Alameda Science and Technology Institute (ASTI)

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

Vision Statement: To ensure ALL students, especially those who are underrepresented, are provided the resources to attain a college degree from the institution of their choice and become responsible, proactive, and empowered global citizens with a life-long love of learning.

Mission Statement: ASTI will prepare a diverse population of students for early entrance and successful completion of college by facilitating their development of the required content knowledge, academic skills, leadership experience, and technological proficiency through providing them academic equality, highly-qualified teaching, rigorous instruction, and support in setting and attaining individual goals.

Philosophy

ALL students deserve and are entitled to a college education and ALL students are capable of succeeding at a high academic level

Early College High School (ECHS) Core Principles: As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative. These core principles include:

1) Early College High Schools are committed to serving students underrepresented in higher education.

2) Early College High Schools are created and sustained by Local Education Agency (LEA), a higher education institution, and the community, all of whom are jointly accountable for student success.

3) Early College High Schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

4) Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

5) Early College High Schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Executive Summary

Alameda Science and Technology Institute (ASTI) is located on the island community of Alameda within the greater San Francisco Bay Area. In its fifteenth year of operation, ASTI is a relatively recent but well-established addition to the Alameda Unified School District (AUSD) and represents an investment by the district in a small, unique option for its high school students. As an Early College High School (ECHS) ASTI shares a campus with the College of Alameda and ASTI students enroll as full-time community college students during their 11th and 12th grade years. This early college experience has translated into a track record of success that includes all graduates

going on to pursue further college studies. In addition to earning their high school diploma, graduates routinely pursue higher goals, with 97% of the class of 2018 meeting UC 'a-g' requirements, 55% completing an Associate of Arts (AA) degree and 74% completing requirements for the Intersegmental General Education Transfer Curriculum (IGETC). In the course of their studies at Peralta Community College District campuses, ASTI students have maintained an average GPA above 3.00, with many students earning honors upon graduation. As a group, graduates have earned approximately 60 college units each during their 4 years at ASTI.

ASTI is very proud of our students' graduation rate, their IGETC completion rate, their college GPAs, their four year college matriculation rates, and the positive school environment we work hard to provide for them. While we have boasted a 100% graduation rate for the past few years, most of our students also matriculate into college after graduation: of the graduating class of 2018, 88% went straight into a four year college or university, and the remaining 12% remained at community college with intent to transfer. In September 2015, Secretary of Education Arne Duncan announced that ASTI was among the 335 2015 recipients of the national Blue Ribbon Schools award. In 2017, ASTI was recognized as both a California Green Ribbon and a California Gold Ribbon School. The Blue and Gold Ribbons are welcome recognition of the impact that early and middle college high schools have on student performance; we are very proud of our success as a college preparatory public school providing opportunity to a wide range of students. The Green Ribbon award recognizes our commitment to reducing waste, being environmentally friendly and improving student wellbeing. In 2018, ASTI was also recognized by the state for our school climate work by receipt of PBIS Silver status and by the Anti-Defamation League for our non-bias work as a No Place for Hate School in. In 2015-16, ASTI staff, students and parents performed a WASC self-study as a committee of the whole. This deep and focused inquiry and written report resulted in a full six years' accreditation until 2022 with midterm report. School administration participates in leadership as a member of the California Coalition of Early and Middle Colleges. Our small school community is very proud of these hard-earned acknowledgements.

Our areas of greatest need are to strengthen programs to support students' socioemotional needs, to improve student punctuality to the first period of the day, to identify and implement Integrated English Language Development strategies to support English Language Learners in all content areas, to strengthen our Designated ELD course, to increase our students' PSAT and SAT scores to maximize their college choices, and to identify and implement strategies to improve performance in math, especially for unduplicated students. To address these areas, in 2019-20 we will continue our work with the school psychologist and Alameda Family Services to create groups for student support at Tier 2, continue to offer after school tutoring program in Math, and continue our annual SAT Boot Camp for sophomores. We will formalize our pilot program to address tardies (started in 2018-19) by regularly accessing data to drive our work and to strengthen tier 1, 2 and 3 supports for student punctuality. Staff will collaboratively and regularly review student performance data to inform our development of integrated ELD across all content areas and to work with the district math coach to strengthen support for students who struggle in math. We will establish a partnership with Korean Community Center of the East Bay to provide therapeutic counseling services for students and families. One goal listed in our WASC Action Plan in 2015 was to improve parent and community connections. We have made progress in this area by increasing translation services at events and translation of documents as well as adding in a No Place For Hate family event; ASTI has focused on increased partnership with MLK Freedom Center which provides

students with meaningful opportunities for community engagement on the local and national level. We will continue with that strengthened focus.

Overall, ASTI students perform near or above grade level on standardized ELA and Math assessments. In September 2018, ASTI math teachers administered the MDTP math assessment along with the district benchmarks as the semester end approached. In 2019-20, our math department will continue with the district benchmarks and will administer the MDTP closer to the start of the school year to. Data from these assessments inform teachers of gaps to reteach as well as students to recommend for the after school support program in Math staffed by ASTI teachers and volunteer peer tutors. All ASTI 10th and 11th graders take the PSAT in October of each school year. The new PSAT is aligned with the new SAT.

Since ASTI's Redesignated ELLs are underperforming their peers, we will apply deep focus on implementation of Integrated ELD in all classrooms. *ASTI will increase or improve services for low-income, English Learners and Foster youth by c*ontinuing staff collaboration across content areas, employing the site ELD coach to support teachers with classroom practices, whole staff collaboration and implementation of strategic talk routines in all classes and gathering of walkthrough data on said practices, and continuing the after school support in Math. In 2019-20 we will also build foundations for teachers to participate in peer observations, especially in the Social Justice literacy course targeted at improving performance of LTELs.

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%	2.7%	9.1%	4.2%	8%		6%	See data analysis description below
Suspension Rate % of students suspended anytime during the year		2.7%	0%	2.8%	0.5%	2.2%		2%	See data analysis description below
Graduation % of four-year cohort completing graduation requirements		89.2%	97.8%	93.2%	100%	93.5%	100%	95%	100%
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%	84%	60%	75%	72%		79%	85%
	11th	65%		63%		72%		79%	85%

School Site Analysis and Prioritized Actions (LCAP Goal 1)

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

ASTI staff follow SART/SARB procedures for absenteeism, but for 2018-19 SPSA we identified tardies as an area of greater need than chronic absenteeism. To address this, in 2018-19 we piloted a new progressive approach of mailing letters home every quarter to alert families and students to their number of tardies and how important punctuality is for their school performance. This approach netted a reduction in the number of letters we sent during the second census-- this indicated that the letters had worked for some families. We then implemented a required parent meeting in the second letter with student, administrators and attendance. This has resulted in some Tier 2 and 3 services and supports for some students, as well as strengthened school to home relationships.

Building a positive school culture is a priority for our school. Staff collaborate to identify Tier 1 RISE & instructional practices to embed in all classrooms, we provide Tier 2 group interventions and are exploring a minor discipline tracking system. In 2018-19, Restorative Circles were implemented in classrooms. Staff regularly analyze RISE data and DF grades to align our supports with student need and school capacity. We have also continued our annual sophomore overnight retreat and our partnership with MLK FReedom Center. We are in Year 2 as a No Place for Hate School; in 2017-18 ASTI also earned PBIS Silver acknowledgement and the Green Ribbon from the state of California.

ASTI has made steady and notable progress regarding PBIS since 2017—we call it RISE at our school: Reflection, Integrity, Safety and Empathy. Our Tier 1 TFI score rose from 67% in February 2017 to 93% in February 2018. The introduction of Tier 2 support in 2017-18 reduced the need for Tier 3 interventions such as SST meetings In February 2017 we scored 0% on Tier 2; in February 2018 we scored 35%. In 2018 we were awarded a Silver level recognition for PBIS from the state of California. RISE items are included in most Staff Development agendas and integrated throughout the school via events and classroom lessons.In 2018-19, we added more schoolwide lessons for RISE, with an initial RISE classroom day to kick off the year and a refresher in January. In 2019-20 those events will be prioritized in the calendar.

ASTI has established a number of foundations for RISE, inclusion at parent events, in-school peer education sessions, Comfy Chair Pass for time out in office, student-made RISE video, Office v. Classroom Managed behaviors defined, a sub packet for RISE, a notable increase in number of kids who receive RISE awards (88% of students reported having received one during the February 2018 TFI), and a streamlined process for our bi-weekly mailing of personalized postcards to families of 9th and 12th graders. In 2018-19, as part of our overall school effort to strengthen our partnership with the college, the box of items for RISE drawings was filled with COA gear.

2019-20 will see ASTI staff continuing the above accomplishments, as well as deepening data analysis to assess the effectiveness of our interventions. This will include:

· Analysis of RISE awards data

- Analysis of Tier 2 evaluations and referrals plus addition of additional Tier 2 and Tier 3 support through our MOU partnership with Korean Community Center of the East Bay (KCCEB) to provide mental health service to our students
- Analysis of CHKS data
- Analysis of tardy

Data Analysis:

Since ASTI's absenteeism rate has remained low the past few years (only 3.75% as of February 15, 2019), our staff and stakeholders sought more meaningful data to analyze in support of students and class attendance. We will continue with our current actions to maintain this low absenteeism rate, and in 2019-20 we will focus on reducing tardy rates in 1st period classes. We will focus on 9th and 10th grade since our 11th and 12th graders have very diverse course schedules due to dual enrollment and we seek to build the school culture of punctuality within 9th and 10th grade with the hope that those cohorts will carry the on-time behavior into their 11th and 12th grade years. We will track data for our first two years of cohorts to test out the theory that this intervention system will reduce tardiness at 11th and 12th grade as well, starting with the starting with the 21-22 school year.

Ou initial approach in 2018-19 has been the series of letters and parent meetings described above. We sent out tardy letters to an student who had accrued 4 tardies or more. These letters went out in September, October and January. In those mailings, 21% of the student body received a first tardy letter, 8% received a second tardy letter, and as of 2.25.2019, 3% have participated in family meetings.

During the first semester of 2018-19, 9th graders accrued 193 tardies, 10th graders accrued 112, 11th graders accrued 104 and 12th graders accrued 92. This will form our baseline data. Our goal is to reduce these totals for 9th and 10th grade by 30% for the first semester of 2019-20. We will also track data for the 2018-19 9th and 10th grade cohorts-- we theorize that this shift in culture will reduce tardy rates for 11th and 12th graders when these students matriculate to those grade levels.

Tardies to 1st period in Fall Semester 2018
9th grade = 193
10th grade = 112
11th grade = 104
12th grade = 92

ASTI staff will not focus on suspension rates since ours are so low.

Needs Analysis:

Our primary work for this goal starts with finding ways to uncover the needs of the students who are not arriving to school on time. To that end, we have piloted a Punctuality Survey to explore a

number of hypotheses we have raised regarding reasons that students are late. On 4.12.2019, ASTI staff analyzed the results of our first survey, and came up with the following observations:

- Staff determined that, overall, student reasons for being tardy to first period are not not about adequate clothing, family obligations, lack of social connections at school or lack of incentives/consequences at school.
- Students primarily cited as reasons staying up late to do homework, problems waking up, and/or transportation issues
- Students cited detention as a powerful deterrent.
- Students identified as potential primary motivations to get to school on time:
  - Food, specifically free breakfast. In the free response option of the survey, 25 out of 86 respondents (29%) stated this.
  - Rewards such as drawing, special events: 12 out of 86 (14%)
  - Less homework: 8 out of 86 (10%)

Historically, there has been little to no school wide set of consequences and incentives for tardiness; thus the focus of our action plan will be on addition of these as well as strengthening school to home communication on the matter. In 2018-19, we piloted a system of letters sent home and then added parent meetings to that system. 2019-20 will see a formalized yearlong procedure of progressive response that will include regular letter sent home, lunchtime detentions, parent meetings and teacher communication of impact on academic progress. Data gathered will include survey results, meeting minute notes, letters sent, and tardy rate queries and analysis. Incentives and interventions will be developed, and may include COST, Tier 2 group referrals and SST meetings as well as an applicable SART/SARB steps.

Since there is little historic precedent set for schoolwide follow-up on tardiness, and due to the nature of course schedules for 11th and 12th graders, and because the preponderance of tardies is to first period, our tardy interventions and incentives will focus on 1st period for 9th and 10th grade. We will track the data over two years to test the hypothesis that this intervention will shift school culture to the extent that our current 9th graders have fewer tardies in 11th grade than our current 11th graders have accrued.

Actions taken in 2019-20 to address 1st period tardies will include:

- Regular staff data analysis of tardy and grades
- COST referrals
- Faculty to home communication of impact on grades
- Tardy letters home
- Regular surveys of students
- Tardy meetings
- Tardy detentions
- RISE awards drawings for perfect punctuality
- Possible additions that will be considered for 2019-20 include:
  - Incentive pizza party
  - Bagels & hot chocolate food cart (Food services or Laney culinary program) before school
  - Advisory-led schoolwide event on the importance of punctuality.

- ○ Prom discounts based upon attendance
- ○ Collective class attendance earns extra points at Sports-O-Rama competition
- ○ monthly attendance report- anyone over 90% is invited to an attendance party-- big deal handing out tickets in classes. weather specific-- hot chocolate in morning before class, they take it to class; popsicles at end of the day; could add kids who improve 10% since last query

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	Decrease chronic tardiness to first period of 9th and 10th graders by 30%		
Metric(s) to Assess Impact	1st period Tardies recorded for 9th and 10th graders		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Send tardy letters from principal for 1st period-- add lunchtime detention for each recipient of letters. Meet with parents after second letter; add detention and incentives.	Office Manager Principal	All	
1.A2	Add Incentives and rewards to the calendar for 2019-20. Survey students to assess response to incentives and detentions	Principal	All	
1.A3	Regularly review tardy and survey data in staff meetings.Teachers include the importance of punctuality and impact of tardiness in course information materials, Back to School Night, and contacts to parents of students with accrued tardies. Continue whole staff initiative to reduce homework.	Staff	All	

	Site Goal B	Keep chronic absence rate at 4% or less
	Metric(s) to Assess Impact	Chronic absence rate

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	Improve SART follow-up time	Office Manager Principal	All	
1.B2	Maintain positive school climate	All Staff	All	
1.B3				

	Site Goal C	Continue Tier 1, Tier 2 and Tier 3 supports to maintain a positive school climate. Implement and assess.
	Metric(s) to Assess Impact	TFI Scores & CHKS Responses & Stakeholder surveys

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	Tier 1: RISE, No Place for Hate School, grade level information nights, sophomore counseling, collaborate to balance student workload, Restorative circles, sophomore retreat, Advisory bonding events, MLK Freedom Center, quarterly staff analysis of RISE data and TFI scores Measured by surveys, TFI	All Staff	All	
1.C2	Tier 2: groups with AFS, exploring partnership option with Korean Health, COST referrals; Measured by TFI; goals includes full implementation of KCCEB groups	Counselor Principal	COST referred	
1.C3	Tier 3: SST & parent tardy meetings, one-on-one with counselor or principal Measured by number of meetings, which should decrease as Tier 1 tardy strategies are implemented. Goal includes full implementation of KCCEB	Counselor Principal Psychologist	Tier 3 identified	

	one-on-one counseling.			

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	73.8	14.3	88.6	18		24	80
ELA SBAC: Average Distance from Level 3 (Standard Met)		32.8	105.5	36.8	103.5	40		45	105
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements		52.6%	91.3%	53.3%		55%		60%	90%
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		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%	91.3%	56.6%	90.9%	59%		64%	90%
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	40%	11%	11%	13%		15%	50%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	N/A	82%		84%	90%
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%	0%	5%	13%	4%		3%	2%
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%	100%
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%		98%		100%	
	6th-12th	63.2%		61%	100%	98%		100%	100%

School Site Analysis and Prioritized Actions (LCAP Goal 2)

Description of CURRENT school actions/services in support of LCAP Goal 2:

ASTI's current schools actions and services in support of ELs include:
- Social Justice LTEL course to provide Designated ELD
- Staff development to improve Integrated ELD commenced in Fall 2019 and thus far includes training of all staff in Constructing meaning for Integrated ELD, staff analysis of performance data, staff development focus on Strategic Talk Routines, development of a walkthrough tool structured to the school, and site staff development led by the district ELD coach.
- Allocation of LCFF funds to compensate teachers for once/weekly after school content-area tutoring
- Development and implementation of site-specific ELD Walkthrough Tool
- Funding of teacher attendance to conferences that include Integrated ELD strategies
- Translation of school documents, website and events into Cantonese/Chinese
- Analysis of grades (specifically D and F) cross-referenced with EL status
- Partnership with college to enroll students into math and English courses with support sections as needed.

Data Analysis:

55% of ASTI's overall student population is either designated EL or redesignated within the past four years. In our most recent whole staff analysis of D and F grade rates, 51% of the students on the list were ELs or Redesignated ELs; this is commensurate with our overall distribution of students. However, this parity does not indicate that we should settle for this-- ASTI faculty will focus actively on Integrated ELD to support all students, including these ELs, in order to increase literacy and reduce D and F rates overall.

School	Grade	TBD	Level 1	Level 2	Level 3	Level 4	Total	LTELs	% LTELs
ASTI	9	2			1	3	6	2	33%
	10				1	3	4	3	75%
	11					1	1	1	100%
Total		2	0	0	2	7	11	6	55%

67% of ASTI LTELs have been in US schools since Kindergarten-- this begs the imperative that we continue to improve Designated and Integrated ELD as these students have flatlined in progress.

School	# Enrolled Since K	# LTELs	% in US School Since K
ASTI	4	6	67%

ASTI Redesignated ELs scored lowest of the three district high schools for sbac in 2018-87.5% ELA proficient and 79.2% math proficient.

Also of consideration is that 45% of our ELs are socioeconomically disadvantaged-- thus qualifying as Unduplicated in more than one criterion.

School	Soc/Eco n Dis ELls	Total ELs	% Dis ELs
ASTI	5	11	45%

Latinos are of consideration as well: although they are only 9% of the total student body, 5.6% of them have chronic absence, 50% are in the lowest performing group of ASTI students on SBAC math and 20% have 1 or more course failure-Latinos lead all demographics in this last item.

As noted in the data table above, ASTI Redesignations rates hovered between 10 and 15% for a number of years. 2019-20 will be out second year of providing designated ELD and our first full year of providing Integrated ELD; thus, the goal is set much higher than the previous rates. The ELPAC goal is set to a 10% increase.

Initial walkthrough data showed teachers primarily using the talk routine of turn and talk; however it was not structured.

Needs Analysis:

Analysis of our data supports the following responses and allocations:

- Whole school Integrated ELD and CM to move kids along in all courses and on redesignation criteria; this will also support Redesignated students in all classes.
- Focus on Strategic Talk Routines as an improvement of turn and talk
- Continue after school tutoring in content areas (allocation)
- Allocation of LCFF funds to create toolkit for student use in classrooms (Allocation)
- Allocation of LCFF fund to purchase materials and novels for Designated ELD course (Allocation)
- Support teacher attendance to conferences that focus on EL strategies (allocation)
- Continue district funded translation at school events into Cantonese.
- Funds allocated for translation into minor languages (i.e. Mongolian or Spanish) at parent meetings (Allocation)
- Continue walkthroughs with tool-- support teachers to join peer walkthroughs
- Continue translation of documents and website-- translate website V1 before start of 2019-20
- Continue D and F analysis and cross referencing with EL list.
- Administrator and counselor attend CCEMC annual conference to gather ideas to support first generation students
- Continue to strengthen partnership with college to support ELs and UD

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	Improve Math & ELA Performance for UD students		
Metric(s) to Assess Impact	**District Benchmarks** **Course Grades in ELA and Math** **Redesignation Rates**		
#	**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)
2.A1	After school tutoring in content areas	Teachers Principal	UD	
2.A2	Fund translation of smaller language groups at Student Success Team meetings	Principal Counselor	EL	
2.A3	Create and maintain table toolkits for Integrated ELD	Principal Coach Teachers	EL	

Site Goal B	Train teachers and collaborate on Integrated ELD-- specifically Structured Talk Routines
Metric(s) to Assess Impact	

#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Use Walkthrough Tool regularly and create feedback loop of collaboration and reflection in staff development	Principal Coach	EL	

#		Person(s) Responsible	Target Student Group(s)	
2.B2	Funds allocated for teachers to attend conferences on best practices	Principal Teachers	EL	
2.B3	Funds allocated for teachers to have release days to plan EL and UD friendly lessons	Principal Teachers	UD	

Site Goal C	Strengthen Partnership with partner College of Alameda			
Metric(s) to Assess Impact				
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Refine Multiple Measures Placement Pathways for Math, English and Foreign Language	Principal Counselor COA Staff	UD	
2.C2	Quarterly meetings with COA administration to plan for potential move and growth for ASTI; topics include course offerings, facilities.	Principal COA Staff	All	
2.C3	Refine Foreign Language Placement Pathway	Principal Counselor COA Staff	All	

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%	78%	62%	79%	70%		75%	80%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	86%	84%	94%	85%		89%	85%
% of respondents reporting that they have attended one or more school or class event at school	90%	64%	94%	68%	95%		96%	See narrative below

School Site Analysis and Prioritized Actions (LCAP Goal 3)

Description of CURRENT school actions/services in support of LCAP Goal 3:

ASTI's present parent engagement strategies include:

> Updating the website using parent input from survey, SSC and PTSA
> Mandatory grade level information nights
> Back To School Night, Awards Nights, and an annual PTSA fundraiser
> Translation at parent events
> Sophomore counseling
> SSC & PTSA
> Emailed weekly announcements
> Weekly principal robocalls
> Tardy letters, SST, etc.

Data Analysis:

In reviewing our data, ASTI staff noticed that we were consistently lower than the district in the area of parent attendance at school events. They also asked for high school specific data, since the question is worded in a way that does not distinguish between elementary and secondary. Here is the aggregate data:

> To give us a relativity comparison, we asked for the 2017-18 data for each district high school:
> Alameda High: 78%
> Encinal: 81%
> Island High: 55%
> ASTI 68%

On the surface, it appears that this data indicates that we could improve as compared with Encinal and Alameda; however, a closer look at our program elucidates a few key differences that make the data incomparable: these other high schools have sports, music and theater programs that draw parents to evening events. Considering this, and acknowledging that staff agree we want to increase parent involvement and attendance, we will gather data in 2019-20 by having parents sign into events on Chromebooks. We can then use this baseline data to work on improving parent attendance at targeted school events.

ASTI's enrollment has grown steadily over time, from a graduating class of 13 in 2009 to a graduating class of 44 in 2018. Along with this growth, our PTSA has strengthened and our prom attendance has grown. 2018-19 was a transition year for prom-- 2019-20 will include recruitment of a parent prom committee at the start of the school year. At a small school like ASTI, prom is an important event.

Needs Analysis:

Parent and guardian involvement continues to be an area of focus; since ASTI is a small high school populated with a good number of independent learners, and is a commuter school that draws a number of kids from other neighborhoods, this will likely continue to be an ongoing growth area.

PTSA and ASTI administration will formalize the quest to establish parent committees that provide opportunity for a wider range of parents to engage with the school; proposals include the prom, as mentioned above. Additional ideas include website support, annual fundraiser planning committee, and parent outreach committee.

In 2019-20, ASTI and ASTI PTSA will use chromebooks to have parents sign in to events and track participation and attendance.

ASTI is in the process of updating the school website. When finalized, the new version will include a tab on the homepage that leads to a Chinese version of many items on the website. This change will provide a visual cue for chinese speakers to find the information, and eliminates their need to comb through English content to find translations; overall, these changes will improve access for our largest non-English population.

ASTI staff will continue with previous parent engagement efforts, including making our grade level information nights mandatory and providing translation. We will also collaborate with AUSD to transition parents from the current communication portal School Loop to our portal for next year--AERIES.

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	Increase parent attendance at evening events		
Metric(s) to Assess Impact	Sign in and parent attendance tracking data-- site baseline will be captured in 2019-20 as described above		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.A1	Set up Google document to track	Principal	All	
3.A2	Set up ChromeBooks at events	Student leaders Counselor PTSA Principal Office Manager	All	
3.A3				

Site Goal B	Finish website update with Chinese section-- roll relevant portions of parent handbook over and finalize remainder of said paper document.		
Metric(s) to Assess Impact	Completed website and handbook--goal is before start of school 2019-20 year		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.B1	Make updates to website	Principal Parent webmaster	All	
3.B2	Complete review of handbook to select	Principal	All	

	sections to roll over to website; Gather notes on updates to counseling section	SSC Counselor		24
3.B3	Translate items for website	Principal	All	

Site Goal C		**Establish PTSA parent committees-- Prom, Auction, Outreach**		
Metric(s) to Assess Impact		**Number of formal committees**		
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
3.C1	Define committees and recruit parents-- biggest push at Back To School Night, our most attended event of the school year.	Principal PTSA		
3.C2				
3.C3				

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%	100%	97.9%	100%	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%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)

Description of CURRENT school actions/services in support of LCAP Goal 4:

ASTI has not had any Williams Case findings in previous years. Every student has adequate textbooks; we used donations to obtain calculators to loan to students in need. We have enough chromebooks to provide about 85% one-to-one; PTSA is in the process of purchasing another cart of chromebooks. Our FIT scores are passing; last year, ASTI has received an office upgrade, a garden shed to clear the bathroom for all-gender usage, new linoleum in the staff bathroom and new carpet in four of seven portables.

Data Analysis:
See above

Needs Analysis:
See above

Site Goals, Actions, and Metrics (LCAP Goal 4)

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	Maintain 100% in all categories			
Metric(s) to Assess Impact	As measured by District Annual Outcomes metric			
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.A1				
4.A2				
4.A3				

Site Goal B				
Metric(s) to Assess Impact				
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.B1				
4.B2				
4.B3				

#	Site Goal C			
	Metric(s) to Assess Impact			
#	**Actions to Achieve Goal**	**Person(s) Responsible**	**Target Student Group(s)**	**Modifications from Timeline Above (If Applicable)**
4.C1				
4.C2				
4.C3				

Summary of Expenditures to Achieve Site-Specific Goals

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative		
				$6,960.00				

Summary of Expenditures to Achieve Site-specific Goals

Action Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	PTA/ Donation	
2.A1 & 2.B3	UND			$3,785.00				Certificated Salary
2.A1	UND			$910.00				Benefits
2.A3	ELs			$565.00				Materials/Supplies
2.B2	UND			$1,300.00				Services
2.A2	ELs			$400.00				Services
TOTAL				$6,960.00				

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 underlines participates. If the school receives underlines funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	**Allocation**
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: 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*
Toby Levenson	F	700	English	Parent
Diane Woon	F	201	Cantonese English	Parent
Louie Martirez	M		Tagalog English	Parent
Aidan Byrne-Sarno	M	700	English	Student
Rayna Wiar	F		Pashto English	Student
Ethan Muon	M	201	English	Student
Tracy Corbally	F	700	English	Staff
Kristen Jurkovich	F	700	English	Staff
Zahera Ali	F		Hindi	Staff
#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?

   YES

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

   YES

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?

   NA

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.
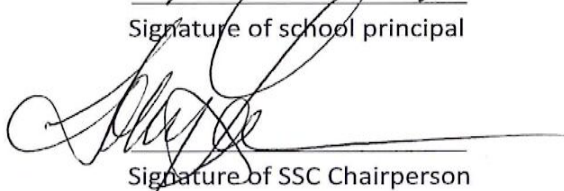6. This school plan was adopted by the school site council on: .

Attested:

	Tracy Corbally	4.17.19
Tracy Corbally	Signature of school principal	Date
		4/12/19
Toby Levenson	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?

NO

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

NA

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage
1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance
1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action
1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices
1. Describe, summarize, and analyze the identified data related to student academic achievement.
· Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
· What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead
1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.