development and professional collaboration:	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

a. Selected Workshops	907 – 5/08	Conferences. training & Teacher subs	\$ 10,000	SLIBG
IV. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
a. Improved communication between school and parents with special emphasis on counselor to home communication.	9/07 – 9/08	Postage to mail all report cards home all year.	\$4,000	SLIBG
b. Development and implementation of Freshman Mentor Program and ninth grade Summer Bridge Program	6/07 – 8/07	One week of hourly pay for four staff members.	\$5,000	SLC
c. New JFK web site to be updated periodically.	8/07 – 6/08	Continued refinement of JFK Web as a parent communication tool.	\$ 2,500.	SLIBG

Progress toward the Goal:

I. a. JFK is the first high school in FUSD to implement OARS (Online Data Reporting Service) to access student data, identify students requiring additional instruction, and design common assessments. OARS is essential to the full implementation of Cycle of Inquiry work at the school that targets students below the achievement gap. As of November, staff have completed the first of 4 COIs for the 07/08 school year.

b. All core departments use district adopted, standards-aligned materials.

II.a. Afterschool tutorials and 4th period drop-in are available to prepare students to pass the CAHSEE using (Carnegie Math) and ELA (READ 180).

II.b. Multiple teachers are receiving training in READ 180, which will be available for students throughout the school day. A designated lab is available during 4th block for groups of students to work on both Math and ELA skills in preparation for CAHSEE and CSTs.

III. Staff development is ongoing at JFK. Staff have attended the following in the first two months of school:

- a. Staff attended (5) WestEd Reading Apprenticeship over multiple days (August 07)
- b. Staff attended (6) WestEd Academic Literacy (June and October 07).
- c. Staff attended (5) READ 180 (October 07)
- d. Staff attended (3) BAYCES Leadership Institute (August 07)
- e. Staff attended (5) California State Summit – Professional Learning Communities at Work (October 07)
- f. Staff attended (3) AP Training for teachers in English, Biology and Spanish.
- g. Staff attended (3) AVID training for teachers and a designated counselor (summer 07 and October)
- h. Staff attended (5) World Languages training (Saturdays October – November 07)
- i. Staff attended (1) CSU – EAP Expository Reading & Writing workshop (ACOE & CSUEB) – (Sept. 07)
- j. OARS Training for all teachers trained by November

IV.a. First quarter report cards were mailed in October 07.

IV.b. Freshman Summer Bridge program (August 07) served 75 students.

Planned Improvements in Student Performance- Social/Ethical Component

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:

SCHOOL GOAL # 4 Improve school climate and community perceptions of Kennedy High School.				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
All student groups. All grade levels		10% increase in number of students and parents expressing satisfaction with KHS as measured by end-of-year surveys.		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
Student and parent surveys. Student participation in school organizations. Student attendance at school events.		Beginning-of-the-year and end-of-the-year surveys of student and parent satisfaction with Kennedy High School.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
I. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)				

<p>a. Develop and implement student and parent surveys.</p>	<p>7/07</p>			
<p>b. Increase communication with parents and community via: improved web page, additional newsletters, parental internet access to student information, and ad hoc parent advisory groups.</p>	<p>9/07 – ongoing</p>	<p>Postage for monthly newsletter</p>	<p>\$ 5,000</p>	<p>SLIBG</p>
<p>c. Improve communication among campus supervisory staff. Add additional campus supervisor for perimeter supervision.</p>	<p>9/07 – 6/08</p>			
<p>d. Provide enrichment activities to support academics. Fully support student leadership through ASB, student clubs and athletics.</p>	<p>9/07 – 6/08</p>	<p>Site Council direct support of student activities.</p>	<p>\$ 4,000</p>	<p>SLIBG</p>

Progress toward the Goal:

I.a. Site and Data Coordinators to construct parent survey (Dec. & Jan).

I.b. Newsletters are scheduled to be sent bi-monthly. The web page includes a monthly calendar that is updated weekly. I-Parent offers parents electronic confidential access to grades. The parent “key-code” maintains confidentiality.

1.c. An additional campus supervisor has been added, bringing the total to three full-time, 8-hour positions. Supervisors meet with the administration and schedule supervisory rotations, lunch breaks and other issues of campus coverage. They have been instrumental in maintaining a safe and orderly campus.-

1.d. Availability of funds for special projects and events generated by student groups to improve school climate. (i.e., carriage for homecoming, administrative coordination of BSU, supervision of cheer, etc.)

Planned Improvements in Student Performance- Physical/Environmental Component

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:

SCHOOL GOAL # 5 Prepare the school and student body for a Closed Campus.				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
All student groups. All grade levels		N/A		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
Student and parent surveys. Student, Staff, and Parent Focus Groups.		Written Surveys. Notes of focus groups.		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
I. Involvement of staff, parents and community: (including interpretation of student assessment results to parents) a. Form Closed Campus Advisory Committee	5/07 – 12/07			

b. Develop and implement Closed Campus Surveys for all elements of the school community.	4/08	Printing and Postage	\$ 1,000	SLIBG
c. Develop plan for increasing lunch-time activities and intra-mural sports program	9/07 – 6/08			
d. Develop plan to complete renovation of the amphitheatre.	9/07 – 6/08			

Progress toward the Goal:

1.a. – c. Plans have been finalized for the construction of a cafeteria on the NW corner of the JFK campus and construction has begun. ASB has been very active in promoting noon time activities that interest students and result in more students staying on campus, (i.e., music, student competitions, recognition of club leaders, social activities in Quad, club food faire, Kennedy wear clothing sales, etc.)

1.d. Renovation of the JFK grounds includes consideration of several bids to finish the beautification of the amphitheater. Once completed the facility will provide an outdoor location for the students in art, dance and drama, as well as a noon time retreat. The amphitheater (supported by many parent groups) will provide an additional location for spirit week activities, and other campus events. To date (11/07) we have raised \$12,000, have secured verbal commitments for the donation of various materials (landscaping, etc.), and have received CAD drawings of the project. The bid on drawings is expected by 01/08.

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	\$ 28,495
<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 checked="" type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 85,128
<input checked="" type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 7,177
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$ 1,600
Total amount of state categorical funds allocated to this school		\$

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 checked="" type="checkbox"/>	Other Federal Funds (list and describe ¹)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$ 122,048

1. SLC Grant

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	Student
Thomas Hanson	X				
Trina Bega		X			
Brenda Calvert		X			
Mike Martin		X			
Janey Vasconcellas		X			
Donna Facha			X		
Shelley Husselman				X	
Mike Reisler				X	
Sue Smith				X	
					X
Franciso De La Paz					X
Danielle Coquia					X
Numbers of members of each category	1	4	1	3	3

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**)

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:

Thomas Hanson
Typed name of school principal

Signature of school principal

Date

Mike Reisler
Typed name of SSC chairperson

Signature of SSC chairperson

Date

STUDENT PERFORMANCE DATA SUMMARY

School Site: Kennedy High School

Date: November 2006

1. ACADEMIC PERFORMANCE INDEX (API) SCHOOL REPORT

STAR 2004 Percent Tested	# of Students Included in 2004 API	2004 API (Base)	2004 Statewide Rank	2004 Similar Rank	2004-05 Growth Target	2004 API Target	2003-04 API Growth
99	946	688	6	5	7	694	-6

STAR 2005 Percent Tested	# of Students Included in 2005 API	2005 API (Base)	2005 Statewide Rank	2005 Similar Rank	2005-06 Growth Target	2005 API Target	2004-05 API Growth
98	957	713	7	7	4	695	25

STAR 2006 Percent Tested	# of Students Included in 2006 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Rank	2006-07 Growth Target	2006 API Target	2005-06 API Growth
98	1060	723	7	8	4	713	10

Student Groups	Number of Pupils Gr. 9-11 Included In 2006 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API Target
African American, not Hispanic	76	no	--	--	--
American Indian or Alaska Native	7	no	--	--	--
Asian	193	yes	794	3	797
Filipino	62	no	--	--	--
Hispanic or Latino	285	yes	653	3	656
Pacific Islander	12	no	--	--	--
White not Hispanic	345	yes	759	3	762
Economically Disadvantaged	303	yes	642	3	645

2. CALIFORNIA ENGLISH LANGUAGE ARTS STANDARDS TEST SUMMARY

(Percentage of Students Per Grade Level)

Grade	% Far Below Basic			Below Basic			Basic			Proficient			Advanced			Proficient/Advanced %		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	10	9	12	21	16	15	34	33	27	29	22	28	12	23	19	41	43	47
10	11	11	16	19	20	16	34	37	20	23	22	22	12	15	15	35	37	37
11	11	15	13	18	14	17	35	35	28	31	29	25	11	10	17	40	35	42

3. CALIFORNIA MATH STANDARDS TEST SUMMARY

A. Math Standards Performance Levels (General Math) (Percentage of Students Per Grade Level)

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	12	14	11	21	35	27	45	35	43	18	14	18	3	3	2	21	17	20

B. Math Performance Levels (Algebra I) (Percentage of Students Per Grade Level)

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	3	2	9	29	19	38	42	40	43	22	37	17	4	2	0	26	39	17
10	15	7	15	45	32	45	27	40	33	13	20	8	0	1	0	13	21	8
11	2	13	13	42	30	40	33	41	35	3	16	11	0	0	0	3	16	11

C. Math Performance Levels (Geometry) (Percentage of Students Per Grade Level)

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	0	0	2	0	0	18	0	0	13	0	0	34	0	0	2	0	0	36
10	4	4	3	34	22	22	36	41	42	16	25	19	10	9	13	26	34	32
11	13	18	17	56	52	40	30	23	33	2	6	10	0	0	0	2	6	10

D. Math Performance Levels (Algebra II) (Percentage of Students Per Grade Level)

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	7	2	3	17	10	5	38	26	19	36	26	46	2	36	27	38	62	73
10	5	4	5	33	12	20	43	27	30	19	42	30	0	15	15	19	57	45

11	17	23	17	34	32	25	34	26	42	12	13	12	3	5	3	15	18	15
----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	----	----	----

**E. Math Performance Levels (High School Math)
(Percentage of Students Per Grade Level)**

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
11	2	0	0	25	13	25	35	29	25	33	42	33	5	17	18	38	59	51

4. CALIFORNIA SCIENCE STANDARDS TEST SUMMARY

**A. Science Performance Levels (Biology)
(Percentage of Students Per Grade Level)**

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
9	9	0	0	7	0	0	26	23	21	36	58	44	22	19	35	58	77	79
10	4	4	8	14	9	11	49	46	30	21	21	32	12	13	19	33	41	51
11	17	12	6	20	24	14	43	48	32	14	16	29	6	0	19	20	16	48

**B. Science Performance Levels (Chemistry)
(Percentage of Students Per Grade Level)**

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
10	6	11	3	19	4	7	31	48	38	44	22	48	0	15	3	44	37	57
11	5	7	18	15	25	11	44	52	46	30	10	21	5	5	4	35	15	25

**C. Science Performance Levels (Physics)
(Percentage of Students Per Grade Level)**

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
11	0	0	0	9	17	5	36	33	55	36	42	32	18	8	9	54	50	41

**5. CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS TEST SUMMARY
(Percentage of Students Per Grade Level)**

Grade	% Far Below Basic%			Below Basic%			Basic%			Proficient%			Advanced%			Proficient/Advanced%		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
10	21	19	29	21	14	16	32	33	25	18	19	18	8	14	13	26	33	31
11	10	16	9	17	13	13	33	25	30	24	30	28	17	15	18	47	45	46

6. CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

A. 2004-05 Results By Grade Level

	Subject	All Students	Special Ed	EL Students	RFEP	SED	Non-SED
Grade 10							
#Tested	Math	348	30	53	29	102	244
#Passed		280 (80%)	13 (43%)	39 (74%)	29 (100%)	73 (72%)	205 (84%)
#Tested	ELA	342	31	51	29	99	241
#Passed		271 (79%)	18 (58%)	27 (53%)	29 (100%)	67 (68%)	203 (84%)
Grade 11							
#Tested	Math	104	39	16	1	44	53
#Passed		27 (26%)	1 (3%)	5 (31%)		8 (18%)	17 (32%)
#Tested	ELA	136	35	42	1	58	69
#Passed		43 (32%)	5 (14%)	9 (21%)		14 (24%)	25 (36%)

B. 2005-06 Results By Grade Level

	Subject	All Students	Special Ed	EL Students	RFEP	SED	Non-SED
Grade 10							
#Tested	Math	363	47	62	38	116	243
#Passed		288 (79%)	13 (28%)	35 (56%)	38 (100%)	75 (65%)	209 (86%)
#Tested	ELA	364	47	62	37	115	245
#Passed		284 (78%)	13 (28%)	29 (47%)	37 (100%)	72 (63%)	209 (85%)
Grade 11							
#Tested	Math	110	38	29	1	44	61
#Passed		34 (31%)	8 (21%)	6 (21%)		6 (14%)	27 (44%)
#Tested	ELA	103	31	39	1	45	54
#Passed		37 (36%)	6 (19%)	10 (26%)		10 (22%)	26 (48%)
Grade 12							
#Tested	Math	57	23	22	0	24	32
#Passed		17 (30%)	2 (9%)	5 (23%)		4 (17%)	12 (38%)
#Tested	ELA	73	13	49		29	42
#Passed		23 (32%)	0	14 (29%)		7 (24%)	15 (36%)

KENNEDY HIGH

10/9/2007

Number and Percent		TABLE 1: STAR: ENGLISH LANGUAGE ARTS STANDARDS (Grades 9-11)								
		GRADE 9			GRADE 10			GRADE 11		
Year		2005	2006	2007	2005	2006	2007	2005	2006	2007
At or Above Proficient	#	169	180	186	127	134	123	107	127	121
	%	45	47	48	37	37	36	35	42	36
Basic	#	124	101	108	127	109	95	107	83	83
	%	33	27	28	37	30	28	35	28	25
Below Basic	#	49	56	52	52	58	67	46	50	48
	%	13	15	13	15	16	20	15	17	14
Far Below Basic	#	34	44	44	38	57	55	46	40	82
	%	9	12	11	11	16	16	15	13	25
TOTAL	#	375	386	391	344	380	342	306	301	335
	%	97.4	97.5	97.8	98.9	96.8	96.6	97.8	97.7	96.3

Conclusions Indicated by the Data:

- 1
- 2
- 3

KENNEDY HIGH

10/9/2007

Number and Percent		TABLE 2: STAR: MATH STANDARDS (Grades 9-11)																													
		GENERAL MATH			ALGEBRA 1									GEOMETRY						ALGEBRA 2									SUMMATIVE H.S. MATH		
		9TH GR			9TH GR			10TH GR			11TH GR			10TH GR			11TH GR			9TH GR			10TH GR			11TH GR			11TH GR		
Year	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
At or Above Proficient	#	30	31	10	51	24	8	21	10	8	9	6	1	38	48	30	4	9	3	31	27	31	15	9	10	14	9	17	29	29	36
	%	17	20	9	39	17	6	21	7	7	16	8	2	34	32	21	6	10	3	62	73	74	57	45	21	18	15	16	59	50	60
Basic	#	61	68	33	52	55	37	39	49	22	23	26	4	46	63	33	15	30	19	13	7	10	7	6	13	20	25	38	14	15	18
	%	35	43	31	40	40	27	40	33	18	41	33	10	41	42	24	23	33	19	26	19	24	27	30	28	26	42	35	29	25	30
Below Basic	#	61	43	42	25	46	75	31	68	51	17	34	15	24	33	53	35	36	48	5	2	1	3	4	15	25	15	31	6	15	5
	%	35	27	39	19	33	54	32	45	42	30	43	36	22	22	38	52	40	48	10	5	2	12	20	33	32	25	29	13	25	8
Far Below Basic	#	25	17	22	3	13	18	7	23	41	7	13	22	4	5	24	12	15	30	1	1	0	1	1	8	18	10	22	0	0	1
	%	14	11	21	2	9	13	7	15	34	13	16	52	4	3	17	18	17	30	2	3	0	4	5	17	23	17	20	0	0	2
TOTAL	#	175	159	107	130	138	139	98	151	123	57	80	43	111	151	141	67	91	101	50	37	42	26	20	46	78	80	109	49	59	60
	%	45.5	40.2	26.8	33.8	34.8	34.8	28.2	40.6	34.7	18.2	26.0	12.4	31.9	40.6	39.8	21.4	29.5	29.0	13.0	9.3	10.5	7.5	5.4	13.0	24.9	19.5	31.3	15.7	19.2	17.2

Conclusions Indicated by the Data:

1

2

3

TABLE 3: ACADEMIC PERFORMANCE BY ETHNICITY

SUBGROUPS:	Number of Pupils Included in 2007 API	Numerically Significant in Both Years	2007 Subgroup API Growth	2006 Subgroup API Base	2006-2007 Subgroup Growth Target	2006-2007 Subgroup Growth	Met 2006 Subgroup API Target
African American, not Hispanic	87	No					
American Indian or Alaska Native	3	No					
Asian	200	Yes	796	790	5	6	Yes
Filipino	70	No					
Hispanic or Latino	281	Yes	625	645	8	-20	No
Pacific Islander	10	No					
White (not of Hispanic origin)	348	Yes	707	746	5	-39	No
Socioeconomically Disadvantaged	328	Yes	623	635	8	-12	No
English Learners	204	Yes	612	658	7	-46	No
Students with Disabilities	119	Yes	470	470	17	0	No

Conclusions indicated by the Data:

1

2

3

KENNEDY HIGH

10/9/2007

AYP Proficiency Level		TABLE 4: ENGLISH LANGUAGE ARTS ADEQUATE YEARLY PROGRESS (AYP)																																
		All Students			African - American			American Indian or Alaska Native			Asian			Filipino			Hispanic			Pacific Islander			White			Socio-economically Disadvantaged			English Learners			Students with Disabilities		
Year		05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
Participation Rate	#	320	369	352	27	30	28	6	0	2	67	86	59	17	23	26	85	95	113	6	6	2	110	129	121	93	115	123	29	80	76	9	53	29
	%	89	98	98	90	94	97	100		100	96	99	99	95	96	93	85	100	97	100	100	100	87	99	98	88	98	98	100	99	98	29	93	88
At or Above Proficient	#	139	166	164	8	7	9				29	52	32	8	10	13	24	26	40				64	69	69	31	28	36	29	19	20		9	8
	%	57.2	49.1	50.2	34.8	25.0	37.5				72.5	65.0	59.3	66.7	50.0	52.0	45.3	30.2	38.1				62.1	58.5	60.0	48.4	26.9	33.0	92.9	24.4	28.2		18.8	29.6
AYP Target		24.4	24.4	24.4	24.4	24.4	24.4				24.4	24.4	24.4	24.4	24.4	24.4	24.4	24.4	24.4				24.4	24.4	24.4	24.4	24.4	24.4	24.4	24.4	24.4		24.4	24.4
Met AYP Criteria		Y	Y	Y							Y	Y	Y				Y	Y	Y				Y	Y	Y	Y	Y	Y	Y		Y		N	

Conclusions indicated by the Data:

1

2

3

KENNEDY HIGH

10/9/2007

		TABLE 5: MATHEMATICS ADEQUATE YEARLY PROGRESS (AYP)																																	
AYP Proficiency Level		All Students			African - American			American Indian or Alaska Native			Asian			Filipino			Hispanic			Pacific Islander			White			Socio-economically Disadvantaged			English Learners			Students with Disabilities			
Year		05	06	07	05	06	06	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
Participation Rate	#	326	366	350	27	30	29	6	0	2	68	86	59	18	23	26	89	94	111	6	6	2	110	127	120	96	113	122	29	80	75	8	51	29	
	%	91	98	97	90	94	100	100		100	98	99	99	100	96	93	89	99	97	100	100	100	87	98	98	91	97	98	100	99	97	25	90	88	
At or Above Proficient	#	129	166	173	7	4	11				29	53	40	9	9	11	22	29	42				58	69	68	28	30	48	25	23	26			7	6
	%	52.9	49.6	53.2	30.4	14.3	44.0				72.5	66.3	74.1	69.2	45.0	44.0	40.7	34.1	40.8				56.9	59.5	59.6	43.1	29.4	44.4	89.3	29.5	37.1			15.2	22.2
AYP Target		26.5	26.5	26.5	26.5	26.5	26.5				26.5	26.5	26.5	26.5	26.5	26.5	26.5	26.5	26.5				26.5	26.5	26.5	26.5	26.5	26.5	26.5	26.5	26.5			26.5	26.5
Met AYP Criteria		Y	Y	Y							Y	Y	Y				Y	Y	Y				Y	Y	Y	Y	Y	Y		Y	Y			N	

Conclusions indicated by the Data:

1

2

3

TABLE 6: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (CELDT) DATA

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	7	11%	20	33%	13	21%	13	21%	8	13%	61	100%
10	3	5%	24	41%	9	16%	12	21%	10	17%	58	100%
11	3	6%	13	25%	19	36%	10	19%	8	15%	53	100%
12	6	14%	24	55%	8	18%	5	11%	1	2%	44	100%

Conclusions indicated by the data:

1

2

3

Table 7: District Writing Results
Percentage of Students Achieving Level

Grade	3 - Exceeds Standards	2 - Meets Standards (Passing)	1 - Emerging/Developing
K			

Grade	4 - Exceeds Standards	3 - Meets Standards (Passing)	2 - Below Standards	1 - Far Below Standards
1				
2				
3				
5				
6				
8				
9	4.2%	40.4%	41.0%	2.7%

<p>Conclusions indicated by the data:</p> <p>1</p> <p>2</p> <p>3</p>
--

TABLE 8: APPENDIX D: DEMOGRAPHIC DATA SUMMARY

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

Grade	White		African-American		Asian		Hispanic		English Learners (EL)		Redesignated - Fluent English Proficient		Socioeconomic Disadvantaged		Students w.Disabilities	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
K																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

Conclusions indicated by the data:

1

2

3

KENNEDY School

2007-2008 BUDGET PLANNING				SLIBG	EIA	ELAP	Title I	GATE	Other
PROJECTED ALLOCATED BUDGET				75,561.00					
Object Code	Object Description		Budgeted Amounts	Budgeted Amounts	Budgeted Amounts	Budgeted Amounts	Budgeted Amounts	Budgeted Amounts	Budgeted Amounts
CERTIFICATED SALARIES									
1105	Teacher Salaries								
1130	Teacher Substitutes		15,000.00						
CLASSIFIED SALARIES									
2105	Instructional Aides' Salaries								
2105	Instructional Aides' CSEA Medical Fringe (FTE X \$4,104)								
2205	Support Salaries								
2405	Clerical & Office Salaries								
2405	Clerical & Office CSEA Medical Fringe (FTE X \$4,104)								
2430	Clerical & Office Sub								
2905	Other Classified Salaries								
EMPLOYEE BENEFITS									
		07-08 Rate							
3111	STRS	8.25%	1,237.50	0.00	0.00	0.00	0.00	0.00	0.00
3212	PERS	9.306%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3232	PERS Office Tech 7% (CSEA office staff)	7%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3311	OASDI / Medicare / Alternative - Certificated	OASDI 6.2%	930.00	0.00	0.00	0.00	0.00	0.00	0.00
		Medicare 1.45%	217.50	0.00	0.00	0.00	0.00	0.00	0.00
3312	OASDI / Medicare / Alternative - Classified	OASDI 6.2%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Medicare 1.45%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3511	SUI - Certificated	0.05%	7.50	0.00	0.00	0.00	0.00	0.00	0.00
3512	SUI - Classified	0.05%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3611	Workers Comp - Certificated	2.63%	394.50	0.00	0.00	0.00	0.00	0.00	0.00
3612	Workers Comp - Classified	2.63%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3711	Post Retirement Benefit - Certificated	1.02%	153.00	0.00	0.00	0.00	0.00	0.00	0.00
3712	Post Retirement Benefit - Clasified	1.02%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3812	PERS Reduction	3.714%	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3911	Other Benefits - Certificated								
3912	Other Benefits - Classified								
BOOKS AND SUPPLIES									
4210	Books & Other Reference Materials		10,000.00						
4310	Materials and Supplies		4,876.00						
4410	Non-capitalized Equipment <small>single item plus tax valued \$500 - \$5,000 federal funding single item plus tax valued \$500 - \$19,999 other funding</small>		1,745.00						
SERVICES & OPERATING EXPENSES									
5210	Travel and Conference		10,000.00						
5310	Dues and Memberships								
SERVICES & OPERATING EXPENSES, continued									
5671	Repairs, Contracted - Buildings and Grounds (includes Maintenance Agreements)								
5675	Repairs, Contracted - Equipment (includes Maintenance Agreement)		27,000.00						
5714	Duplicating								
5830	Contracted Services								
5910	Postage, Mailing Service								
INTERPROGRAM									
5726	Interprogram - Field Trip Tranfer								
INDIRECTS									
7312	Indirect Cost Chg Interprogram								
OTHER									
6410	Equipment		4,000.00						
Grant Totals				75,561.00	0.00	0.00	0.00	0.00	0.00
Unallocated				0.00	0.00	0.00	0.00	0.00	0.00

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 at Kennedy High School

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 class is usually comprised of English Only, Fluent English Proficient and English Learners students.
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. Students in English level 9E are assigned to an Academic Literacy course in addition to their English class. The purpose to Academic Literacy is to support reading in all core content areas.

English Learner Instruction Components

Options for English Learners 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. Kennedy High uses state-approved ELD materials to instruct English Learners to assist them in acquiring English.

The following guidelines are used 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 realia, 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 2007-08**

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: _____ Review Date: _____
 Fremont Unified School District April 2, 2007

School Name: _____
 J.F. Kennedy High School

Requirements: (Principal to X the appropriate box)

Fully
 Partially
 Rarely

- Each English Learner who meets reclassification criteria is reclassified as FEP and participates in the regular instruction program.
- Each English Learner receives ELD for an appropriate amount of time and at a level according to their level of proficiency.
- English Learners are provided access to all subjects through sheltered instruction using SDAIE strategies.
- 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.
- 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.
- Each classroom with EL students is staffed with a highly qualified, EL Authorized teacher.
- Teachers and para-educators 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

School: J.F. Kennedy High School

School Year: 2007-08

List all Honors/AP Classes by Grade Level:

GRADE	COURSES	TEACHERS	GATE CERTIFIED	
			YES	NO *
9	English H	I. Padilla	X	
10	English H	C. Robison	X	
11	English AP	C. Waller	X	
12	English AP	C. Robison	X	
11-12	Algebra 2 H	Y. Peralta	X	
10	Biology H	D. Bega	X	
10-12	Biology AP	J. Waller	X	
11-12	Calculus AP	Y. Peralta	X	
11-12	Chemistry H	M. Abrams	X	
9-10	Geometry H	S. Canady		X
12	Government/Econ H	B. Calvert	X	
10-12	Spanish AP	E. Rodriguez	X	
12	Statistics	H. Yee	X	
11	US History AP	O. Santillan		X
10	World History H	B. Calvert	X	
9	English H	N. Zaccheo		X
11-12	Art AP	R. Engle		X

SECTION 1: PROGRAM DESIGN

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

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.

1:2 The program provides administrative groupings and structures appropriate for gifted education, which are

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.

II. 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.

III.

IV. 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.

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.

V. 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.

VI. Exemplary Standards:

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

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.

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.

VII. Exemplary Standards:

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

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.

VIII.

IX. 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.

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.

X.

XI. **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).

**Require
d
Standar**

ds:

- 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.

XII. 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.

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.

XIII.

XIV. 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

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.

XV. 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).

XVI.

XVII. 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.

XVIII. 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: **\$ 1000**
(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: **\$155.00**
(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
 - ◆ school-wide 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.

XIX.

Your signature verifies that all checked standards were met:

GATE Parent Representative

GATE Certified Teacher

Principal

APPENDIX C

SPECIAL EDUCATION PLAN AND CHECKLIST

1. Describe all of the special education services provided at the school site: (Include the number and type of SDC, RSP, DIS and/or other defined by the site IEP's)

- 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

Kennedy High School LIBRARY PLAN SUMMARY 2007 -2008

Instructions:

1. Site steps for each of the eleven goals are to be aligned with the district plan. They shall be completed and updated by each school library committee by May 1 and submitted for approval by the District Librarian.
2. Site library plans will be designed to support the goals of the school Single Plan for Pupil Achievement (SPPA), and will be a part of the SPPA as required by Assembly Bill 825.

Goal 1—Staffing

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

Site Steps Completed in Recent Years:

1. Kennedy continues to have a full-time Library Media Teacher and a full-time Library Media Technician.
2. Both the Library Media Teacher and the Library Media Technician have attended district meetings for library staff.
3. The Library Media Teacher and Library Media Technician have attended workshops and other in-services related to library trends, information literacy and technology.

Next Site Steps:

1. Provide staff development to both Library Media Technician and Library Media Teacher in current Library trends and collection development, and use of technology. This may be done through workshops, in-services and other courses.

Where the library is on meeting the 2007 goal as of May 1st, 2007:

1. The Library Media Technician was able to attend two workshops this year. She attended the three-day California School Library Association conference in Sacramento. She also attended the Santa Clara county office of education library material fair free in-services and workshops. The Library Media Teacher attended an onsite workshop on Project-Based Learning.

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. The Library now has 30 computers. (HP P4 Vectra VL 420, 10 Towers, and 20 mini towers. The towers now have the capability to burn CD's. All computers have functional sound cards. The towers have built in speakers. Headphones accompany a class set of computers.
2. In addition, the Library Media lab now has 35 computers. (HP P4 Vectra VL 420, 13 Towers, and 22 mini towers. The towers now have the capability to burn CD's. All computers have functional sound cards. The towers have built in speakers. Headphones accompany a class set of computers.
3. **Network switches and power strips have been acquired, to accommodate for the lack of Modernization that was supposed to take place over the summer of 2005.**
4. The alarm system has been repaired, but could easily be rendered useless by a cut of the cord. We need CCTV alarm system installed in the library and media center to prevent thefts.
5. The library now has 7 digital projectors on carts for loan to teachers, with the option to use the attached computer, dvd player or vcr player. (InFocus X2)
6. The Library Media Teacher is a serving member on the District Technology Committee and the Library Committee.

Next Site Steps:

1. All Rolling Chairs need to be replaced in the Library Media Classroom. (35)
2. All tables in the Library Media Center need to be replaced with appropriate computer tables, thus aiding in the safety of students in the classroom.
3. One table in the Library needs to be replaced with and appropriate computer table.
4. All standing chairs need to be replaced in the library.
5. Purchase a Smart Board for ease of use in demonstrations to incoming academic classes.

Where the library is on meeting the 2007 goal as of May 1st, 2007:

1. Funding has not been allocated for the purchase of Chairs and tables for the computer lab and library.
2. Smart Board has been purchased for use in the Library Media Center Classroom.

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 Rules are posted and enforced in the Library Media Center and Lab.
 2. "Just in time orientation" is provided to students on library rules, basic layout of the library, how to access/use the union catalog, care of library materials and equipment, check out procedures, loan periods/replacement, and Internet rules. Instruction is also given in how to leave the facilities for the next group.
 3. LMC is open 450 minutes outside of classroom hours to provide students with additional access to the Library Media Center.
 4. Teachers send small groups of students to the LMC for research or presentation purposes, as well as bringing their entire class in.
1. As teachers come into the LMC, either in the Library, Lab, or both, they are given training in information literacy as outlined in the District Technology Plan and the District Library Plan. Instruction includes but is not limited to:
 - a. Use of online catalog
 - b. Academic research skills
 - c. Use of databases and other academic web resources
 - d. Determining credibility of internet sites and information

5. Kennedy uses a stamp on student ID card to ensure that library staff knows which students have parent-signed computer use agreements on file.
6. In-service was provided to all staff on several collaboration days on use of Library technology, including presentation equipment, research skills and tools, and presentation software.

Next Site steps:

1. The principal will monitor site plans to see if **library rules** are implemented
2. The principal will monitor site library plans for adherence **to certificated staff/teacher responsibilities** listed in this goal.
3. The principal will ensure that all site library plans include **a staff development plan to ensure that teachers know how to use library technology.**
4. Sites will develop 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.

Where the library is on meeting the 2006 goal as of May 1st, 2007

1. The principal has monitored site plans to ensure **library rules** are implemented.
2. Staff development regarding technology and library technology might be implemented 2007-08 by having two hour in services after school periodically.

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. Train students on the proper usage of citations with the software tool Noodlebib
2. Train students and staff regarding issues of plagiarism
3. Train students to evaluate web pages for appropriate information acquisition via [tutorials](#).

Next Site Steps:

1. All 9th grade English students and staff should be trained regarding the issues of plagiarism.
2. All 9th grade English students will use the Bridges Database for their I-Search Career project.
3. All 10th grade English students should be able to evaluate the validity of specific web pages for research.
4. All 10th grade students need to know how to cite any type of media, be it print or online in the current MLA format with the aid of the software tool Noodlebib.

Where the library is on meeting the 2006 goal as of May 1st, 2007:

1. Over half of the 9th grade English staff brought their students in to be trained on using [Turnitin](#) online anti-plagiarism software.
2. All 9th grade English staff brought their students in use the Bridges database for their I-Search Career project.
3. Half of all 10th grade English students received tutorial instruction regarding web site validity for research.
4. Three quarters of all 10th grade students have received training on citing sources in the current MLA format with the aid of the software tool Noodlebib.

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. Site library media teachers will serve on: site library, curriculum, and technology committees and school site council (or SIP committee).
2. In the absence of a library media teacher, the library media technician or other library representative will serve on the school site council (or SIP committee).

Next Site Steps

1. Sites need to provide time to develop collaborative projects between library media teachers and classroom teachers through staff meeting, or grade level or department meetings.
2. As the classroom teacher and the library media teacher develop collaborative lessons, these lessons will be shared throughout the district.
3. In order to encourage more active credentialed participation on site library plan committees, site administrators will inform their staff teachers that participation on the committee will be counted in teachers' 40 hours adjunct duty.

Where the library is on meeting the 2006 goal as of May 1st, 2007:

1. The Kennedy High School site has started to provide time for collaboration and professional development for projects via the SLC grant.
2. The library media teacher has been instrumental in providing the vehicle for the SLC's, project-based learning and has started to collaborate with various staff members who have expressed interest.

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. Site purchased titles on CA STAR reading list California Reading List, the California Department of Education Recommended Literature lists, FUSD's core and extended reading lists, age-appropriate Booklegger titles, and books that support the curriculum and state standards. (Allocated \$10,000 in SIP funding)
2. Site completed inventory of collections by April 2006.
- 3.

Next Site Steps:

1. Site will continue to purchase titles on CA STAR reading list California Reading List, the California Department of Education Recommended Literature lists, FUSD's core and extended reading lists, age-appropriate Booklegger titles, and books that support the curriculum and state

standards recommended by teachers for usage in interdisciplinary project-based learning.

2. Sites will complete the inventory of their collections by the last workday of June 2007.

Where the library is on meeting the 2006 goal as of May 1st, 2007:

1. Site has purchased titles on CA STAR reading list California Reading List, the California Department of Education Recommended Literature lists, FUSD's core and extended reading lists, recommendations from American Library Assoc., and books that support the curriculum and state standards recommended by teachers for usage in interdisciplinary project-based learning. (\$20,000 allocated from SIP funding, \$14,000 spent.)
2. Inventory of collections started 04/07.

Goal 7-Classroom Libraries

Provide elementary classroom library collections to enhance the classroom curriculum and provide sources of recreational reading materials. (Summary of Accomplishments—Classroom Library Grant end.)

- 1.

Goal 8—Board and Administrative Commitment:

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

Site Steps Completed in Recent Years:

- 1.
- 2.
- 3.

Next Site Steps:

- 1.
- 2.
- 3.

Goal 9—Community Involvement

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

Site Steps

1. Donations through PTSA fund the operations of printers and paper in the Library
- 2.
- 3.

Next Site Steps:

1. Continue to encourage parents and community members to support our library through donations of books, money, technology, fundraisers, and volunteer hours.
2. With permission of the current administration, set up a web blog for students to write and post book reviews.
3. With coordination of local booksellers (Borders, Barnes & Noble, Half-Price Books) bring authors on campus for book readings.
4. Set up a book club involving parents and students with monthly forums for discussion

Where the library is on meeting the 2006 goal as of May 1st, 2007:

1. The library has received funding for the printers and other items from PTSA and donations of books from parents and staff.

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.

Site Steps Completed in Recent Years:

- 1.
- 2.
- 3.

Next Site Steps:

- 1.
- 2.
- 3.

Goal 11—Funding

Ensure adequate funding for maintaining and developing library services and resources. (Your school plan for additional funding)

Site Steps Completed in Recent Years:

- 1.
- 2.
- 3.

Next Site Steps:

- 1.
- 2.
- 3.

**SIGNATURE PAGE FOR MEMBERS OF _____ SCHOOL
SITE LIBRARY PLAN COMMITTEE**

Principal

Teacher

Library Media Teacher

Teacher

Librarian Media Technician

Teacher

Parent

Teacher

Teacher

Date submitted to district