

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Fremont High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Fremont High School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1303
Introduction Date: 6/24/15
Enactment No.: 15-1042
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: Fremont High School
CDS Code: 1612590125716
Principal: Emiliano Sanchez
Date of this revision: 6/10/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Emiliano Sanchez	Position:	Principal
Address:	4610 Foothill Blvd. Oakland, CA 94601	Telephone Number:	510-434-5257
		Email Address:	emiliano.sanchez@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Fremont High School

Site Number: 302

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) 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, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 3/19/2015

6. The public was alerted about the meeting(s) through one of the following:

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices and Media Announcements, etc.)

Signatures:

<u>Emiliano Sanchez</u> Print name of School Principal	 Signature	_____ Date
<u>Rodrigo Orantes</u> Print name of SSC Chairperson	 Signature	_____ Date
<u>Mark Triplett</u> Print name of Network Superintendent	 Signature	<u>6.1.15</u> Date
<u>Susana Ramirez</u> Susana Ramirez, Director, State & Federal Programs	 Signature	<u>6/4/15</u> Date

2015-2016 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$249,300.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$319,666.84	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$593,966.84	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$168,073.24	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,196.53	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$172,269.77	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: ACADEMIC DISCOURSE/Student Engagement

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Academic Discourse in Service of Literacy
- An increase of all grades reading at or above grade level by 5%.
- An increase of the percent of students with one or more years of growth on their SRI scores by 10%.
- Increase level of student engagement of AAM and LM by 20%
- Increase level of student academic discussion of AAM and LM by 20%

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	An increase of all grades reading at or above grade level by 4%.	13% at or Above grade Level	22.4% at or Above grade level	23.3% At or Above Grade Level
SRI	An increase of the percent of students with one or more years of growth on their SRI scores by 10%.	TBD	TBD * 1.10	TBD2 * 1.1
Grades D&F rate	We aim to increase student achievement through student engagement. Increase in student engagement in class with result in increase student acheivement/grades therefore a reduction in D&F rates.	Average GPA in Fall 2014 2.30	Average GPA 2.4	Average GPA 2.48

Long-Term EL reclassification rates	We need to increase the rate of LTEL reclassification rate by 10%	2%	10%	12%
Other - Increase Graduation rate	Increase the percent of students who meet graduation requirements if they stay their senior year.	72%	80%	85%
SRI	Although we need to increase the initial CAHSEE pass rate for ELA for all student, we need to increase this rate for our our General Ed. students	48%	53%	58%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
At mid-year SRI for 9th grade we have demonstrated an increase of the SRI score of over 4%.	We presently have 95 9th grade students, approximately 38%, as high needs students, (Newcomers and/or Special Ed)
At mid-year SRI for all grades we have demonstrated an increase of the SRI score of over 4%.	We presently have 247 students overall, approximately 32.4%, as high needs students, (Newcomers and/or Special Ed)
48% of all general ed students passed the ELA section of the CAHSEE at the initial testing last year.	Presently 325 of our students, 42.7%, are designated as ELL students. This is a challenge as many of them are still reading several years below grade level.
78% of the students who stayed the entire year at Fremont graduated or met requirements except CAHSEE.	We presently have a student body that is about 42% ELL (25% Newcomers), and about 25% SpEd which means that the majority of our students come to reading several years below grade level.
51% of all general ed students pass the math portion of the CAHSEE.	When we include the Newcomers and SpEd its only 34.8%. We need to strengthen our math instruction, aliging with the comon core.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback from our Extended Site Visit share that our Pedagogical Practices are not totally aligned to the outcomes we want to see. Teachers need to provide make the classroom setting conducive to Academic Discourse to help foster literacy.

Structured SSR is not implemented school wide. SSR and Reading logs are only practiced at certain grade levels and content areas.

SRI testing was not fully implemented the last two years, one of the measures for reclassification. Last year there was a strong effort in the initial testing but the fell off at mid year and the final testing session.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Why 1. Our students are not engaged in Academic Discourse during Observation/Feedback and Extended Site Visits. Why 2 Our students are not receiving instruction through Pedagogical Practices that are totally aligned to the outcomes we want to see. Why 3. Our teachers need to make the classroom setting more conducive to Academic Discourse to help foster literacy.

Why 1. Our students do not receive enough opportunities to read leveled material. Why 2. Our students are not exposed to enough reading material that they consider to be interesting or relevant. Why 3 SSR and leveled readers need to be readily accessible to students in ELA and Academic Literacy classes. The teachers do not see themselves as literacy teachers unless they are ELA teachers.

Why 1. Students do not understand the importance of SRI testing and it's score. Why 2 Many students do not take the test seriously therefore the SRI results do not truly demonstrate their true reading ability. Why 3 The teachers and school staff need to emphasize the important of the SRI test and the significance of the score.

MAJOR IMPROVEMENT STRATEGY #1

Academic Discourse in Service of Literacy.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will have toolbox of strategies that they will utilize to create opportunities for structured academic discussions. Strategies will address the wide array of student needs, including ELL students, students below reading below grade level and GATE students.	Admin will meet with ILT and SLC to generate these strategies and plan PD on how to roll out the strategies.	Admin/ILT will provide teachers with models of AD strategies.
Teachers will use AD strategies to increase engagement and as scaffolding towards increased literacy and evidence based writing.	Admin and ILT will continue to collect data of AD via walkthroughs, paying particular attention to African American and Latino Males	Admin and ILT will structure peer observations that focus on AD strategies
Teachers will implement "Do Nows" that include the use of AD	Bi-Monthly Check-in with SLC leads and Principal to check progress and identify support needs, in particular for the ELL students and African American Males.	Weekly planning session for SLC members and SLC Lead.
10th grade teachers will work with WriterCoach Connection to provide students one-on-one literacy support throughout the year.	Work with WCC staff to ensure that 10th grade students receive one on one support in writing as they prepare for the ELA CAHSEE administration.	Admin will contract with EBC to provide support staff to monitor the CCIC center, providing support to the students as they work to be college and career ready upon graduation.
Use grade level readers in Academic Literacy courses to support SSR.	Provide 2 .5 FTE to support academic literacy classes in 9th grade.	Purchase supplies and materials to supplement the math and ELA classes.

Teachers working with seniors will collaborate with CCIC staff to ensure that all seniors have support to meet all graduation and college entrance requirements	Provide 1 .17FTE to assist with academic literacy for the EL - Newcomer students	Hold parent education sessions to teach parents about the graduation, A-G, SRI and SBAC.
	Provide funds for teachers to provide academic acceleration to students beyond the instruction day.	.5 STIP sub will be hired to assist with student academic achievement. Provide release for teacher observation, student pull out and support.
	Pay a teacher to be liaison with the afterschool program, making sure that the students have access to a variety of programs.	Work with the 21st Century Coordinator to enhance the Extended day Program.
	Pay for 4.51 FTE to ensure that all students have access to A-G courses needed to meet graduation requirements.	Ensure that all classes have appropriate supplies for classes.
	Provide all district textbooks for student use.	Provide funds for refreshments at staff and parent meeting.
	Coordinate with Community Programs Manager to provide appropriate Extended Day opportunities for students.	Pay for the benefits of the FTE's that are funded through LCAP Discretionary Funds.



MAJOR IMPROVEMENT PRIORITY #2:	IMPROVE ACHIEVEMENT VIA ATTENDANCE
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Improve student achieve by improving student attendance
- Reduce the chronic absentee rate to meet the goal, reduction of 10%
- Reduce the school drop out rate by 3% as per district guidelines
- Increase the pathway participation to over 90%
- Increase the community engagement activities throughout the school year to meet district guidilnes.
- Increase the parent participaction of all sub groups, in particular African American and Pacific Island Parents.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Chronic Absence	Reduce chronic absentee rate, in particular for Special Education and African American students	20.6% (2013-14: 48% of C.A. were Sped, 31% were Af. Am.)	18.60%	16.50%
Average Daily Attendance	Improve the school attendance by 10%.	TBD	TBD *1.1	TBD2 *1.1
Parent academic workshops rate	Increase the number of parent workshops and increase the parent participation at workshops. Workshops to include attendance data and academic achievement comparison.	0	3	5
Other - Redcution of students arriving late to class	Reduction in tardies, from class to class, reduction of students in the halls after the late bell.	TBD	100%	100%
Linked Learning participation rate	Meet goal of 100% pathway participation by reaching out to students in all sub groups, Newcomers and SpEd.)	89%	63%	69%
Grades D&F rate	Increase the percent of students stay to their senior year and the graduation rate for those who meet the graduation requirements if they stay their senior year.	57%		

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
Teachers are now submitting 100% of the weekly attendance report by Tuesday of the following week.	Although we have improved we still are at about 75% of attendane by the 10 minute period.
We have many teachers who are reaching out to parents to address attendance, and academic progress.	We still have teachers who need support to address students in the hallway during instruction and involving parents in the ediuication of the students.

We have a small group of parents that are highly involved in the school community. Giving many hours of support for our students and other parents.

Many parents are still reluctant to come to the school and get involved. This is especially true for our African American parents and community members as our engagement activities are seldomly attended by any African American adults.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Data states that our chronic absentee rate remains about the same over the last three years. We need to change our practices to correct this situation. We need to be more proactive and deliberate with our outreach to parents. We also need to practices that support the reduction of student absentee rate.

We still have students who get to class late although they are on campus all day. We need to collectively hold our students accountable to get to class on time.

Our staff is still struggling to reach our students with engaging curriculum. We have a young staff and are learning their craft.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Why1. All students aren't seeing the importance of coming to school everyday. Why2. The school still struggles to reach the students and their families Why3. We need to be more proactive at reaching parents and students and sharing the importance of attendance.

Why1. All students are not transitioning to class in a timely manner. Why 2. All student are not receiving quality instruction bell to bell. Why 3. We need to have school wide and classroom practices and procedures that provide quality education for all students, one that builds the urgency for students to be in class on-time everyday.

Why 1. All students don't engage in the classroom activity. Why 2 All students are held accountable to do their work. Why 3 Why need to provide PD and strategies to our entire staff so that the curriculum is aligned to the CC and is engaging to the students.

Why 1 All students do not see themselves as having the opportunity to graduate college and career ready. Why 2 All our students and parents do not know/understand the importance of meeting all the A-G requirements with a C or better to have a 4 year college as a viable option graduation from high School.

MAJOR IMPROVEMENT STRATEGY #2

Implement teaching strategies and school practices that maximize in-class instruction, strategies that engage students from bell to bell and support all students to attend class regularly and on time.

Teaching Practices:	Leadership Practices:	Organizational Practices:
Teachers will stand at doors encouraging student to go to class and monitoring hallways	Have SSO strategically stationed throughout the school, and give them specific practices that support attendance.	.5 STIP sub will be hired to assist with student academic achievement by having STIP sub make contact to address daily attendance.
Teachers will integrate strategies to include parents into the academic development of their students, i.e. call home with updates, invite the parents to do classroom sit ins, etc.	Hire California Youth Outreach to do case managin and campus supervision.	Provide extended day opportunities for our students as many do not have support structures at home.
Teachers will integrate strategies to include parents into the academic development of their students, i.e. call home with updates, invite the parents to do classroom sit ins, etc.	Work with teachers to implement structures that encourage/motivate our students to attend daily and on time.	All teachers and students will have access to appropriate technology to make the curriculum engaging, relevant and is taught through current medium
Teachers will make phone calls home for students who are absent more than 2 consecutive days.	Allocate funds so that teacher can work with students who need additional support beyond the instructional day. (Intervention for students with attendance issues.)	Admin will ensure that all machines for duplication are maintained
Teachers will strengthen their lesson plans and teach bell to bell, using warm-ups to start the class and exit tickets to end the lesson	Provide teachers with IT Support to upkeep all technology	Attendance team will look at data weekly and call home to verify and excuse absences to reduce chronic absentees. Phone calls home will be made mainly by the Community Asst. and the Attendance clerk.
Teachers will use academy funds to purchase materials for their CTE courses	Academy Directors will work to further develop the pathways making the content relevant and engaging so that student want to attend.	Ensure that funds are used to support classroom instruction and positive attendance.
	Hire a Community assistant to help with outreach.	Provide funds for books other than textbooks to support student achievement.
	Hire a Community assistant to help with outreach.	Provide funds for substitutes to support the office staff monitor attendance and other district measures.
	Pay for .2 of CTE teacher in pathway	Attendance team will review attendance data weekly to call home to inform parents of attendance matters, set up SART meetings and collect data for the marking period incentives for attendance.
	Allocate funds to compensate staff for work above and beyond the school day.	

	Hire a Community assistant to help with outreach.	
	Hire California Youth Outreach to do case managin and campus supersion.	

MAJOR IMPROVEMENT PRIORITY #3: CULTURE AND CLIMATE

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- Increase positive climate culture in school, making it a college going culture.
- Decrease drop-out rate as per distrit guidelines, Balanced Score Card requirement is 29.8% or lower.
- Reduce number of suspensions per district guides, Balanced Score Card, requirement is 12.1% or lower.
- Increase the cohort graduation rate. Use intervention strategies at 9th grade so that less students fall behind and are in need of credit recovery in the upper grades. Balance Score Card requirement is 58.9% or higher.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Suspension	In order to increase achievement we need to decrease the number of days out of class, especially due to suspension. Reduction of incidents that may lead to suspension will increase school culture and student achievement.	2013 rate was 13.4%	12.10%	10.90%

Grades D&F rate	In order to increase graduation rate we need to focus on the D & F rate at the younger grades. If we address the D & F then there will be less credit recovery necessary in the 12th grade and more students will graduate and will increase our college going culture.	Average GPA in Fall 2014 2.30	Average GPA 2.4	Average GPA 2.48
Suspension	Our African American academic achieved lags behind the rest of the sub groups. This could be directly related to the higher level of disciplinary actions in particularly suspensions. Alternatives to suspensions should increase student achievement.	2013-21014 AA Suspension rate 25.3%	22.00%	20.00%
Other	Doing interventions at the younger grades will retain our students, impeding the need for the students to attend an accelerated school their senior year.	2013-2014 Cohort Gr. Rate 56.9%	58.90%	60.90%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
We have developed a strong Newcomer program. Our teachers are dedicated to the students in the SLC and have spent many hours developing the curriculum and the structures of support.	As many student in our community choose to attend other schools we have about 50% of our student body coming from outside the community area. This often leads to students have neighborhood conflicts that spill into the school.
We have a Special Ed teacher that is deeply committed to working on culture and climate of the school. She has worked diligently to create structures aligned with PBIS model. This has helped to disseminate school wide norms.	3 of the 5 SDC classes have new teachers. They are teaching the Counseling Enriched and the Intensive Counseling Enriched students, the most needs. Many of our disciplinary issues stem from those classes.
	The recent influx of Unaccompanied minors has swelled our Newcomer Program. These students for the most part are under or un school in their native countries. Getting the to be college and/or career ready in four years or five years is going to be a big challenge.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Data states that although we have had improvements in the area of reduction of suspensions this is not particulaly true for our African American Student Body. We need to continue to serve for ways to reach our students so that they feel Fremont as a Safe Community where they can search out adults who they can trust prior to doing incidents that get them suspended.

Fremont's data demonstrates that our Special Education students are continuing to be suspended at a higher rate than our general population. Our Special Education staff needs ongoing support and professional development so that they can build relationships with students. And put into place norms and procedures that are appropriate to the students they serve.

Our data shows that about 1/3 of our students drop out, not receiving their high school diploma. We need to continuously track our students, monitoring their academic progress and their attendance and intervene before the students are so far behind they feel they can not catch up. We will use data at strategic times during the school year, after marking periods and semester, to intervene with accelerated interventions such Student Success Team meeting with parents, extended day support, crunch sessions and Saturday School.

Our data states that we not retaining enough of our 4 year cohorts for graduation. We need to work with our 9th grade cohort so that we can increase our 4 year cohort retention.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Why 1. Our students continue use violence when they are faced with conflict. Why 2. Our students are not self referring to conflict mediation or turning to adults when faced with conflict. Why 3. We need to further promote and teach our Code of Respect so that our students seek alternative methods to solve conflict so that we can reduce our student suspensions.

Why 1. Students are struggling in school and are in need of credit recovery after their first year of high school. Why 2. Our students are not seeig the importance of keeping on track with their credits as they progress through high school.. Why 3. Our staff needs to indentify at risk students earlier and provide early intervention, not leaving credit recovery until their junior or senior year which is often too late.

Why 1. Many students continue to particiapate in inappropriate activites during lunch time. Why 2. Students continue to try to leave campus during lunch and school hours. Why 3. We need increase adult supervision but more importatntly we need to increase school activities during lunch time to increase school culture.

MAJOR IMPROVEMENT STRATEGY #3

Building Positive Culture: Code of ReSPECT hold the 5 pillar that the school culture and climate will based on. Are students will be Safe, Proud, Equitable, Communicators and Teamplayers. School will create and Implement a school-wide plan for student behavior. A plan that describes teacher actions and student consequences that include alternatives to suspension.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Provide students in the academies with curriulum and experiences that expose them to pathways in a releveant/meaningful manner.	Ensure that school courses are accredited by WASC.	Provide the students in each academy opportunities to truly explore pathways.
Take students to excursions that expose students to colleges, and careers. To reinforce curriculum in the classroom.	Provide funds so that school will be open on Saturdays so that teachers can provide additional support to students.	Provide materials that serve as incentives to support positive culture and climate.
PE Teachers will use locker room attendants to assist with safety and security in the locker room and the PE area.	Provide funds to pay clerical staff to provide support for positive culture and climate.	Support school spirit by providing to funds to secure funds to off-site events.

	Provide subs to release teachers to go on field trips.	Provide opportunities for our students to develop Restorative Practices and use those to decrease Punitive Discipline
	Contract with district for .5 RJ Coordinator. The RJ coordinator will work with administration when situations arise that need mediation. More importantly, RJ coordinator will work with administration and the COST team to: Coordinate school-wide RJ practices and training, identify at-risk students and provide them one-on-one sessions and counseling.	Structure activities that foster school spirit.
	Secure Location for Graduation as we do not have a venue for Graduation	Provide equitable opportunities for students to participate on academic excursion.
	Support staff to ensure that the school-wide students' expectations are taught and upheld by entire staff.	



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Fremont High School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (ACADEMIC DISCOURSE/Student Engagement)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will have toolbox of strategies that they will utilize to create opportunities for structured academic discussions. Strategies will address the wide array of student needs, including ELL students, students below reading below grade level and GATE students.	SRI	Low-Income Students	Teacher extended contract to compile toolbox and inservice the staff on the strategies. (120 x 25) = \$3000	General Purpose Discretionary	1122				\$3,000.00	302-1A	Targeted Approaches	A3.4: Teacher Professional Development focused on Literacy
Teachers will use AD strategies to increase engagement and as scaffolding towards increased literacy and evidence based writing.	Grades D&F rate	African American Students	Subs for release time for ILT members to observe teachers and given feedback on implementation on strategies. (15 x \$120) = \$1800	General Purpose Discretionary	1150				\$1,800.00	302-1B	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will implement "Do Nows" that include the use of AD	Grades D&F rate	Low-Income Students	Extended contract for ILT to generate Do Nows Prompts that can be used within the SLCs. (30 x \$25) = \$750	General Purpose Discretionary	1122				\$750.00	302-1C	Teacher PD	A2.9: Targeted School Improvement Support
10th grade teachers will work with WriterCoach Connection to provide students one-on-one literacy support throughout the year.	SRI	Low-Income Students	Have WCC volunteers do pull out support for the students. Giving one-on-one interaction with the students helping them with reading comprehension.	Title I Basic	5825				\$14,000.00	302-1D	Targeted Approaches	A2.9: Targeted School Improvement Support
Use grade level readers in Academic Literacy courses to support SSR.	SRI	Low-Income Students	The use of leveled readers will support SSR to assist in the increase of student reading skills.	Title I Basic	4200				\$4,000.00	302-1E	Targeted Approaches	A3.2: Reading Intervention
Use grade level readers for SSR in ELD support classes.	SRI	English Language Learners	The use of leveled readers will support SSR to assist in the increase of student reading skills.	Title I Basic	4200				\$3,000.00	302-1F	Targeted Approaches	A4.3: Newcomer Programs
Admin will meet with ILT and SLC to generate these strategies and plan PD on how to roll out the strategies.	Grades D&F rate	Students with Disabilities	Provide stipends to members of the ILT.	General Purpose Discretionary	1122				\$1,250.00	302-1G	Teacher PD	A2.8: Data & Assessment
Admin and ILT will continue to collect data of AD via walkthroughs, paying particular attention to African American and Latino Males	Grades D&F rate	Low-Income Students	Provide Subs for Walk-throughs and observations	General Purpose Discretionary	1150				\$4,000.00	302-1H	Targeted Approaches	A2.5: Teacher Professional Development for CCSS & NGSS
Bi-Monthly Check-in with SLC leads and Principal to check progress and identify support needs, in particular for the ELL students and African American Males.	Grades D&F rate	African American Students	Monitor progress of students and implement strategies that provide support for the students.							302-1I		
Work with WCC staff to ensure that 10th grade students receive one on one support in writing as they prepare for the ELA CAHSEE administration.	SRI	Low-Income Students	Have WCC volunteers do pull out support for the students. Giving one-on-one interaction with the students helping them with reading comprehension.	Title I Basic	5825				See above	302-1J		
Provide 2 .5 FTE to support academic literacy classes in 9th grade.	SRI	Low-Income Students	9th grade ELA teachers teach an Academic Literacy Course for 9th grade students.	Title I Basic	1105			1	\$87,588.65	302-1K	Targeted Approaches	A2.9: Targeted School Improvement Support
Provide 1 .17FTE to assist with academic literacy for the EL - Newcomer students	SRI	English Language Learners	Offer an Academic Literacy Course for low underschooled Newcomer ELL students	Title I Basic	1105			0.17	\$18,880.00	302-1L	Targeted Approaches	A2.9: Targeted School Improvement Support
Provide funds for teachers to provide academica acceleration to students beyond the instruction day.	Grades D&F rate	African American Students	Offer extended contract for staff to provide extended day support.	General Purpose Discretionary	1122				\$5,000.00	302-1M	Extended Learning Time	A1.3: A-G Completion
Pay a teacher to be liason with the afterschool program, making sure that the students have access to a variety of programs.	Grades D&F rate	Low-Income Students	Teacher will be the conduit of information from Principal and the After school coordinator	21st Century	1122				\$2,941.25	302-1N	Extended Learning Time	A1.6: After School Programs

Pay for 4.51 FTE to ensure that all students have access to A-G courses needed to meet graduation requirements.	Other - Increase Graduation rate	Low-Income Students	To ensure that Newcomers and other students have access to A-G courses needed to graduate.	LCFF Supplemental	1105			4.51	\$254,749.65	302-1O		A1.3: A-G Completion
Provide all district textbooks for student use.	Grades D&F rate	Low-Income Students	Pay to replace textbooks, replacing lost and damaged books.	General Purpose Discretionary	4100				\$9,000.00	302-1P		A2.3: Standards-Aligned Learning Materials
Coordinate with Community Programs Manager to provide appropriate Extended Day opportunities for students.	Grades D&F rate	Low-Income Students								302-1Q	Extended Learning Time	
Admin/ILT will provide teachers with models of AD strategies.	Other - Increase Graduation rate	African American Students								302-1R		
Admin and ILT will structure peer observations that focus on AD strategies	Grades D&F rate	English Language Learners								302-1S		
Weekly planning session for SLC members and SLC Lead.	Other - Increase Graduation rate	Low-Income Students								302-1T		
Admin will contract with EBC to provide support staff to monitor the CCIC center, providing support to the students as they work to be college and career ready upon graduation.	Other - Increase Graduation rate	Low-Income Students	Contract with EBC to provide students with additional support with PLP, college applications and FAFSA submission.	General Purpose Discretionary	5825				\$12,000.00	302-1U		A1.3: A-G Completion
Purchase supplies and materials to supplement the math and ELA classes.	Other - Increase Graduation rate	English Language Learners	Purchase supplementary materials and equipment to support Math and ELD/ELA instruction.	Title I Basic	4310				\$27,513.86	302-1V	Targeted Approaches	A1.3: A-G Completion
Hold parent education sessions to teach parents about the graduation, A-G, SRI and SBAC.	Long-Term EL reclassification rates	Low-Income Students	Purchase refreshments for the parent meetings.	Title I Parent	4311				\$4,196.53	302-1W	Family Engagement	A6.1: Parent/Guardian Leadership Development
.5 STIP sub will be hired to assist with student academic achievement. Provide release for teacher observation, student pull out and support.	SRI	Low-Income Students	Stip sub will work with 9th and 10th grade ELA/ELD teachers. Providing push in and pull out support.	General Purpose Discretionary	1105				\$17,017.73	302-1X	Targeted Approaches	A2.9: Targeted School Improvement Support
Work with the 21st Century Coordinator to enhance the Extended day Program.	Grades D&F rate	Low-Income Students	Ensure that the activities provided enhance the experience and accelerate the academics of our students.	21st Century	5826				\$221,104.54	302-1Y	Extended Learning Time	A1.6: After School Programs
Ensure that all classes have appropriate supplies for classes.	Other - Increase Graduation rate	Low-Income Students	Purchase supplies and materials that support classroom instruction	General Purpose Discretionary	4310				\$30,000.00	302-1Z		A2.3: Standards-Aligned Learning Materials
Provide funds for refreshments at staff and parent meeting.	Other - Increase Graduation rate	Low-Income Students	Purchase refreshments for the parent meetings.	General Purpose Discretionary	4311				\$9,000.00	302-1AA	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Pay for the benefits of the FTE's that are funded through LCAP Discretionary Funds.	Other - Increase Graduation rate	Low-Income Students	All FTE's require payments of benefits.	LCFF Supplemental	3000					302-1AB		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (IMPROVE ACHIEVEMENT VIA ATTENDANCE)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will stand at doors encouraging student to go to class and monitoring hallways	Average Daily Attendance	African American Students								302-2A		
Teachers will integrate strategies to include parents into the academic development of their students, i.e. call home with updates, invite the parents to do classroom sit ins, etc.	Chronic Absence	Low-Income Students								302-2B	Family Engagement	

Teachers will integrate strategies to include parents into the academic development of their students, i.e. call home with updates, invite the parents to do classroom sit ins, etc.	Chronic Absence	Foster Youth									302-2C		
Teachers will make phone calls home for students who are absent more than 2 consecutive days.	Average Daily Attendance	African American Students									302-2D		
Teachers will strengthen their lesson plans and teach bell to bell, using warm-ups to start the class and exit tickets to end the lesson	Grades D&F rate	Low-Income Students									302-2E		
Teachers will use academy funds to purchase materials for their CTE courses	Linked Learning participation rate	Low-Income Students	Materials and supplies for the CTE courses.	Partnership Academy	4310				\$79,414.94		302-2F	Targeted Approaches	A1.1: Pathway Programs
Have SSO strategically stationed throughout the school, and give them specific practices that support attendance.	Chronic Absence	Students with Disabilities									302-2G		
Hire California Youth Outreach to do case management and campus supervision.	Chronic Absence	Low-Income Students	CYO Services case managing services	General Purpose Discretionary	5825				\$16,000.00		302-2H		A5.1: School Culture & Climate (Safe & Supportive Schools)
Work with teachers to implement structures that encourage/motivate our students to attend daily and on time.	Other - Reduction of students arriving late to class	African American Students									302-2I		
Allocate funds so that teacher can work with students who need additional support beyond the instructional day. (Intervention for students with attendance issues.)	Average Daily Attendance	Low-Income Students	Teachers on extended contracts to provide additional support students after school hours and on Saturdays.	General Purpose Discretionary	1122						302-2J	Extended Learning Time	
Provide teachers with IT Support to upkeep all technology	Average Daily Attendance	African American Students	Buy district IT services to maintain our equipment	LCFF Supplemental	5737				\$15,917.19		302-2K		A5.3: School Facilities
Academy Directors will work to further develop the pathways making the content relevant and engaging so that student want to attend.	Linked Learning participation rate	Low-Income Students	Pay for the academy directors to have an additional conference period to help coordinate academy classes.	Partnership Academy	1122		0.6	\$52,943.00			302-2L		A1.1: Pathway Programs
Hire a Community assistant to help with outreach.	Parent academic workshops rate	English Language Learners	Reach out to parents to attend Parent Academic Academies and Workshops	LCFF Concentration	2200		0.48	\$25,000.00			302-2M	Family Engagement	A6.1: Parent/Guardian Leadership Development
Hire a Community assistant to help with outreach.	Chronic Absence	African American Students	Reach out to parent to get more involved with students schooling/attendance.	LCFF Supplemental	2200		0.22	\$12,000.00			302-2N	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Pay for .2 of CTE teacher in pathway	Linked Learning participation rate	Low-Income Students	Pay .2 of CTE teacher.	LCFF Supplemental	1122		0.2	\$13,294.12			302-2O		A1.1: Pathway Programs
Allocate funds to compensate staff for work above and beyond the school day.	Chronic Absence	African American Students	Pay clerical staff for making phone calls and site visits to homes of students who are at risk of chronic absences.	General Purpose Discretionary	2225			\$2,000.00			302-2P	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Hire a Community assistant to help with outreach.	Average Daily Attendance	African American Students	Reach out to parents to help improve attendance.	General Purpose Discretionary	2200		0.3	\$22,313.58			302-2Q	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Hire California Youth Outreach to do case management and campus supervision.											302-2R		
.5 STIP sub will be hired to assist with student academic achievement by having STIP sub make contact to address daily attendance.	Chronic Absence	African American Students	.50STIP Sub position	Title I Basic	1105		0.5	\$13,090.73			302-2S	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)
Hire California Youth Outreach to do case management and campus supervision.	Chronic Absence	Foster Youth	CYO Services case managing services	General Purpose Discretionary	5825			See Row 105			302-2T		

Provide extended day opportunities for our students as many do not have support structures at home.	Other - Reduction of students arriving late to class	Low-Income Students	Have extended day opportunities for students via 21st Century Program.	21st Century					In 21st Century budget	302-2U	Extended Learning Time	A1.6: After School Programs
.5 STIP sub will be hired to assist with student academic achievement. Provide release for teacher observation, student pull out and support.	Average Daily Attendance	Low-Income Students	.5 STIP Sub Position	General Purpose Discretionary	1105			0.5	\$17,017.73	302-2V	Targeted Approaches	A2.4: Teacher Recruitment & Retention
Admin will ensure that all machines for duplication are maintained	Other - Reduction of students arriving late to class	Low-Income Students	Pay for maintenance agreement for upkeep of copiers.	General Purpose Discretionary	5610				\$14,000.00	302-2W		A5.3: School Facilities
Attendance team will look at data weekly and call home to verify and excuse absences to reduce chronic absentees. Phone calls home will be made mainly by the Community Asst. and the Attendance clerk.	Chronic Absence	African American Students	Provide Extended Contract for parent contact after hours.	General Purpose Discretionary	1122				\$3,000.00	302-2X	Family Engagement	A3.3: Family Engagement focused on Literacy
Ensure that funds are used to support classroom instruction and positive attendance.	Average Daily Attendance	Low-Income Students	Purchase supplies for classroom instruction and for incentives for attendance, perfect attendance and improved attendance.	General Purpose Discretionary	4310				\$20,630.96	302-2Y	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Provide funds for books other than textbooks to support student achievement.	Other - Reduction of students arriving late to class	Low-Income Students	Purchase books other than textbooks.	General Purpose Discretionary	4200				\$5,000.00	302-2Z	Targeted Approaches	A2.9: Targeted School Improvement Support
Provide funds for substitutes to support the office staff monitor attendance and other district measures.	Chronic Absence	African American Students	Pay for subs to support.	General Purpose Discretionary	2450				\$1,500.00	302-2AA	Targeted Approaches	A2.8: Data & Assessment
Attendance team will review attendance data weekly to call home to inform parents of attendance matters, set up SART meetings and collect data for the marking period incentives for attendance.										302-2AB		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (CULTURE AND CLIMATE)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Provide students in the academies with curriculum and experiences that expose them to pathways in a relevant/meaningful manner.	Grades D&F rate	African American Students	N/A							302-3A		A1.1: Pathway Programs
Take students to excursions that expose students to colleges, and careers. To reinforce curriculum in the classroom.	Other	Low-Income Students	Provide subs to cover classes when teachers take students on excursion.	General Purpose Discretionary	1122				\$4,000.00	302-3B		A5.1: School Culture & Climate (Safe & Supportive Schools)
PE Teachers will use locker room attendants to assist with safety and security in the locker room and the PE area.	Suspension	Low-Income Students	Pay for PE attendance.	LCFF Supplemental	2205			1	\$23,705.88	302-3C		A5.1: School Culture & Climate (Safe & Supportive Schools)
Ensure that school courses are accredited by WASC.	Other	Low-Income Students	Pay fees for WASC membership	General Purpose Discretionary					\$820.00	302-3D		A1.3: A-G Completion
Provide funds so that school will be open on Saturdays so that teachers can provide additional support to students.	Other	Low-Income Students	Pay for custodial staff and classified staff on Saturdays.	General Purpose Discretionary					\$2,300.00	302-3E	Extended Learning Time	A6.2: Family Engagement Professional Learning for Administrators/ Teachers/ Staff
Provide funds to pay clerical staff to provide support for positive culture and climate.	Grades D&F rate	Low-Income Students	Pay OT.	General Purpose Discretionary					\$1,200.00	302-3F	Family Engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)

Provide subs to release teachers to go on field trips.	Other	Low-Income Students	Pay subs.	General Purpose Discretionary					\$3,200.00	302-3G		A1.1: Pathway Programs
Contract with district for .5 RJ Coordinator. The RJ coordinator will work with administration when situations arise that needs mediation. More importantly, RJ coordinator with work with administration and the COST team to: Coordinate school-wide RJ practices and training, identify at risk students and provide them one-on-one sessions and counseling.	Suspension	African American Students	Contract with District for for .5 RJ Coordinator	General Purpose Discretionary	5726				\$25,000.00	302-3H	Teacher PD	A5.1: School Culture & Climate (Safe & Supportive Schools)
Secure Location for Graduation as we do not have a venue for Graduation	Other	Low-Income Students	Pay for site	General Purpose Discretionary	5624				\$6,500.00	302-3I		A5.1: School Culture & Climate (Safe & Supportive Schools)
Support staff to ensure that the school-wide students expectations are taught and upheld by entire staff.	Suspension	African American Students	NA							302-3J		
Provide the students in each academy opportunities to truly explore pathways.	Grades D&F rate	Low-Income Students	N/A							302-3K		A1.1: Pathway Programs
Provide materials that serve as incentives to support positive culture and climate.	Other	Low-Income Students	Purchase materials that support positive student behavior in the classroom and throughout the school.	General Purpose Discretionary	4310				\$7,500.00	302-3L	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Provide oportinites for our students to develop Restorative Practices and use those to decrease Punative Discipline	Suspension	African American Students	Works with RJ Coordinator to foster school positive school spirit	LCFF Concentration	5726				See Above	302-3M		
Structure activites that foster school spirit.	Other	Low-Income Students	Subsidize venue expenses for the prom and/or or school events.	General Purpose Discretionary	5624				\$3,500.00	302-3N		A5.1: School Culture & Climate (Safe & Supportive Schools)
Provide equitable opportunities for students to participate on academic excursion.	Grades D&F rate	Low-Income Students	Provide funds for transportation for field trips	General Purpose Discretionary	5826				\$1,000.00	302-3O		A1.3: A-G Completion

PRIORITY SCHOOL IMPROVEMENT PRIORITY: ACADEMIC STRATEGY

Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #1 tab.

SCHOOL GOAL	This section will automatically populate with your entries in the Improvement Priority #1 tab; please make any changes there.
Academic Discourse in Service of Literacy	
An increase of all grades reading at or above grade level by 5%.	
An increase of the percent of students with one or more years of growth on their SRI scores by 10%.	
Increase level of student engagement of AAM and LM by 20%	
Increase level of student academic discussion of AAM and LM by 20%	

SCHOOL GOAL TARGET(S): This section will automatically populate with your entries in the Improvement Priority #1 tab; please make any changes there.					
Indicators for School Goal(s)	Indicator Description (Proficiency, Growth and Gap)	Fall 2014 Baseline	2014-15 Target	2015-16 Target	2016-2017 Target
SRI	An increase of all grades reading at or above grade level by 4%.	13% at or Above grade Level	22.4% at or Above grade level	23.3% At or Above Grade Level	
SRI	An increase of the percent of students with one or	TBD	TBD * 1.10	TBD2 * 1.1	
Grades D&F rate	We aim to increase student achievement through student engagement. Increase in student engagement in class with result in increase	Average GPA in Fall 2014 2.30	Average GPA 2.4	Average GPA 2.48	
Long-Term EL reclassification rates	We need to increase the rate of LTEL	2%	10%	12%	
Other - Increase Graduation rate	Increase the percent of students who meet graduation requirements if they stay their senior	72%	80%	85%	

MAJOR ACADEMIC IMPROVEMENT STRATEGY
Academic Discourse in Service of Literacy.

14-15 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY								14-15 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will have toolbox of strategies that they will utilize to create opportunities for structured academic discussions. Strategies will address the wide array of student needs, including ELL students, students below reading below grade level and GATE students.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	3. Off Track Effectiveness	Admin will meet with ILT and SLC to generate these strategies and plan PD on how to roll out the strategies.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation	Admin/ILT will provide peer observations of AD strategies.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	3. Off Track Effectiveness	Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
Teachers will use AD strategies to increase engagement and as scaffolding towards increased literacy and evidence based writing.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2. Off Track Implementation	Admin and ILT will continue to collect data of AD via walkthroughs, paying particular attention to African American and Latino Males	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation	Admin and ILT will structure peer observations that focus on AD strategies	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	2. Off Track Implementation	Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	4. On Track
Teachers will implement "Do Now's" that include the use of AD	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	2. Off Track Implementation	Bi-Monthly Check-in with SLC leads and Principal to check progress and identify support needs, in particular for the ELL students and African American Males.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	3. Off Track Effectiveness	Weekly planning session for SLC members and SLC Lead.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects	3. Off Track Effectiveness	Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
10th grade teachers will work with WinterCoach Connection to provide students one-on-one literacy support throughout the year.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Work with WCC staff to ensure that 10th grade students receive one on one support in writing as they prepare for the ELA CAHSEE administration.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Admin will contract with EBC to provide support staff to monitor the CCIC center, providing support to the students as they work to be college and career ready upon graduation.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	4. On Track	Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
Use grade level readers in Academic Literacy courses to support SSR.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	2. Off Track Implementation	Provide 2 .5 FTE to support students receive classes in 9th grade.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	2. Off Track Implementation	Purchase supplies and materials to supplement the math and ELA classes.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
Teachers working with seniors will collaborate with CCIC staff to ensure that all seniors have support to meet all graduation and college entrance requirements	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Provide 1 .17FTE to assist with academic literacy for the EL - Newcomer students	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need	1. Not Started	Hold parent education sessions to teach parents about the graduation, A-G, SRI and SBAC.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement	4. On Track	School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track

				Provide funds for teachers to provide academic acceleration to students beyond the instruction day.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	2. Off Track Implementation	5 STIP sub will be hired to assist with student academic achievement. Provide release for teacher observation, student pull out and support.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	1. Not Started	Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
				Pay a teacher to be liaison with the afterschool program, making sure that the students have access to a variety of programs.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	2. Off Track Implementation	Work with the 21st Century Coordinator to enhance the Extended Day Program.	3. Redesign school time to ensure adequate instruction and collaboration time	3c. Evaluate effectiveness of extended learning time	4. On Track	Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	4. On Track
				Pay for 4.51 FTE to ensure that all students have access to A-G courses needed to meet graduation requirements.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Ensure that all classes have appropriate supplies for classes.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Pairing school intervention	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
				Provide all district textbooks for student use.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Provide funds for refreshments at staff and parent meeting.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement	4. On Track				
				Coordinate with Community Programs Manager to provide appropriate Extended Day opportunities for students.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	4. On Track								

15-16 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY **15-16 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY (continued)**

TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Teachers will have toolbox of strategies that they will utilize to create opportunities for structured academic discussions. Strategies will address the wide array of student needs, including ELL students, students below reading below grade level and GATE students.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		Admin will meet with ILT and SLC to generate these strategies and plan PD on how to roll out the strategies.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Admin/ILT will provide teachers with models of AD strategies.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Teachers will use AD strategies to increase engagement and as scaffolding towards increased literacy and evidence based writing.	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		Admin and ILT will continue to collect data of AD via walkthroughs, paying particular attention to African American and Latino Males	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Admin and ILT will structure peer observations that focus on AD strategies	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
Teachers will implement "Do Now's" that include the use of AD	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		Bi-Monthly Check-in with SLC leads and Principal to check progress and identify support needs, in particular for the ELL students and African American Males.	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development		Weekly planning session for SLC members and SLC Lead.	3. Redesign school time to ensure adequate instruction and collaboration time	3a. Plan to maximize instructional time in core subjects		Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
10th grade teachers will work with WriterCoach Connection to provide students one-on-one literacy support throughout the year.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Work with WCC staff to ensure that 10th grade students receive one on one support in writing as they prepare for the ELA CAHSEE administration.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Admin will contract with EBC to provide support staff to monitor the CCIC center, providing support to the students as they work to be college and career ready upon graduation.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Use grade level readers in Academic Literacy courses to support SSR.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Provide 2.5 FTE to support academic literacy classes in 9th grade.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Purchase supplies and materials to supplement the math and ELA classes.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Teachers working with seniors will collaborate with CCIC staff to ensure that all seniors have support to meet all graduation and college entrance requirements	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Provide 1.17FTE to assist with academic literacy for the EL - Newcomer students	2. Ensure delivery of effective instruction for all students by all teachers	2c. Teacher/admin PD targets areas of instructional need		Hold parent education sessions to teach parents about the graduation, A-G, SRI and SBAC.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement		School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Provide funds for teachers to provide academic acceleration to students beyond the instruction day.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		5 STIP sub will be hired to assist with student academic achievement. Provide release for teacher observation, student pull out and support.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Pay a teacher to be liaison with the afterschool program, making sure that the students have access to a variety of programs.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Work with the 21st Century Coordinator to enhance the Extended Day Program.	3. Redesign school time to ensure adequate instruction and collaboration time	3c. Evaluate effectiveness of extended learning time		Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
				Pay for 4.51 FTE to ensure that all students have access to A-G courses needed to meet graduation requirements.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Ensure that all classes have appropriate supplies for classes.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Pairing school intervention	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Provide all district textbooks for student use.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Provide funds for refreshments at staff and parent meeting.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement					

PRIORITY SCHOOL IMPROVEMENT PRIORITY: SCHOOL CULTURE

Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #2 tab. To complete your Priority School plan, you will need to add your 2016-17 targets, any related Central practices and complete the tables

SCHOOL GOAL	This section will automatically populate with your entries in the Improvement Priority #2 tab; please make any changes there.
Increase positive climate culture in school, making it a college going culture.	
Decrease drop-out rate as per distrit guidelines, Balanced Score Card requirement is 29.8% or lower.	
Reduce number of suspensions per district guides, Balanced Score Card, requirement is 12.1% or lower.	
Increase the cohort graduation rate. Use intervention strategies at 9th grade so that less students fall behind and are in need of credit recovery in the	

SCHOOL GOAL TARGET(S): This section will automatically populate with your entries in the Improvement Priority #2 tab; please make any changes there.					
Indicators for School Goal(s)	Indicator Description (Proficiency, Growth and Gap)	Fall 2014 Baseline	2014-15 Target	2015-16 Target	2016-2017 Target
Suspension	In order to increase achievement we need to decrease the number of days out of class, especially due to suspension. Reduction of	2013 rate was 13.4%	12.10%	10.90%	
Grades D&F rate	In order to increase graduation rate we need to focus on the D & F rate at the younger grades. If we address the D & F then there will be less credit	Average GPA in Fall 2014 2.30	Average GPA 2.4	Average GPA 2.48	
Suspension	Our African American academic achieved lags behind the rest of the sub groups. This could be directly related to the higher level of disciplinary	2013-2014 AA Suspension rate 25.3%	22.00%	20.00%	
Other	Doing interventions at the younger grades will retain our students, impeding the need for the	2013-2014 Cohort Gr. Rate 56.9%	58.90%	60.90%	

MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY
 Building Positive Culture. Code of ReSPECT hold the 5 pillar that the school culture and climate will based on. Are students will be Safe, Proud, Equitable, Communicators and Teamplayers. School will create and Implement a school-wide plan for student behavior. A plan that

14-15 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY								14-15 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Provide students in the academies with curriculum and experiences that expose them to pathways in a relevant/meaningful manner.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Ensure that school courses are accredited by WASC.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Provide the students in each academy opportunities to truly explore pathways.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	3. Off Track Effectiveness	Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
Take students to excursions that expose students to colleges, and careers. To reinforce curriculum in the classroom.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	5. Sustaining/Completed	Provide funds so that school will be open on Saturdays so that teachers can provide additional support to students.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning	2. Off Track Implementation	Provide materials that serve as incentives to support positive culture and climate.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6e. Plan of action for identified "at risk" students	3. Off Track Effectiveness	Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	4. On Track
				Provide funds to pay clerical staff to provide support for positive culture and climate.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement	1. Not Started	Support school spirit by providing to funds to secure funds to off-site events.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement	4. On Track	Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
PE Teachers will use locker room attendants to assist with safety and security in the locker room and the PE area.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive	4. On Track	Provide subs to release teachers to go on field trips.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track					Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
				Contract with district for 5 RJ Coordinator. The RJ coordinator will work with administration when situations arise that needs mediation. More importantly, RJ coordinator with work with administration and the COST team to: Coordinate school-wide RJ practices and training, identify at risk students and provide them one-on-one sessions and counseling.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	1. Not Started	Provide opportunities for our students to develop Restorative Practices and use those to decrease Punitive Discipline	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system	2. Off Track Implementation	Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track

				Secure Location for Graduation as we do not have a venue for Graduation	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive	4. On Track	Structure activities that foster school spirit.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement	3. Off Track Effectiveness	School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
				Support staff to ensure that the school-wide students expectations are taught and upheld by entire staff.				Provide equitable opportunities for students to participate on academic excursion.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS	4. On Track	Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	4. On Track
												Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	4. On Track

15-16 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY								15-16 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Provide students in the academies with curriculum and experiences that expose them to pathways in a relevant/meaningful manner.	4a. Curriculum aligned to CCSS	4. On Track		Ensure that school courses are accredited by WASC.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Provide the students in each academy opportunities to truly explore pathways.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Monthly Network Superintendent/Deputy walkthroughs	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
Take students to excursions that expose students to colleges, and careers. To reinforce curriculum in the classroom.	4a. Curriculum aligned to CCSS	5. Sustaining/Completed		Provide funds so that school will be open on Saturdays so that teachers can provide additional support to students.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Provide materials that serve as incentives to support positive culture and climate.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6e. Plan of action for identified "at risk" students		Twice Monthly Principal Professional Learning sessions	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
				Provide funds to pay clerical staff to provide support for positive culture and climate.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement		Support school spirit by providing to funds to secure funds to off-site events.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement		Extended Site Visits feedback 2-3 times per year	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
PE Teachers will use locker room attendants to assist with safety and security in the locker room and the PE area.	6b. Facilities that support a culturally-responsive	4. On Track		Provide subs to release teachers to go on field trips.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS						Leader Growth and Development System training and support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Contract with district for RJ Coordinator. The RJ coordinator will work with administration when situations arise that needs mediation. More importantly, RJ coordinator with work with administration and the COST team to coordinate school-wide RJ practices and training. Identify at risk students and provide them one-on-one sessions and counseling.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system		Provide opportunities for our students to develop Restorative Practices and use those to decrease Punative Discipline	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system		Twice yearly Instructional Rounds feedback	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Secure Location for Graduation as we do not have a venue for Graduation	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive		Structure activities that foster school spirit.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement		School Improvement Partner and Data Assessment Partner Support	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
				Support staff to ensure that the school-wide students expectations are taught and upheld by entire staff.				Provide equitable opportunities for students to participate on academic excursion.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Attendance monitoring system and supports	1. Ensure strong school leadership to lead turnaround	1e. Administrator roles refined to support and monitor classroom instruction	
												Data Summits--data inquiry and planning	1. Ensure strong school leadership to lead turnaround	1c. Ensure ILT skill development	
												Pairing school intervention			

16-17 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY								16-17 KEY PRACTICES to implement the MAJOR SCHOOL CULTURE IMPROVEMENT STRATEGY (continued)							
TEACHING PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	LEADERSHIP PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	ORGANIZATIONAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status	CENTRAL PRACTICES:	Turnaround Principle	Related Intervention Strategy	Status
Provide students in the academies with curriculum and experiences that expose them to pathways in a relevant/meaningful manner.	4a. Curriculum aligned to CCSS	4. On Track		Ensure that school courses are accredited by WASC.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS		Provide the students in each academy opportunities to truly explore pathways.							
Take students to excursions that expose students to colleges, and careers. To reinforce curriculum in the classroom.	4a. Curriculum aligned to CCSS	5. Sustaining/Completed		Provide funds so that school will be open on Saturdays so that teachers can provide additional support.	3. Redesign school time to ensure adequate instruction and collaboration time	3b. Extended day and year opportunities for student learning		Provide materials that serve as incentives to support positive culture and climate.							
				Provide funds to pay clerical staff to provide support for positive culture and climate.	7. Ensure a healthy school environment that promotes parent and community engagement	7a. Plan for student and family and community engagement		Support school spirit by providing to funds to secure funds to off-site events.							
PE Teachers will use locker room attendants to assist with safety and security in the locker room and the PE area.	6b. Facilities that support a culturally-responsive	4. On Track		Provide subs to release teachers to go on field trips.	4. Ensure a CCSS aligned instructional program to meet all students' needs	4a. Curriculum aligned to CCSS									
				Contract with district for .5 RJ Coordinator. The RJ coordinator will work with administration when situations arise that needs mediation. More importantly, RJ coordinator will work with administration and the COST team to: Coordinate school-wide RJ practices and training, identify at risk students and provide them one-on-one sessions and counseling.	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6f. Improve discipline system		Provide opportunities for our students to develop Restorative Practices and use those to decrease Punitive Discipline							
				Secure Location for Graduation as we do not have a venue for Graduation	6. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement	6b. Facilities that support a culturally-responsive		Structure activities that foster school spirit.							
				Support staff to ensure that the school-wide students expectations are taught and upheld by entire staff.				Provide equitable opportunities for students to participate on academic excursion.							

Title I School Parental Involvement Policy 2014 - 2015

Fremont High School has developed a written Title I parental involvement policy with input from Title I parents. We held monthly SSC meetings & met with parents on our Saturday events. It has distributed the policy to parents of Title I students. We have a copy posted in the main office and we distributed SSC meeting. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Fremont High School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title 1 meeting will be announced at the SSC meetings. The meeting will be in the afternoon/early evening given most of our parents work during the day.

- Offer a flexible number of meetings for parents.

Our SSC meetings are in the early evening but we do have other avenues to for our parents. We have ESL classes for our parents during the day and we have coffee with the school community several every month. We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings. The Title 1 meeting will be announced at the SSC meetings. The meetings are in the afternoon/early evening given most of our parents work during the day.

- Provides parents of Title I students with timely information about Title I programs.

Information about services provided is done through the various parent meetings.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

At Fremont, we communicate with our parents via Flyers, Messenger Calls, and parent meetings, SSC, etc. The meetings will be in the afternoon/early evening given most of our parents work during the day. We also have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. We also hold individual meetings with parents, (Student Success Meetings).

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Student Success Meetings are scheduled by teachers or parents after school so that most or all of the student's teachers can attend the meeting.

School-Parent Compact

Fremont has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Fremont engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress, (Jupiter Grades and ABI)

Our monthly SSC meetings are in the early evening but we do have other avenues to for our parents. At SSC meetings, parents are given information about the district/state content standards and the district and state graduation requirements. We have 5 planned Saturday Interventions when parents can come and talk to teachers and staff and receive update on programs at Fremont. This time is also used to individual student progress and assessments.

In partnership with several community organizations, parents and students are offered financial aid and college going workshops.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

Materials and training opportunities are offered through our various venues. We have presently trained 5 parents to implement Spring workshops.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

At Fremont we have 3 monthly professional development sessions per month and monthly faculty meetings. Pertinent issues are shared out and discussed with staff at these sessions.

Two parent engagement workshops are planned for our staff.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

At Fremont we have a Family Center that coordinates and integrates activities for our school. We also allocated funds for a Community Assistant to better the community with our parents.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major language spoken.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

We provide refreshments, translation services and on occasions child supervision services. We also meet with the parent representatives in support of the monthly meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

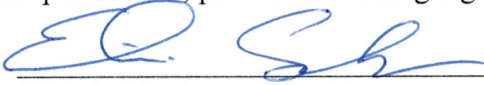
We provide translation services at our meetings and the materials and phone messages are in English and Spanish, our major language spoken. We also meet with parents at various times of the day to increase parent involvement and parent communication. Our parent center is easily accessible as it is on the first floor.

Adoption

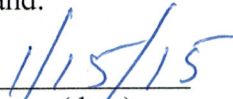
This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

We held monthly SSC meetings, we had a Saturday meeting on 10/18/2014, and 11/9/2013 and we held our Title 1 informational meeting on 1/15/2015.

This policy was adopted by the Fremont High School Site Council on (12/18/2014) and will be in effect for the period of 2014-2015. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 2/20/2015. It will be made available to the local community on or before 2/27/2015. Fremont High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)



(date)

Print student name _____



2014-2015

School and Home Promise

<p><i>To prepare our students for college and life, as a school, we will:</i></p> <ul style="list-style-type: none">• Have high expectations for every student• Motivate all students to learn• Teach challenging and engaging lessons• Communicate regularly with families about their child's progress• Welcome you and treat you with respect as a partner in your child's education• Contact parent/guardian promptly if difficulties arise	<p><i>As a parent/guardian, I will:</i></p> <ul style="list-style-type: none">• Talk to my child regularly about the value of education• Make sure that my child attends school every day, on time, with a book bag and school supplies• Make sure my child does his/her homework• Support the school's discipline and dress code• Ensure that my child gets adequate sleep, regular medical attention and proper nutrition	<p><i>As a student, I will:</i></p> <ul style="list-style-type: none">• Bring a book bag, school supplies, and required books• Come to class every day, on time,• Do my class assignments and homework• Know and follow the school and class rules• Ask for help when I need it• Show respect for myself, others, and my environment, and be responsible for my behavior
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Principal: _____ Parent: _____ Student: _____ Date _____

Nombre del alumno: _____



2014-2015

Promesas escolares y del hogar

<p><i>Para ayudar al alumno en su vida y para que asista a la universidad, nosotros como escuela:</i></p> <ul style="list-style-type: none">• Tendremos grandes expectativas para cada alumno.• Motivaremos a los alumnos a que aprendan cada vez que vengan a clase.• Enseñaremos clases que los rete y los mantega ocupados.• Nos comunicaremos regularmente con los padres para discutir sobre el progreso de su hijo/a• Recibiremos y trataremos a los padres con respeto por ser parte de la educación de su hijo/a.• Contactaremos a los padres o encargados de los alumnos si surge algún problema.	<p><i>Como padre de familia, yo:</i></p> <ul style="list-style-type: none">• Hablaré con mi hijo/a sobre el valor de la educación.• Haré que mi hijo/a vaya a clase todos los días a tiempo con su mochila y sus útiles escolares.• Asegurarme que mi hijo/a haga sus deberes.• Apoyaré las normas de disciplina y del vestir.• Me aseguraré que mi hijo/a duerma y coma lo adecuado; además que tenga su atención médica.	<p><i>Como alumno, yo:</i></p> <ul style="list-style-type: none">• Traeré una mochila con mis libros y útiles escolares.• Vendré a clase a tiempo.• Haré todos mis deberes.• Sabré y seguiré las normas de la clase y de la escuela.• Pediré ayuda cuando lo necesite.• Mostraré respeto hacia mí mismo, los demás y el medio ambiente. Además seré responsable por mi conducta.
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Director: _____ Padres: _____ Alumno: _____

School Site Council Membership Roster – High School

School Name: Fremont High

School Year: 2014-2015

Chairperson : Rodrigo Orantes	Vice Chairperson:
Secretary: Nidya Baez	*LCAP Parent Advisory Nominee: Rodrigo Orantes
*LCAP EL Parent Advisory Nominee: Edith Verdith	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Emiliano Sanchez	X				
Patricia Arabia		X			
Michelle Gonzalez de Jesus		X			
Agnes Zapata		X			
Nidya Baez			X		
Rodrigo Orantes				X	
Elizabeth Cardenas				X	
Asedo Wilson		X			
Edith Verdith				X	
Aaron Andino-Pryor					X
Michelle Dominguez					X
Quenojanay Frazier					X

Meeting Schedule (day/month/time)	3rd Thursday of Month at 5:30
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 There must be an equal number of students and Parents/community members;
- 4 Majority of school staff members must be classroom teachers;
- 5 **Students are required to be members of the High School SSC.**
- 6 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
And
3-Parent /Community
3 High School Students

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.