Alameda High School

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2019-20

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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School Profile

School Mission and Vision

We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

Executive Summary

With an over 150 year history, Alameda High School is one of two comprehensive high schools in the unique island community of Alameda, located in the heart of the San Francisco Bay area. Our student population of about 1760 students is diverse both ethnically and in the educational challenges it poses. On one hand, we have a strong AP program and a large percentage of students who enter four year colleges, including top universities. About 30% of our graduates qualify for admission as University of California undergraduates. Our curricular program is strong in science, math, language, social science and the arts. We offer career/technical programs in computer graphics, computer aided design TV/media production, sports medicine, and marketing.

Although we have seen improvement in the past few years, AHS still sees about 36.4 % of students failing to meet the A-G requirements of the UC/CSU system and another sizeable group we characterize as "strategic," whose members historically tend to score just below the proficient range on state tests. Many of our struggling students identify as Hispanic/Latino or African-American; others are newly arrived immigrants from Asia and elsewhere with minimal English language skills; and some are socio-economically disadvantaged. Our school also supports the diverse cultural interests of our student body and community with an extracurricular program including more than 70 clubs, accomplished theatrical offerings for the community at large, and athletic programs involving about half of the student body population.

Economically, the population we serve continues to be a diverse mix. Some of our students come from prosperous families. Their parents are successful professionals or business people, many of whom work in the Bay Area's world-leading high tech and biotechnology industries. On the other hand, 26% of our students qualify for free or reduced price school lunch.

Alameda High parents get involved directly with students by volunteering in the media center, chaperoning senior activities, car washes and other student activities. Alameda High also has a strong Parent Teacher Student Association (PTSA) with about 500 members. Each year PTSA raises over $50,000 to support curricular needs that are not otherwise funded. In the last few years a significant percentage of this funding has gone for new technology, experiential learning opportunities, supplemental books, site licenses, equipment for our physical education program, funding for field trips, purchase of art display units, and other needed supplies and equipment. Many Alameda High teachers also receive support from Alameda Education Foundation (AEF). AEF provides $500 grants for classroom use to teachers based on a streamlined nomination process.

Other important parent/community organizations are the Alameda Athletic, Music, and Drama Boosters. The Athletic Booster Club engages in fundraising to support student athletic programs and promote school spirit through sports. They operate the snack bar at athletic events and help provide adult supervision. They also help support a large on site athlete tutoring program that assures that student athletes are successful in their studies. The Boosters also maintain their own web site http://www.hornetfootball.org/index.html. The Music and Drama Boosters sponsor activities designed to raise funds to support Alameda High's music and theatrical productions. They have held silent auctions, car washes and do an annual flocking where they plant hundreds of flamingos on willing victims lawns and then accept donations to have the flamingos removed.

Parents are an important part of the School Site Council. Our bylaws require a parity of staff and parent/students members. This body is influential in the writing and approving of the School Plan Student Achievement. Our School Site Council oversees the spending of all Local Control Funding formula monies for the school and advises, along with the Principal's Cabinet, the spending of discretionary funding for the school.

Alameda High boasts a spacious media center, two gymnasiums including a large newer one. We have on-campus facilities for softball, aquatics, and tennis. There is also a "Little Theater" used for student dramatic productions which seats about 200. In addition to the strong drama program that uses the "Little Theater" we have music and art programs in large, specialized classrooms. The school is technology-rich with over 600 Internet connected computers for teacher and student use in classrooms as well as twenty-four (24) mobile computer labs each with 36 Chrome Books on them.

As a result of vigorous attempts to decrease unexcused absences, including "truancy assemblies" for parents, our overall Average Daily Attendance (ADA) percentage has improved slightly to more than 96%.   Over the years, as at most public high schools, tardies have also been a concern. A few years back, we implemented a program whereby students tardy to the first class of the day or the first class after lunch would receive a detention at the immediate next lunch following the tardy. This has resulted in a significant reduction of more than 70% in the number of tardies over the past few years.

Three years ago, AHS embarked on the implementation of Positive Behavior, Interventions and Supports as a means to further improve the culture here at the school. The new school rules under the acronyms of P.R.I.D.E should have an impact on our Schoolwide Learner Outcomes.

About 57% of Alameda High students are native speakers of English. Our English Language Development (ELD) program serves about 208 students; of over 40% are native speakers of Cantonese. The rest are divided among about 35 other languages. Based on the English Language Proficiency Assessments for California (ELPAC) between 10 and 40 students are redesignated Fluent English Proficient (FEP) every year. About 14% of our students are designated FEP, meaning that they once were Limited English Proficient students but have been re-designated based on grades and ELPAC scores.

One of the greatest strengths of Alameda High is the large proportion of students enrolled in advanced classes. The majority of our students take chemistry and elective math classes beyond Geometry/Algebra II such as

Pre-Calculus, Calculus and Statistics. Our Physics program is a relatively large one for a school of our size, with seven classes, three of which are AP sections.

In addition to exceptional student participation in rigorous academic courses and extracurricular activities, Alameda High draws pride and strength from many unifying institutions and events within the school. The social science department annually sponsors a speakers' forum, and Mock Congress. Journalism class publishes a monthly student newspaper, The Oak Leaf.   Yearbook class produces "The Acorn," annually, selling nearly 1000 copies every year. The drama and music departments present well-attended productions large and small throughout the school. Leadership classes produce six or seven school-wide assemblies each year as well as a like number of dances, usually held at the nearby Eagles Lodge or in the old gym. The junior and senior classes have their annual proms in the spring and the seniors their annual banquet in October and picnic in June. There is also a senior awards night in late May where scholarships and other awards are presented by faculty and donors from the community.

Over the years, Alameda High has monitored the percentages of students earning semester D's and F's as this establishes the failure rate to meet UC/CSU Requirements. As a result, the school has experienced an 2.6% increase in the number of graduates meeting the UC/CSU requirements.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1:   Student Engagement: eliminate barriers to student success and maximize learning time.
Goal 2A: Support all students in becoming college and work ready.
Goal 2B: Support all English Learners in becoming college and work ready.
Goal 3:   Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
Goal 4:   Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:
- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:
- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance:
LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

⚑ **Identified Districtwide Goal 1 Needs**

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		8.7%	7.8%	9.1%	8.2%	8%	8%	6%	7.6%
Suspension Rate % of students suspended anytime during the year		2.7%	2.2%	2.8%	3.5%	2.2%		2%	
Graduation % of four-year cohort completing graduation requirements		89.2%	95%	93.2%%	96.6%	93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%		86%		88%		91%	
	7th	71%		62%		75%		80%	
	9th	65%	65%	60%	63%	72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)

Description of CURRENT school actions/services in support of LCAP Goal 1:

- Monthly SART meetings
- Daily lunch detentions for tardies
- Eligibility in extracurricular activities based on positive attendance
- Parent/Guardian shadow in lieu of suspension
- Use of reflection sheets for student behavior
- Referrals to youth court and substance education classes for student using drugs, alcohol, and/or tobacco
- Counselor letters reporting progress towards graduating
- Sophomore counseling
- Naviance training
- SMART period for students to use for Tier II interventions and restorative practices
- Anonymous reporting of incidents to increase safety on campus
- Establishment of the Hornet Support Center to address students' academic, organizational, and social/emotional needs and deliver Tier II interventions to students.
- Positive Behavioral Intervention Supports (PBIS) - School wide behavioral expectations (PRIDE)
- Coordination of Services Team (COST) - weekly meetings to address potential Tier II and Tier III student needs
- A series of 7 lessons taught throughout the year to teach and reteach the principles of the site's PBIS philosophy

Data Analysis:

Chronic Absenteeism
Although data indicates that the site's chronic absenteeism meets the goals set by the district, AHS has seen a slight increase in the numbers over the past few years. The site also acknowledges that our chronic absenteeism presents a gap wherein our Hispanic/Latino and African American subgroup rates are significantly higher than those of our Asian, Filipino, Pacific Islander, or white subgroups. It is the belief of the school's leadership that such an increase is the result of a lack of parent education and the need for improved Tier I instructional strategies and cultural relevance intended to increase student engagement.

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	95	92	13	14.1%
American Indian	*	*	*	0.0%

or Alaska Native				
Asian	704	700	25	3.6%
Filipino	112	111	3	2.7%
Hispanic or Latino	216	212	27	12.7%
Pacific Islander	10	10	0	0.0%
White	534	531	49	9.2%
Two or More Races	95	93	13	14.0%
Not Reported	*	*	*	0.0%

Suspension Rate

It is in our suspension rate that Alameda High School has disappointedly shown both an increase in our rate and failed to meet the districtwide goal. 26% of incidents (24/92) that resulted in suspension were the result of directives placed in the IEPs of students identified as moderate to severely disabled. Their individual education plans indicated that should they demonstrate certain behaviors, some of which were physical outbursts that were a manifestation of their disability, they were to be sent home. The school was directed by the district that no student was to be sent home for behavior except as a suspendable offense. This meant that 24 times that students' behavior was a direct manifestation of their disability and their IEP instructed that they go home, the school had to log this action as a suspension.

Outside of students suspended for behaviors that were a manifestation of their disability, 56% (38) of suspensions were attributed to the possession or use of controlled substance and/or tobacco. Alameda High School clearly has a problem with students' experimentation, use, or self-medication through controlled substances. After discounting the suspensions for students suspended as per their IEPs, the other 44% of suspensions are attributed to:

- Engaging in physical altercation - 25% (17 incidents)
  - 5 assaults (5 students)
  - 6 mutual combats (12 students)
- Robbery - 1.5% (1 incident)
- Profanity - 7% (5 incidents)
- Sexual Harassment - 1.5% (1 incident)
- Terrorist Threat - 3% (2 incidents)
- Bullying - 4% (3 incidents)
- Total student suspension: 59 students representing 3% of all students.

Among 9th graders 20% of their suspensions were for tobacco or controlled substance whereas 81% of suspensions for 10th - 12th graders were for the same offense. There is clearly a jump in the use of tobacco and controlled substances that occurs between the 9th grade and 10th grade.

In unpacking the data based on subgroups, Whites and Asian represent the largest percentage of suspensions at 73%. However, two subgroups (students with disabilities, and African American) are suspended as a rate greater than their representation on campus.

Graduation Rate

Alameda High School is proud of a graduation rate that has increased over the past few years and has exceeded the goal set by the district. We attribute this increase to three factors:

1. A focus on improving Tier 1 instructional strategies in the core academic areas
2. The implementation of the SMART period that focuses on the opportunity of Tier II reteaching and restorative practices for students
3. A focus on data, particularly the rate of grades earned at the benchmark times and then seeing if we could improve that.

Needs Analysis:

Student Attendance

Although Alameda High's chronic absenteeism meets and exceeds district expectations, there are still factors that need to be explored in an attempt to show greater improvement.

- Our 9th grade chronic absenteeism is comparable to the other three grade levels, but these students are not receiving letters of concerns (truancy letters) because such letters are sent for unexcused absences. This means that although 9th graders are missing their classes at a rate similar to other grades, their absences are being excused by their parent/guardians at a much higher rate than the other grades.
    - Why are 9th graders experiencing more excused absences?
    - Should we be rethinking how we treat excessive absenteeism regardless of whether it is excused or unexcused?
- Why do Hispanic/Latino and African American subgroups experience chronic absenteeism at a higher rate than other ethnic subgroups?

Disciplinary Consequences

Data reveals that Alameda High School experiences a problem with controlled substances and tobacco use.

- Why are students turning to substance use?
- What educational elements can we add to our offerings to address this challenge?
- What services should be added or built-up in the school community to address this challenge?

Site Goals, Actions, and Metrics (LCAP Goal 1)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Attendance - Chronic absenteeism will decrease school wide to meet the district goal for the school of an overall 7.6%. Reduce chronic absenteeism for the target subgroups, (Hispanic/Latino, African American, Two or more races) to 10% or less.
Metric(s) to Assess Impact	● **A focus on the chronic absenteeism of 9th graders and the rate of excused absences monthly.** ● **We will review monthly the absentee rates of our Hispanic/Latino, African American, and students who identify as two or more races.**

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Monthly reviews of the two metrics stated above. Direct contact with families identified during reviews.	Admin/Principal's Cabinet	9th graders Hispanic/Latino subgroup African-American subgroup Students identified as two or more race subgroup	
1.A2	Develop and implement plan to increase partnerships with families of target subgroups intended to educate and encourage improved attendance	Admin Team	Hispanic/Latino subgroup African-American subgroup Students identified as two or more race subgroup	
1.A3	Implement and improve culturally relevant content and strategies intended to foster increased student engagement for target groups	Admin/Principal's Cabinet	All students	

| 1.A4 | Increase mental health and social/emotional programs for students identified. | Site TSA/intervention lead | Students identified through the COST team experiencing chronic absenteeism | |

	Site Goal B	Reduce the rate of suspension by 1% from the 2017-2018 rates (3.5%)
📊	**Metric(s) to Assess Impact**	● **Overall suspension rates** ● **Suspension rates for African American students** ● **Suspensions for controlled substances and tobacco**

#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
1.B1	Monthly review of suspension rates	PBIS team, COST Team, Principal's Cabinet	All students	
1.B2	Support groups to address needs of students affected by suspension	School-based Health center Intervention TSA	Students suspended for possession of controlled substances and/or tobacco African-American students who have been suspended	
1.B3	Implement and improve culturally relevant content and strategies intended to foster increased student engagement for target groups	Admin/Principal's Cabinet	All students	

	Site Goal C	Increase overall graduation rates .4% of the 2017-2018 96.6% with a focus on English Learners and Socioeconomically disadvantaged.
📊	**Metric(s) to Assess Impact**	● **Overall graduation rate** ● **Graduation rate of English learners** ● **Graduation rate of socioeconomically disadvantaged students**

#	**Actions to Achieve**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**

	Goal			
1.C1	Quarterly review of progress towards meeting graduation requirements.	Admin team Academic counselors	All students	
1.C2	Enrollment into Tier II intervention at the completion of the first three quarters of the academic year	TSA intervention lead	Identified students	
1.C3	Communication with families of any student in need of remediation of graduation requirements. Letters to all students including students transcripts and personal contact for any students needing to remediate a course to meet graduation requirement	Academic counselors	Students failing to meet graduation requirement	
1.C4	Push-in classes to provide supports to EL students in college prep classes	.4 FTE	EL Students in college prep English classes	

Planned Improvements in Student Performance:
LCAP Goal 2 - Support students in becoming college and work ready

⚐ Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

🎯 District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)		10.8	18.3	14.3	18.3	18		24	
ELA SBAC: Average Distance from Level 3 (Standard Met)		32.8	73.4	36.8	58.4	40		45	
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements		52.6%	62.4	53.3%	63.6	55%		60%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students		68.5%	70		70.3	74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%	55.2	50%	54.9	53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%	66.4%	56.6%	66.1%	59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	20%	11%	18%	13%		15%	
ELPAC: % of students scoring 'moderately' or 'well developed'		▓	▓	80.8%	55%	82%		84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	▓	12%	▓	6%	▓	4%	▓
	6th-8th	7%	▓	3%	▓	2%	▓	2%	▓
	9th-12th	10%	7%	5%	7%	4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%	▓	98.3%	▓	99%	▓	100%	▓
	6th-12th	76.3%		97%	100%	98%		100%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%	▓	70%	▓	98%	▓	100%	▓
	6th-12th	63.2%		61%		98%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:
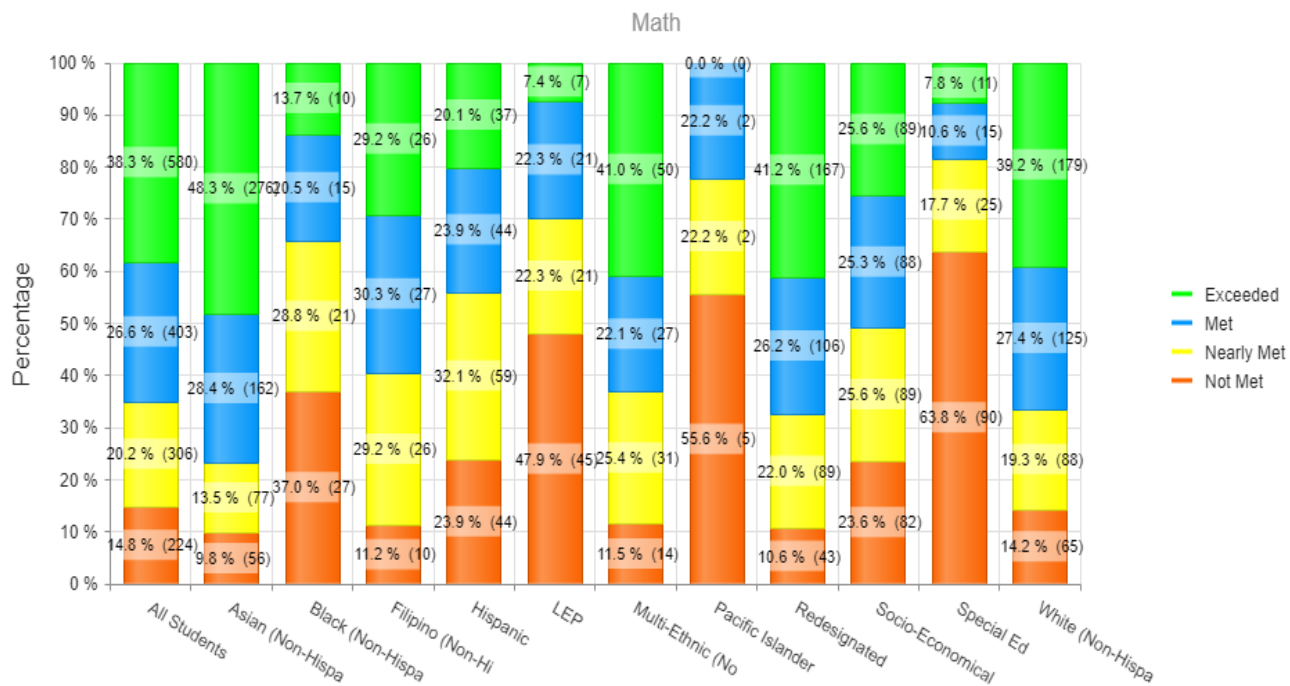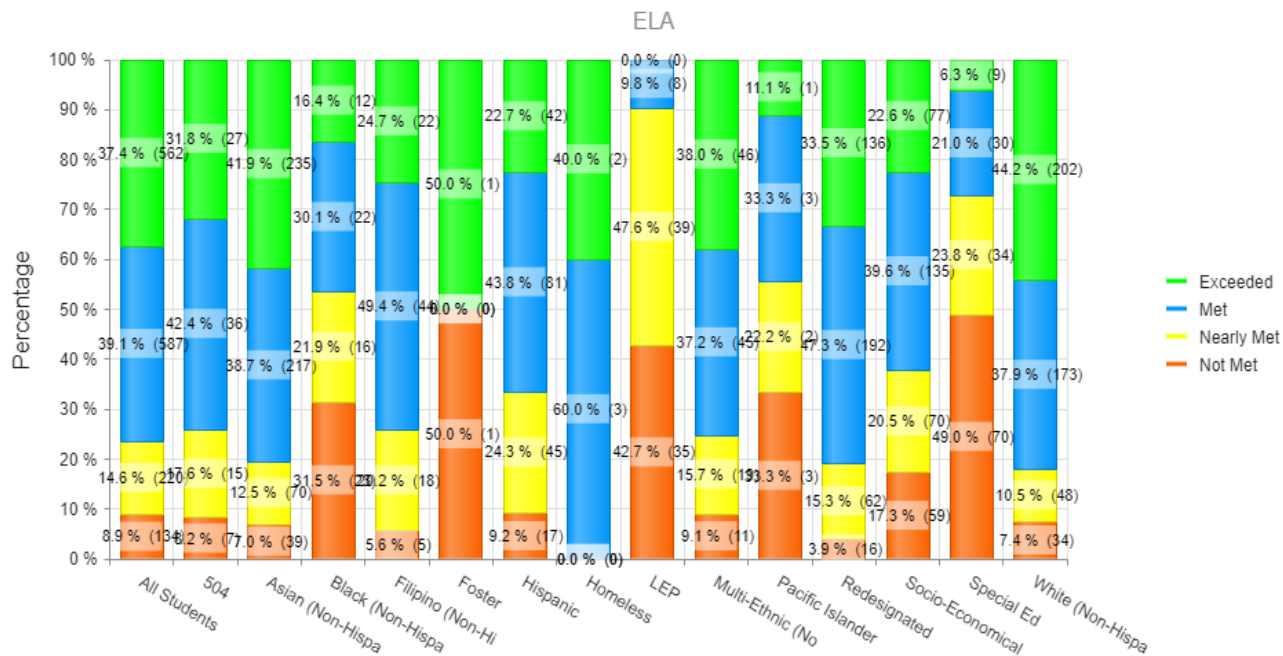
- All students on a diploma track are placed in college prep courses that meet both graduation and A-G requirements
- Students identified as English learners are offered Integrated English Language Development classes
- Long Term English Language Learners are offered and encouraged to enroll in a course designed for LTELs centered on social justice
- All ELL students not identified as Newcomers are placed in college prep classes along with English Only and Redesignated Fluent English Proficient students
- Newcomers are provided a targeted English and US History course that allows them to meet graduation requirements
- All Advanced Placement courses are open to any student wanting to challenge themselves in such a course
- CTE pathways are growing from two pathways two years ago to a total of four pathways for the 2019-2020 school year
- Ongoing Constructing Meaning professional development for teachers in core content areas of English, math, social studies, science, and mild/moderate special education
  - 72% (36/50) teachers trained in Constructing Meaning
- Building a master schedule designed to optimize the opportunity for students served by IEPs and identified as English Learners so that they can fully participate in college prep classes along with classes targeted to serve their identified needs

Data Analysis:

All but two subgroups, EL learners and Students with disabilities, exceeded the state's average for meeting or exceeding standard on the California Assessment of Student Performance and Progress, CAASPP in both English Language Arts and math.

ELA

Percentage

Legend: Exceeded, Met, Nearly Met, Not Met

X-axis: All Students, 504, Asian (Non-Hispa, Black (Non-Hispa, Filipino (Non-Hi, Foster, Hispanic, Homeless, LEP, Multi-Ethnic (No, Pacific Islander, Redesignated, Socio-Economical, Special Ed, White (Non-Hispa

Schools: Alameda HS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Math

Percentage

Legend: Exceeded, Met, Nearly Met, Not Met

X-axis: All Students, Asian (Non-Hispa, Black (Non-Hispa, Filipino (Non-Hi, Hispanic, LEP, Multi-Ethnic (No, Pacific Islander, Redesignated, Socio-Economical, Special Ed, White (Non-Hispa

Schools: Alameda HS
Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

However, there exists a performance gap among subgroups.

Needs Analysis:

- Are students from the groups that are on the lower end of the performance gap taking advantage of supports offered during the school day and outside of school?
- Is there a correlation between attendance rates and performance on statewide exams?
- Could attention to cultural relevance improve performance?

Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	Both subgroups EL and Students with disabilities will show a 5% growth on the state testing in both ELA and math. Provide effective instruction within the school day to support unrepresented subgroups in meeting academic standards
Metric(s) to Assess Impact	● **Percentage of subgroup members meeting UC/CSU A-G requirements** ● **Percentage of subgroup members meeting graduation requirements** ● **Percentage of subgroup members taking AP courses** ● **Percentage of subgroups members successfully passing AP exam** ● **Quarterly D and F reports**

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Regular review of data related to the academic performance of underperforming subgroups	Admin team Principal's Cabinet PBIS and COST teams	African-American subgroup Hispanic/Latino Subgroup Socioeconomically disadvantaged subgroup	
2.A2	Investigation and sharing of best Tier I instructional practices focused on differentiated instruction to meet the needs of under performing groups	Intervention TSA Admin Team Principal's Cabinet	All Students	
2.A3	Professional development to all staff in the delivery of Universal Design for Learning to meet the needs of students	Intervention TSA Admin Team Principal's Cabinet District-level coaches	All students	

	Site Goal B	EL students will show a 3% increase in the number of students meeting the A-G requirements. Provide equitable educational opportunities for students identified as English Language Learners		
	Metric(s) to Assess Impact	● **Percentage of EL students redesignated annually** ● **Percentage of EL students meeting UC/CSU A-G requirements** ● **Percentage of EL students taking AP courses** ● **Percentage of EL students passing AP exam** ● **ELPAC scores**		

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Provide intensive language development strategy courses for EL learners	Admin Trained ELA teachers	EL students	
2.B2	Provide ELL academic strategy classes for EL students served by an IEP	Admin Trained Resource Specialists	EL students served by an IEP	
2.B3	Insure that all non-newcomer EL students are fully scheduled in college prep academic courses	Admin Master schedule Academic counselors	Non-newcomer EL students	

	Site Goal C	There will be an overall 2% increase in the number of students completing a CTE pathway. Increase opportunities for students to participate in and successfully complete CTE pathways		
	Metric(s) to Assess Impact	● **The number of students participating in the school's CTE program** ● **The number of students enrolling in capstone classes**		

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Development of the new Biotechnology pathway	Admin Biotech teacher District CTE Coordinator	Students enrolled in biotech sections	
2.C2	Development of the new EMT module as part of the Sports Medicine II capstone class	Admin Sports Med II teacher	Students enrolled in Sports Medicine II	

		District CTE Coordinator		
2.C3	Continued Special Projects as part of Multimedia Arts II and Honors component of the CS Principles capstone courses	Admin Multimedia and computer teachers District CTE Coordinator	Students enrolled in CS Principles Multimedia Arts capstone courses	

Planned Improvements in Student Performance:
LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

⚑ **Identified Districtwide Goal 3 Needs**

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

🎯 🎯 **District and Site Annual Outcomes**

For full districtwide metrics, including subgroup targets, see AUSD LCAP.
AUSD uses the WestEd California School Parents Survey (CSPS) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	52%	62%	48%	70%		75%	
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	65%	84%	68%	85%		89%	
% of respondents reporting that they have attended one or more school or class event at school	90%	75%	94%	78%	95%		96%	

School Site Analysis and Prioritized Actions (LCAP Goal 3)

Current State ▣ **Description of CURRENT school actions/services in support of LCAP Goal 3:**

Alameda High School works consistently to maintain a strong home-school connection as well as engaging parents in the school community.

A variety of methods are used by the school in communicating with families, including a weekly newsletter (Principal's Weekly Newsletter), use of the BlackBoard Connect parent notification system, regular updates to the school website, and announcements for students and families through the bi-weekly student newscasts. Additionally, parent input and dialogue with the school is encouraged through formal committee membership in the School Site Council or the English Language Advisory Council, as well as informal participation at monthly PTSA meetings, and through phone calls, emails, letters or other individualized communications as needed. There are three booster organizations comprised of parent volunteers; Sports Boosters, Music Boosters, and Drama Boosters. Each of our 23 sports has a parent representative who participates in the Sports Boosters program

Teachers have a formal, calendared communication opportunity with parents each year at Back to School Night each Fall. More informal, Individualized communication occurs regularly through phone calls, emails, and counselor's letters mailed home. Student Study Teams, Individual Education Plan and 504 plan meetings are held as needed regarding individual student support needs. Parents also attend awards nights and scholarship nights. Parents are in attendance for informational meetings facilitated by our academic counselors and College/Career Technician about applying to college and financial aid.

Parents and guardians are also encouraged and invited to participate in volunteer opportunities, including as classroom volunteers, drivers for sports teams, chaperones at dances and on school field trips. Our Sports and Performing Arts programs draw large numbers of students to the campus. Although such numbers have not been audited, it is safe to say that individual performing arts performances draw anywhere from 150 - 200 parent/guardians and seasonal sports events will generally draw twice that number. Because of the numerous repeated performances and multiple games. Many of these parents will attend an event or game multiple times.

⌕ **Data Analysis:**

Use of Blackboard Connect:
- More than 240 voice messages have been sent notifying families of deadlines or upcoming events this year; an average of 116 calls go out to individual families daily notifying them of period absences of their student. Overall, more than 22,000 total automated phone calls made.

Attendance at site council and ELAC meetings:

- School Site Council (SSC) - SSC had 7 parents were on the ballot for this year's Site council, with four being selected as voting members and one alternate who would vote in any meeting where all four others were not present. The first official meeting with officers was held in October 2018. Attendance at SSC meetings over the course of this year has been consistently active, with a quorum present at all but one meeting.
- English Language Advisory Council (ELAC) - ELAC meetings over the course of the 2018-19 school year has consistently had 4-5 parents attending this year.

Grow the number of participants in school volunteer roles:

- Increasing the number of volunteers that participate in opportunities at the school helps supplement school staffing in delivery of instruction, student supervision and enrichment activities.
- An increase in volunteering by parents, guardians and families helps promote a stronger sense of investment into the school community.

Engage families of students from underrepresented populations:

- Greater need to engage particular subgroups: Students with Disabilities, Socioeconomically Disadvantaged, EL students

Needs Analysis:

- What would make parents feel more welcome at AHS?
- What would make parents feel more a part of decisions at AHS?
- How can AHS increase student involvement or attendance at school events?

Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:
- August   Implementation
- October   Assess & Adjust with Leadership groups including SSC
- January   Assess & Adjust with Leadership groups including SSC
- April   Assess & Adjust SPSA for following year

Site Goal A	The percentage of parents stating that the school seeks parental input will increase by 5%		
Metric(s) to Assess Impact	● **Based on district survey outcomes**		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Increased notification of surveys and due dates to parents by robo-calls and weekly newsletters	Principal	All students	ongoing
3.A2	Increased surveying 2-3 questions surveys asking for parent input	Webmaster	All students	Every other month
3.A3	Provide Translators for meetings	Admin	EL families	As needed

Site Goal B	The percentage of parents stating that they participated in school activity will increase by 2%		
Metric(s) to Assess Impact	● **Based on district survey outcomes**		

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Reminders to parents prior to district survey of what qualifies as participation in school activity.	Principal/Webmaster	All parents	Prior to district survey
3.B2				
3.B3				

Planned Improvements in Student Performance:
LCAP Goal 4 - Ensure that all students have access to basic services

⚐ Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

◎ ◎ District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see AUSD LCAP.

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%	94%	97.9%	91.9%	98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%	100%	98.8%	100%	100%	100%	100%	100%
% of Teachers appropriately assigned	99%	100%	99%	100%	100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

Summary of Expenditures to Achieve Site-Specific Goals

[Insert table from excel document (template here)]

2019-20 SPSA Action Table						
	Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	
				$51,120.00		
	Summary of Expenditures to Achieve Site-specific Goals					
				Expenditure Amount		
	Action Number (s)	Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Expenditure Type
	1.C4	EL Students			$43,083.00		Salary and Benifits
	3.A3	EL Students			$2,360.00		Translation Hourly
	2.B1 -3	EL Students			$3,677.00		Materials
	2.B1-3	EL Students			$2,000.00		Fieldtrips
	TOTAL						$51,120.00

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$ 0
Title I, Part A: Alternative Supports <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u>: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$ 0
Total amount of federal categorical funds allocated to this school	$ 0

School Site Council (SSC) Membership

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

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Maya Catipovic	F	700	English	Teacher
Mindi Chen	F	200	English	Parent
Robert Ithurburn	M	700	English	Principal
Kat Kaiser	F	700	English	Teacher
Nicole Kidd	F	700	English	Parent
Ann Krainer	F	700	English	Parent
Kathy Lamb-Tansey	F	700	English	Parent
Lydia Peterson	F	700	English	Student
Nancy Read	F	700	English	Teacher
#s of members of each category				

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed? Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

    No

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We invite a member of the ELAC to sit on SSC

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

    The goals and plan for the next School Site Plan was presented at the March ELAC meeting and input and/or approval was solicited from the group.

RECOMMENDATIONS AND ASSURANCES

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

1.   The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2.   The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3.   The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

____ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

____ Community Advisory Committee for Special Education Programs

____ Other **(list)**

4.   The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5.   This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6.   This school plan was adopted by the school site council on: .

Attested:

Robert Ithurburn	_(signature)_	4/24/19
Typed name of school principal	Signature of school principal	Date
Anne Krainer	_(signature)_	4/24/19
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

APPENDIX A: Special Education Addendum

Question:
Are special education staff members providing support to general education students at your school site?

If so, please provide a description of the ways in which support/services are provided:

Alameda High School has 11 general education course sections that are staffed with a resource specialist. Student requiring assistance in the form of accommodations and modifications are clustered in these sections and the resource specialist works with the general education teacher to provide scaffolding for any students in need.

Paraprofessionals are also strategically scheduled to serve as supports for both teachers and students enrolled in college prep courses.