

Henry Haight Elementary 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

Mission: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore, we must provide our diverse Title I students with engaging, integrated curriculum, personalized learning opportunities, and an empowering school culture that supports the whole child.

Vision: All students will have exceptional 21st century skills empowering them to be deep thinkers, positive, hard-working contributors and leaders in our global community with readiness for any academic and career path.

Theory of Action

We believe:

If we transform the teaching and learning at Haight by engaging our students in deeper learning experiences that require critical thinking, solving complex problems, and working collaboratively

And,

If we address these 3 Essential Elements:

- provide an relevant, engaging curriculum that integrates global learning with STEM problem solving and
- support the whole child by focusing on the equally important area of social emotional learning and
- personalize and differentiate students' learning experiences to meet their individual needs,

Then

Haight students will:

- develop mastery of the content of the Common Core State Standards
- develop their competencies for communication, collaboration, critical thinking, and creativity,
- value diversity and develop skills for global competency
- become positive, hardworking contributors to their community and world
- be engaged learners, ready for an academic path in middle and high school and beyond, including STEM (Science, Technology, Engineering and Math).

Executive Summary

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups.*
Haight Elementary is proud of its long history of closing the achievement gap and successfully meeting the needs of all students. Named a Title 1 Achievement School over multiple years, Haight was recognized with a Gold Ribbon in 2016 for the high level of coordinated student supports to help all students succeed.

At Henry Haight Elementary School, we are privileged to have the opportunity to work with a richly diverse group of students, parents and guardians. A look at our demographic demonstrates Haight's ethnic, cultural, and linguistic diversity. 26% of our students are Asian, 24% Latino, 10% Filipino, 5% African American, 15% White, 20% two or more races, and 33% of our students are designated English Learners. Our multicultural school community allows our students to experience and understand varying perspectives and cultures every day. We value our diversity as an asset for teaching and for learning.

Through hard work and dedication, Haight has earned a reputation of being committed to equitable outcomes and effective intervention supports. Through our diverse funding sources, we provide students with a challenging and engaging curriculum that meets the needs of all learners.

Our entire school community works together to ensure we maintain high expectations for student success by providing many opportunities for students to become successful learners. We provide small-group instruction and targeted academic intervention programs that are designed to meet the diverse needs of all children. Henry Haight welcomes all parents and community members to work as educational partners. Started in 2014, we are completing year four of our Innovative Plan, EAGLES (Everyone Achieving through Global Learning and Environmental Stewardship). Each grade level has a global region of focus, ensuring that students will have learned about cultures around the globe by the time they reach 5th grade. Given the diversity at Haight, we believe this also allows students to see their home culture reflected and celebrated at school. We have benefitted from a school wide focus on hands on learning through FOSS curriculum supported by a teacher on special assignment. The TSA has been able to help teachers to plan for and prep for STEM learning in our STEM lab. Our continuing vision is to create a school that focuses on integrated units organized around global learning and STEM to promote rigorous, enthusiastic student learning. We also believe social emotional learning is an essential support for academic achievement to allow students to be reflective and able to better regulate their emotional responses. The school community further enriches the learning experience through support of programs for art docents, garden and go green initiatives, Junior Coaches, cross age reading buddies, Multi-Tiered Intervention System and more.

- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?* Haight has been continually developing our MTSS framework to provide tiered support services both academically and behaviorally which matches previous years' work at Haight. Recognizing the importance of providing support for both academic and behavioral needs, Haight has developed a robust model utilizing a team approach that takes advantage of all the expertise of the staff. The model addresses two important areas of need: Strategy 1: Using data to create groups and progress monitor and adjust based on need and Strategy 2: Provide collaborative support and intervention services deployed for both strategic and intensive students for both academic and behavioral needs. Haight prioritizes the continual growth of our offerings of multiple tiers of student supports. On the behavioral side, we've strengthened our Tier 1 Positive Behavior Intervention and Supports (PBIS) behavior system. We believe that social emotional learning should be at the heart of our work and have incorporated Toolbox curriculum, the Peace Path, and Restorative Practices model of conflict resolution as schoolwide as Tier 1 best practices. Through implementation of school-wide Toolbox and other stress relief strategies, our goal is for students to develop skills for self-regulation, calming, refocusing and encouraging a sense of wellbeing. Toolbox Learning is a TK-5 SEL curriculum that teaches students to use a variety of 'tools' to manage their personal emotional states and interpersonal interactions. We are also implementing Go

Noodle and other movement breaks to systematically allow for the movement and stretch breaks needed by our students.

- On the academic side, our entire school community works together to ensure we maintain high expectations for student success by providing many opportunities for students to become successful learners. With the new adoptions for ELA and Math, we will be better able to provide instruction aligned to the rigorous CCSS. Utilizing our Literacy Coaches and Title 1 Specialist, we provided multiple rounds of facilitated half day grade level collaboration sessions that focused on deeper implementation of CCC and Eureka Math as well as using ways to utilize blended learning models to provide more opportunities for small group instruction. Based on the foundation provided by our innovative plan, we will continue to provide opportunities for integrated hands-on learning through the extension of FOSS units with EIE units that have a global and environmental theme. This links with the regional global learning focus that takes place at each grade level with supporting ELA computer subscriptions.
- For tier 2 supports, we provide daily small-group instruction and targeted intervention groups that address the range of academic needs. As more progress monitoring tools are provided, we will be able to use grade level meeting time to analyze, strategize and adjust instruction based on student performance data. We have also developed a data driven COST process to monitor students' academic and behavioral needs, refer students for Tier 2 and Tier 3 supports and coordinate interventions. We will continue to explore how to use a blended learning model to provide additional small group learning opportunities. Through our weekly COST meetings, Haight uses a collaborative approach to utilize the expertise of our Intervention Lead, Title 1 and ELD specialists and Special Education staff to discuss and coordinate services for our most at risk students.
- We have seen improved academic and behavioral outcomes over time for most of students the longer they are in our system and learn the tools for emotional regulation and receive intervention for their learning needs. We were pleased with the improved performance for our Latino students and hope that trend continues.
- We have fully integrated Lum community, more opportunities for field trips/experiences, additional PTA funds, more options of behavioral support for high-need students, continued use/practice of Toolbox.
- We have solidified our reputation as a "good school" among Haight families and other community members. We are particularly proud of the positive trends in our CAASPP scores - last year we showed the greatest growth percentage in reading and math in the whole district.
- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*

We believe we will see improved outcomes, particularly in math, with more skilled implementation of the curriculum. We met with the district Math coaches to discuss their insights into our school's areas of needs and will be meeting in grade level teams to focus on improved pacing of our math instruction and methods to strengthen our students' number fluency. We are also trying to find a way to provide math intervention within the Eureka math model through the use of Zearn and Prodigy Math which allows for students to have personalized learning paths. In our second year of implementation of CCC, we have benefited from formative assessment data generated by the STAR 360 Renaissance online system.

- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*

A theme in our data from last year is the need for stronger academic supports for our African American students with 20% scoring proficient in English Language Arts and 25% scoring proficient in Math. All of our strategic intervention plans for Reading, Language Arts, and Math need to include targeted supports for all our African American students to reinforce better outcomes for the 80% who have underperformed in the past. Our professional development plan needs to include sessions on trauma-informed practices, culturally responsive pedagogy, and culturally relevant curriculum. This is also true of our rates of chronic absenteeism and suspension. As of March 18, 2019, 17.1% of our African American students were crossing the threshold of "chronically absent." Our school will re-evaluate how we are partnering with our African American families in relation to the importance of regular attendance, how we support our African American students who are identified with numerous absences, and how we plan early interventions for all students who fall into the category of at-risk of chronic absenteeism.

As of March 4th, our rate of suspension of African American students (8.6%) quadruples that of the overall rate (1.9%). Again, we need to look at more specific interventions to support African American students, including problem-solving and conflict resolution strategies among all students, before issues escalate to the level of suspension. Systemic issues also need to be addressed through more culturally-responsive pedagogy and positive student/family engagement.

In 2019-2020, our Restorative Practices initiative will help to align all staff to a vision of community building and addressing behavior through positive interventions which will replace the need for suspension in many cases. Our COST team will dedicate staff meeting time, offer professional development, and work through grade-level teams to pursue interventions that support all students to make responsible choices and build social skills for more effective communication and problem-solving.

- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners, Foster youth, and, if applicable, homeless youth?*

Our coordination of services through COST target supports for our most high-needs students who are often our low-income and McKinney Vento students. We continue to partner with Alameda Family Services to refer families for their family counseling services and offer social groups on site. We continue to utilize our Intervention Lead and Parent Liaison to coordinate with other providers through exchange of information to advocate additional evaluations and services for students through the COST referral system. We also continue to develop our expertise for tier 3 supports through individualized behavior improvement plans.

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% or more of their enrolled days		8.7%	8.1%	9.1%	9.4%	8%	8.6%	6%	7.6%
Suspension Rate % of students suspended anytime during the year		2.7%	2.2%	2.8%	3.5%	2.2%	2.5%	2%	2%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		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%	89%	86%	82%	88%	88%	91%	90%
	7th	71%		62%		75%		80%	
	9th	65%		60%		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:

1. Monthly monitoring of classroom attendance and rewards/acknowledgment for good attendance.
2. Monthly family outreach for students with high absenteeism by Parent Liaison and Intervention Lead
3. Increased visibility of PBIS 4B's across all settings, especially outdoors, customized classroom PBIS signage, and implementation of developmentally appropriate student reflection forms in all classrooms.
4. Ongoing professional development on positive classroom management.
5. Continued training and implementation for teachers for AERIES intervention entry for COST referrals.
6. Definition of pre/post data to collect to monitor impact of T2 interventions.
7. Analysis of access and proportionality of T2 access
8. Increased services and supports for T3 behaviors to help reduce suspension rate.

Data Analysis:

Average Daily Attendance:

Chronic Absenteeism:

As of March 18, 2019 our overall chronic absenteeism was 10.1% which was 1.2 percentage points lower than this time last year, but still 1.5 percentage points higher than our goal of 8.6% for this year.

Subgroups with the highest rate of chronic absenteeism at this time were African American (17.1%), White (14.6%), Multi-Ethnic (13.7%), and Hispanic (13.1%).

The two subgroups with exceptionally low rates of chronic absenteeism were Asian (3.6%) and Intentionally Left Blank (4.3%)

Grade levels with the highest rate of chronic absenteeism were TK (14.8%), 3rd Grade (11.5%), and Kindergarten and 2nd Grade both at 10.6%. 4th Grade (8.2%) and 5th Grade (8.0%) both had better than average rates of absenteeism.

Suspension Rate:

As of March 4, 2019 our overall suspension rate was 1.9% which was 0.3 percentage points lower than this time last year and 0.6 percentage points lower than our goal of 2.5% for the end of the year. The total number of days of suspension was 16 as compared to 39 total number of days of suspension for this time last year. African American students were suspended at the highest rate (8.6%), while Intentionally Left Blank (4.3%) and White students (3.4%) were also suspended at a higher than average rate.

Grade levels with the highest rate of suspension were 5th Grade (5.7%), TK (3.7%), and 1st Grade (2.9%). Kindergarten, 2nd, and 3rd Grade all had 0 suspensions.

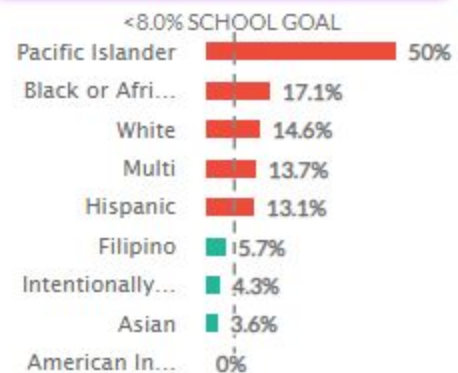
Chronic Absence

Year to date: 2018-2019

10.1%

School Overall

Primary Ethnicity



COST data:

Our COST team meets weekly, facilitated by our Intervention Lead and includes our Title 1 Reading Teacher, Parent Liaison, Student Support Provider, Assistant Principal and Principal. We are currently monitoring 76 students through our COST meeting process.

64% of students have been referred to COST with social-emotional or behavioral issues as a primary concern

37% of students have been referred to COST with academic issues as a primary concern

14% of students were referred to COST as a Crisis Referral

31 students have participated in Check In Check Out

16 students have participated in targeted skill-building groups

26 students have participated in lunch groups

52 students have participated in structured recess

33 students participate in small group or individual counseling with an Alameda Family Services counselor

Staff meeting time was provided to receive training on understanding the COST referral process.

Teachers received training on entering intervention into AERIES in order to generate a COST referral.

**Needs Analysis:****Chronic Absenteeism:**

The current data indicates some important findings related to our success with LCAP Goal 1 and the need for more targeted intervention with key subgroups. While our overall chronic absenteeism is down by 1.2 percentage points from this time last year, our African American students are crossing the threshold of “chronically absent” at an alarming rate of 17.1%. Clearly, our school needs to re-evaluate how we are partnering with our African American families in relation to the importance of regular attendance, how we support our African American students who are identified with numerous absences, and how we plan early interventions for all students who fall into the category of at-risk of chronic absenteeism.

One key action item is to include our Attendance Specialist in at least two Coordination of Services Team (COST) meetings per month, to share the names and profiles of all students at risk of chronic absence. Detailed information from what families have shared with the Attendance Specialist can be immediately processed into intervention plans for COST team members to carry out. Another action item for next year is to make arrangements for COST team members to attend Student Attendance Review Team (SART) conferences to dialogue with family members about how best to support a child’s improved attendance. Each student who has a SART meeting can be given a clear incentive/support plan for encouraging their improved attendance with the goal of them exiting the chronic absentee category by the end of the year.

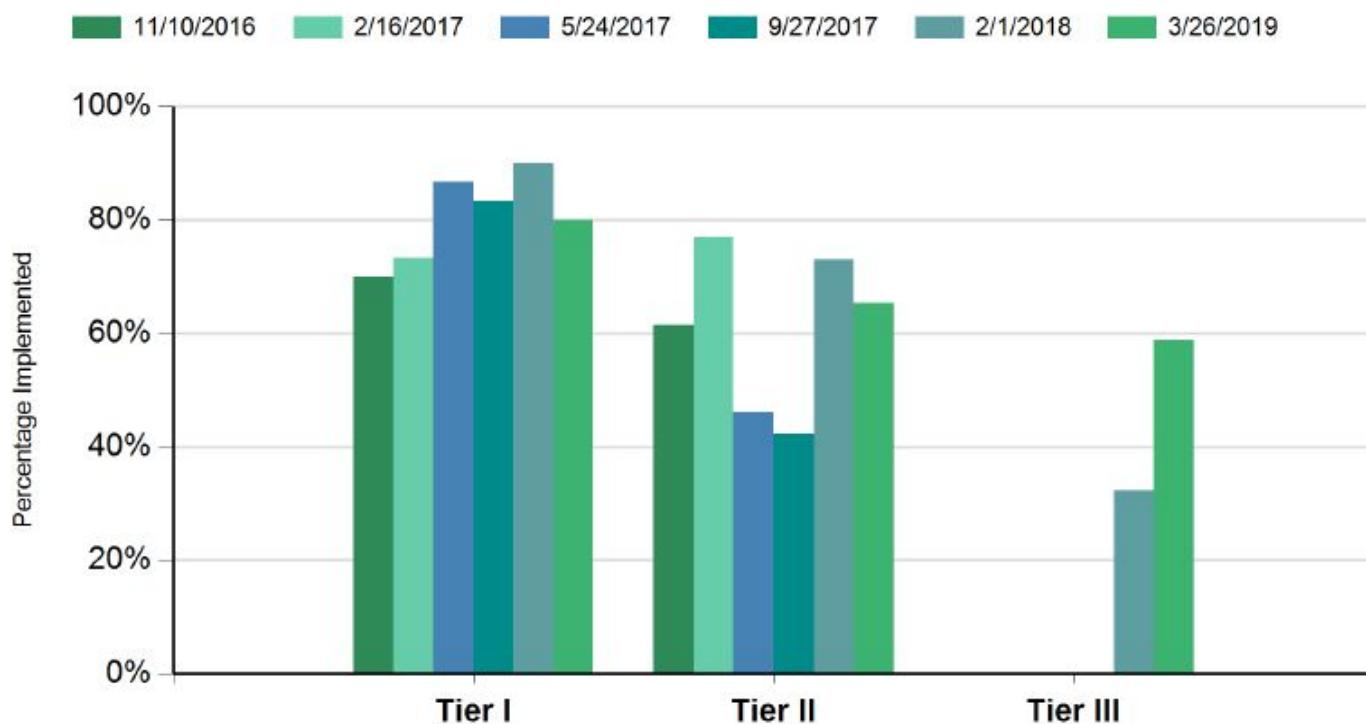
Suspension Rates:

Our current suspension rates tell as similar story of various results in achievement of our LCAP Goal 1. The overall suspension rate for our school is down by 0.3% points and days of suspension is at half of what it was from this time last year. However, at 8.6%, our rate of suspension of African American students quadruples that of the overall rate (1.9%). Again, we need to look at more specific interventions to support African American students in problem-solving and conflict resolution before issues escalate to the level of suspension.

Current practice/protocol for COST team planning leaves referrals to COST dependent on teachers input of Pre-Referral Interventions and then Referral to Intervention in Aeries. This team needs to adapt to include Referral to Intervention by administrators and support staff who see patterns of behavior that could lead to suspension, with the goal of identifying at-risk behavior, planning interventions, and hopefully preventing the need for suspension before unsafe situations arise.

PBIS Needs Assessment:

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Haight Elementary School
11/10/2016 - 3/26/2019









Our PBIS assessment (Tiered Fidelity Index) from March 26 showed that we had fallen by several percentage points for Tier 1 and Tier 2, but increased our Tier 3 fidelity by nearly twice the level as last year, from 32% to 59%. This indicates that we need to continue to reinforce Tier I school wide implementation and Tier 2 interventions, and celebrate the great gains that we made in applying Tier 3 actions into our regular routines. The COST team will need to start the 2019-2020 school year by taking a close look at the TFI for more specific recommendations.


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		Reduce the overall chronic absentee rate to 7.6% and our chronic absentee rate for all subgroups to below 12%.		
 Metric(s) to Assess Impact		Attendance data 1. Documentation of monthly monitoring of classroom attendance and awards for good attendance. 2. Documentation of monthly family outreach for students with high absenteeism by Parent Liaison and Intervention Lead		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS Early intervention starting in September, including weekly family outreach for students with high absenteeism by Parent Liaison and Intervention Lead	Attendance Clerk, Intervention Lead, Parent Liaison, COST Team, Teachers	All, Targeted outreach to African American families.	September- June
1.A2	COMMUNICATE, EDUCATE AND PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, MONTHLY PERFECT ATTENDANCE, OUTSTANDING ATTENDANCE, and IMPROVED ATTENDANCE AWARDS.	CCLT, Attendance Clerk, Parent Liaison, Principal, Teachers	All, Targeted outreach to African American families.	
1.A3	INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - Multicultural Night, Global Assemblies, Anti-Bullying Assemblies, In-school Enrichment Activities	CCLT, PBIS Lead, Teachers	All Unduplicated, Targeted events for African American and Latino families.	

 Site Goal B		1.Increased visibility of PBIS 4B's across all settings, with customized PBIS signage outdoors and in the cafeteria. 2. Implementation of developmentally appropriate student reflection forms in all classrooms. 3. Monthly professional development on positive classroom management.		
 Metric(s) to Assess Impact		Major and minor discipline 1. Increased visibility of PBIS 4B's across all settings, customized classroom PBIS signage, and implementation of developmentally appropriate student reflection forms in all classrooms. 2. Agendas showing monthly professional development on positive classroom management.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	IMPLEMENTATION OF MTSS and POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS,	PBIS Lead, Intervention Lead, Culture/Climate Leadership Team	All Unduplicated	
1.B2	ONGOING SITE PROFESSIONAL DEVELOPMENT TRAINING - Support for Implementation: TOOLBOX, CONSCIOUS CLASSROOM BEHAVIOR MANAGEMENT SYSTEM	Climate/Culture Leadership Team (CCLT), PBIS Lead, Intervention Lead, Title 1 Specialist, District Behaviorist	All Unduplicated	
1.B3	CHARACTER EDUCATION – Training and Support for Implementation: TOOLBOX, MORNING MEETINGS, EAGLE EYES/PRIZES, LIFESKILL AWARDS ASSEMBLY CARING SCHOOL COMMUNITY, AUSD PROTECTED CLASSES LITERATURE LESSONS,	CCLT, All staff including teachers, para professionals, office staff, after school staff	All Unduplicated	
1.B4	SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - Junior Coaches support for Morning Valet, Lunchtime Recess Support, and Go Green.	CCLT, PBIS Coach, Teachers	All	

 Site Goal C	1. Training and implementation for teachers for AERIES intervention entry for COST referrals every trimester.
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		<p>2. Definition of pre/post data to collect to monitor impact of T2 interventions.</p> <p>3. Analysis of access and proportionality of T2 access</p> <p>4. Increased services and supports for T3 behaviors to help reduce suspension rate.</p>		
 Metric(s) to Assess Impact		<p>COST data Who is accessing Tier 2 and Tier 3 interventions Outcomes of interventions 1. Dates of training for teachers for AERIES intervention entry for COST referrals. 2. Document of definitions of pre/post data to collect to monitor impact of T2 interventions. 3. Document of analysis of access and proportionality of T2 access. 4. Document of increased services and supports for T3 behaviors to help reduce suspension rate. 5. Quarterly monitoring of Uh-Oh data for trends of problem areas requiring re-teaching. 6. Monthly monitoring of students with 3+ Uh-Ohs who would benefit from T2 intervention of CICO, structured recess or social skills group.</p>		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.C1	BEHAVIOR INTERVENTION SUPPORT STUDENT SUPPORT PROVIDER -- ON-SITE SUPERVISION, 1:1 SUPPORT, CRISIS SUPPORT, RESTORATIVE PRACTICES, AND SKILL BUILDING GROUPS	.88 Student Support Provider (SSP)	All Unduplicated	
1.C2	BEHAVIOR INTERVENTION SUPPORT MTSS and PBIS Supports including COST PROCESS FOR TIER 2 SUPPORTS: ON-SITE 1:1 AND SMALL GROUP COUNSELING, CRISIS SUPPORT, RESTORATIVE PRACTICES, AND SKILL BUILDING GROUPS	.6 Intervention Lead AFS Counseling Services	All Unduplicated	
1.C3	BEHAVIOR INTERVENTION SUPPORT MTSS and PBIS Supports including COST PROCESS FOR TIER 2 SUPPORTS: ON-SITE 1:1 AND SMALL GROUP COUNSELING, RESTORATIVE PRACTICES, AND SKILL BUILDING GROUPS , PD for Social Emotional Learning and Restorative Practices	.4 Intervention Lead	All Unduplicated	

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	-18.4	14.3	-0.9	18	11	24	22
ELA SBAC : Average Distance from Level 3 (Standard Met)		32.8	-4	36.8	7	40	18	45	29
UC 'a-g' Completion : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
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%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	8%	11%	7%	13%	9%	15%	11%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	51.6%	82%	56%	84%	60%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%	9%	12%	10%	6%	8%	4%	6%
	6th-8th	7%		3%		2%		2%	
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%	100%	99%	100%	100%	100%
	6th-12th	76.3%		97%		98%		100%	
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%	94%	98%	100%	100%	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:

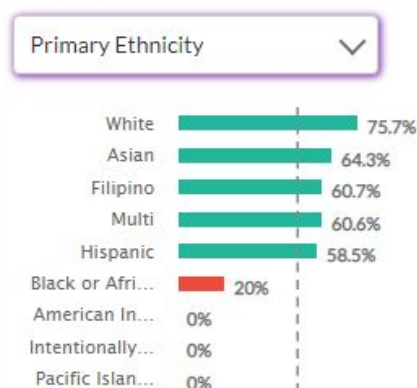
1. **Intervention Support, data analysis (September/on-going) and reading and math differentiation** (i.e.: strategic and intensive learning groups/platooning)
2. **Provide Instructional Support** for small group intervention support and individualized intervention plans, student study team & behavior intervention team processes for struggling and at-risk students
3. **Planning and Implementation of Intervention Support for Language Arts and Math including Differentiation** (ELA, Math systematic & integrated ELD, strategic learning groups/platooning, Blended Learning)
4. **Professional Development & School-wide and Grade Level Teacher Collaboration** for Curriculum Planning and organization for integrated units of study Innovative Plan (Global Learning, STEM curriculum, Social Emotional Learning)
5. **Intervention Support for Language Arts Differentiation** (ELA, designated & integrated ELD, strategic learning groups/platooning, Blended Learning)
6. **ELA Subscription for Blended Learning**
7. **Books and Materials** to support After School Intervention for ELA and Math
8. **Coaching and Supports** for STEM Learning/Innovative Plan
9. **Supplies** for STEM Learning
10. **Integrate Technology and Software** to support Innovative Plan, teaching for common core ELA, ELD, Math and Blended Learning opportunities/ **online subscription** for reading and math intervention & acceleration

Data Analysis:

From the 2017-18 CAASPP assessment, our overall proficiency rate for English Language Arts was 58.6%, which was 10.5 percentage points higher than the previous year, 8.6% higher than our district goal of 50% proficient, but 21.4 percentage points lower than this year's goal of 80% proficient. Two groups performing well-above the average were our White (75.7%) and Asian (64.3%) students, while African American students performed significantly lower at 20% proficient. Among our English Language Learners, 100% of the Fluent English Proficient students were proficient, 95.1% of Reclassified students were proficient, and only 21.7% of Limited English Proficient students scored in the proficient range. Our 4th Grade students outperformed the others on the CAASPP for ELA at 66.3% proficient, while 3rd Grade also performed well at 61.5%. Our 5th Grade students were below the school average at 48.9% proficient.

State SBAC ELA Proficiency 2017-2018

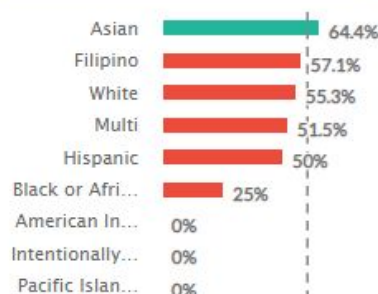
58.6%
School Overall



State SBAC Math Proficiency 2017-2018

53.2%
School Overall

Primary Ethnicity



From the 2017-18 CAASPP assessment for Math, our overall proficiency rate was 53.2%, which was 10.6 percentage points higher than the previous year, but 6.8 percentage points short of the district-wide goal of 60% proficiency. Asian American students (64.4%) and Filipino students (57.1%) scored above our school average, while African American proficiency rates were far below average at 25%.

Of our English Learners who were Fluent English Proficient, 100% scored proficient on last year's math assessment, while 78% of Redesignated students scored proficient, and 40.8% of Limited English Proficient students ranked as proficient in Math.

Both 3rd Grade (62%) and 4th Grade (63%) scored higher than our school average and higher than our district goal of 60% proficient, while our 5th Grade students from last year scored far below the school and district average at 36.5% proficient.

Of our 168 ELD students this year, 13 have been reclassified, representing 8% of the total population. This falls short of our goal of 9% reclassified for this year, but we do expect for 14 more 2nd and 3rd graders to be reclassified before the end of the year based on new district assessments, which would bring the overall rate to 16%.



Needs Analysis:




Our CAASPP results from the 2017-18 school year reveal an exciting upward trend in our students' academic performance and it will be our crucial mission to maintain these encouraging results in the years to come. The 5th Grade students from last year performed quite lower than other grade levels (48.9% proficient for ELA and 36.5% proficient for Math), but the strong performance of the 4th Grade from last year indicates that we could see much better results from the 5th Grade this year.

A theme in our data from last year is the need for stronger academic supports for our African American students with 20% scoring proficient in English Language Arts and 25% scoring proficient in Math. All of our strategic intervention plans for Reading, Language Arts, and Math need to include targeted supports for all our African American students to reinforce better outcomes for the 80% who have underperformed in the past. Our professional development plan needs to include sessions on trauma-informed practices, culturally responsive pedagogy, and culturally relevant curriculum.




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		64% or more students will meet or exceed standards as measured by CAASPP assessments for ELA. 59% or more students will meet or exceed standards as measured by CAASPP assessments for Math.		
 Metric(s) to Assess Impact		CAASPP data including CAST District assessments: Interim Assessment Blocks Math Trimester/Benchmark Assessments Fontas & Pinnel ELS Grade level and school-wide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Intervention Support, data analysis and reading and math differentiation (i.e.: strategic and intensive learning groups/platooning) Provide Instructional Support for small group intervention support and individualized intervention plans, student study team & behavior intervention team processes for struggling and at-risk students	Title 1 Specialist,	All, with special focus on African American students.	
2.A2	Planning and Implementation of Intervention Support for Language Arts and Math including Differentiation (ELA, Math, Designated & integrated ELD, strategic learning groups/platooning, Blended Learning)	Title 1 Specialist, Intervention Lead, Principal Academic Leadership Team (ALT), Teachers, COST Team	All, with special focus on African American students.	
2.A3	Professional Development & School-wide and Grade Level Teacher Collaboration for planning and organization for integrated units of study Innovative Plan (Global Learning, STEM	Title 1 Specialist, Intervention Specialist, Principal Academic Leadership Team (ALT),	All, with special focus on African American students.	

	curriculum, Social Emotional Learning)	Teachers, COST Team		
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 Site Goal B		67% or more students will meet or exceed standards as measured by district and state standardized assessments.		
 Metric(s) to Assess Impact		ELPAC data, rate of reclassification CAASPP data including CAST District assessments: IAB's Math Trimester/Benchmark Assessments F&P ELS Grade level and school wide data analysis. New ELPAC results will be analyzed and used to determine areas of need. Examination of growth trends and performance of EL population		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Intervention Support for Language Arts Differentiation (ELA, Designated & integrated ELD, strategic learning groups/platooning, Blended Learning)	Literacy Specialist .88 Paraprofessional	Limited English Proficient students	
2.B2	Monitoring/supporting the implementation of the district's Designated ELD curriculum	ALT, Teachers, Grade Level Teams, Title 1 Specialist, Intervention Lead	Limited English Proficient students	
2.B3	Books and Materials to support After School Intervention for ELA and Math		All	

 Site Goal C		Develop and implement Science curriculum for all grade levels to achieve 65% proficiency on the CAST for 5th grade.		
 Metric(s) to Assess Impact		Weekly calendar and lesson plans for STEM coach. California Science Test data.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Coaching and Supports for STEM Learning/Innovative Plan	STEM Coach, ALT, Teachers, Grade	All	

		Level Teams, Teacher Librarians		
2.C2	Supplies for STEM Learning	ALT, Teachers, Grade Level Teams, Teacher Librarians	All	
2.C3	Integrate Technology and Software to support Innovative Plan, teaching for common core ELA, ELD, Math and Blended Learning opportunities/ online subscription for reading and math intervention & acceleration	ALT, Teachers, Grade Level Teams, Teacher Librarians	All	

Planned Improvements in Student Performance:

LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified District wide 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 on 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%	76%	62%	84%	70%	86%	75%	88%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	100%	84%	97%	85%	97%	89%	97%
% of respondents reporting that they have attended one or more school or class event at school	90%	97%	94%	93%	95%	95%	96%	96%

School Site Analysis and Prioritized Actions (LCAP Goal 3)

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

1. Improve efforts to seek input from parents/guardians to inform school decision and efforts.
2. Improve parent/guardian participation in school, especially in the area of increasing academic and social skills development.
3. Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) development as learners and active community participants.
4. School Smarts program runs a seven-week course for parent/guardians to learn about their child's educational path, understand how their school works, and meet other families.
5. Culturally relevant family events such as Latino Family Night, African American Family Night, Asian American Family Night, and Multicultural Night.
6. Family Math Festival is a fun and engaging way to get our families talking about the importance of math instruction and understanding of mathematical concepts.

Data Analysis:

PTA membership has grown steadily since 2015 and this year we have reached a total of 218 members as of April 15th.

- 2015-2016: 124 members
- 2016-2017: 147 members
- 2017-2018: 201 members
- 2018-2019: 218 members

PTA fundraising also saw a major boost this year, with a total of \$43,167 in revenue compared to only \$27,412 last year, a 57% gain. The breakdown for various sources of income follows:

This fiscal year so far (July 1, 2018- April 23, 2019)

Total walk-a-thon revenue: \$29,806

Dine & Donates plus other passive fundraising: \$3617

Annual Fund (this includes membership and general donations): \$9,744

Last fiscal year at this same point in the year (July 1, 2017 – April 23, 2018)

Total walk-a-thon revenue: \$21,096

Dine & Donates plus other passive fundraising: \$2562

Annual Fund (this includes membership and general donations): \$3754

Our first ELAC meeting on Oct. 17, 2018 had 18 participants representing 7 different language groups. The second meeting on Dec. 12 had 11 participants representing 6 different language groups, and our most recent on January 23rd had only 6 participants representing 4 languages. We are hoping to boost

our ELAC participation for the remaining meetings by advertising as a community gathering with food and childcare provided. Our hope is to match the participation numbers for the first meeting in October.

In addition to regular ELAC meetings, the principal hosted three culturally relevant family nights, a Multicultural Night, and a Family Math Festival. The two family nights (Latino Family Night and African American Family Night) that have already occurred had approximately 50 people in attendance. We hope to see 80 or more family members attend the Asian American Family Night in May. The Multicultural Night was also well attended with approximately 300 people. Our Family Math Festival had about 50 visitors taking part in fun and engaging math games.



Needs Analysis:

Parent/Guardian engagement through PTA and other schoolwide events is on a strong upward trend, with greater (~10%) participation and significantly higher (57%) fund-raising efforts. We still want to expand outreach to all parent/guardians to make regular participation in PTA meetings and volunteer work more proportional to our school demographics. In 2019-2020, we plan to organize Room Parents to offer more consistent support to each classroom.




While our PTA works hard to fund raise and create many enrichment opportunities for students and special events for our families, we would like to see more teacher involvement in PTA events.




We also have a high need for higher participation rates for our ELAC meetings. The scheduling of these meetings, translation services, childcare options, and food offerings should all be reconsidered as important adjustments to improve attendance rates.

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		Improve efforts to seek input from parents/guardians to inform school decision and efforts		
 Metric(s) to Assess Impact		Meeting and event sign in sheets: PTA, SSC, ELAC, Open House, Volunteer sign in sheets, Schoolloop usage, Online Newsletter sign ups, Blackboard and Remind messaging, Survey data, PTA Participation, ELAC Minutes		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Parent Liaison Outreach	Parent Liaisons	All Unduplicated	
3.A2	Organize Culturally-relevant Family Nights for targeted outreach.	Principal	All Unduplicated	
3.A3	Conduct Family Engagement Surveys At least once a year.	Principal, Office Manager	All Unduplicated	

 Site Goal B		Improve parent/guardian participation in school, especially in the area of increasing academic and social skills development		
 Metric(s) to Assess Impact		Meeting and event sign in sheets: PTA, SSC, ELAC, Open House, Volunteer sign in sheets, Schoolloop usage, Online Newsletter sign ups, Blackboard and Remind messaging, Survey data, PTA Participation, ELAC Minutes		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

3.B1	Organize a Room Parent program coordinated by the PTA to provide a parent to each classroom to communicate with families about teacher/student/classroom needs.	Parent Liaisons	All Unduplicated	
3.B2	Supplies for parent meetings and communication	Principal	All Unduplicated	
3.B3	Duplication, Materials, Postage for Parent Meetings and Information Events	Principal, Office Manager	All Unduplicated	

 Site Goal C		Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) development as learners and active community participants.		
 Metric(s) to Assess Impact		Meeting and event sign in sheets: PTA, SSC, ELAC, Open House, Volunteer sign in sheets, Schoolloop usage, Online Newsletter sign ups, Blackboard and Remind messaging, Survey data, PTA Participation, ELAC Minutes		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.C1	Continue the School Smarts program	Parent Liaisons	All Unduplicated	
3.C2	Supplies for parent meetings and communication	Principal	All Unduplicated	
3.C3	Duplication, Materials, Postage for Parent Meetings and Information Events	Principal, Office Manager	All Unduplicated	

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%	93.1%	97.9%	96.7%	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

Site Budget Allocations	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative		
		\$62,730.00		\$184,146.00	\$74,100.00		

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.A2, 2.A3	All, with special focus on African American students.				\$109,286.96			Certificated Salary + Benefits
1.A1, 1.B1, 1.B2, 1.C2, 1.C3, 2.A2, 2.A3	All, Targeted outreach to African American families.				\$51,380.16			Certificated Salary + Benefits
2.C1	All					\$51,067.30		Certificated Salary
2.B1	Limited English Proficient students		\$52,722.89					Classified Salary + Benefits
1.C1	All Unduplicated		\$9,917.32		\$22,908.40	\$18,768.10		Classified Salary + Benefits
						\$4,265.00		Services
					\$169			Supplies
TOTAL			\$62,640.21		\$183,575.52	\$74,100.40		

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 participates. If the school receives funding, 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	\$158,130
Title I, Part A: Alternative Supports <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
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)	\$26,016
Total amount of federal categorical funds allocated to this school	\$184,146

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*
Kevin Baker	Male	White	English	Principal
YoLawnda Hansen	Female	Multi	English	Parent Representative
Steve Mack	Male	African American	English	Parent Representative
Rosie Mora	Female	Multi	English	President/Parent Representative
Kris Helé	Female	White	English	Parent Representative
Sandy Calloway	Female	White	English	Parent Representative
Scott Hixon	Male	White	English	Teacher Representative
Nicole Strom	Female	White	English	Teacher Representative
Jen Beitzell	Female	White	English	Teacher Representative
Catherine Silverman	Female	White	English	Classified Representative
#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?

While we have increased the diversity of the SSC, it is still over-represented on the school side by white staff members due to the lack of diversity of the staff. We have benefited from parent/guardian members from Latino, African American, and White backgrounds and attendance by non-voting ELAC representatives from our Asian families.

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?

Our ELAC President and Secretary attended SSC meetings as non-voting members, and presented recommendations from the ELAC committee for the strategic plan for Goal 2B.

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:

Kevin Baker, Principal

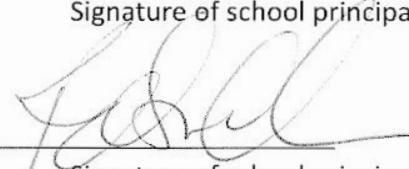


Signature of school principal

5-6-19

Date

Rosie Mora, SSC Chairperson



Signature of school principal

05-06-2019

Date

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site? Yes.

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

Haight Elementary has a Learning Center which supports both general education and special education students. Under the guidelines for MTSS, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. The collaboration between Special Education, Title 1 and ELD staff on a regular, ongoing basis helps to coordinate services and monitor student improvement. This is a proactive measure for intervention with the goal of decreasing the number of students referred for assessments. Support for students is provided in small groups. Students are identified by multiple measures, and services focus on the development of foundational skills, behavioral supports and counseling. In addition, our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pullout groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the academic achievement of all students who are below grade level.

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

Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math.) and state level (Smarter Balanced Assessment (SBAC). This data is regularly reviewed by both the staff and the SSC as well as presented to the PTA and ELAC. Multiple years of data from CAASPP helps inform staff how well students are moving towards Common Core State Standards (CCSS). This information will be analyzed to determine next steps. Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year.

Physical fitness testing is given in grade 5. Next year we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.

School Site Council (SSC) meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives. The English Language Advisory Group (ELAC) meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met. PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.

Needs Assessment Results:

An achievement gap is notably evident in language arts and math between Hispanic/African American and White/Asian as well as between English Learners and non-English Learners, particularly in Math. We are pleased to see positive yearly improvement for our Latino students. We will continue to implement CCC ELA curriculum along with Eureka Math and Systematic English Language Development (ELD). Designated ELD is provided to students during our 'Just Right' tiered Language groups. We will seek ways to provide after school math intervention groups and strategize as to how to close the skill gap for our African American and Hispanic students in math. We will need to further refine our understanding of what students need to know and be able to do to reach proficiency meeting the rigor of the CCSS and the CAASPP.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

We use a variety of research-based strategies to increase student performance in core academic areas. Language Arts: With the new adoption, we will utilize CCC curriculum is better aligned to CCSS. As with any new adoption, we are learning about each of the components, how they fit together and how to pace the program. As a district, we are identifying needed assessment pieces to help establish baseline levels and progress monitor growth in reading levels and will learn more about establishing benchmarks for writing.

Each school year, each grade levels regroups students to provide tiered intervention support for reading and ELD. We provide a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research

based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections, Language! and Guided Reading. This allows us to increase the time historically underserved students spend on learning as well as to change the strategies and materials. Students who are ready are accelerated with enriched curriculum during this time.

Math: AUSD provides math coaches and professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Given our performance gaps on the Math SBAC test, we will need to further differentiate our math instruction. Eureka Math has been more deeply implemented this year and we will need to determine what interventions are needed to address our lower performing student needs.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

- Teachers, administration, and support staff participate in a variety of professional development activities throughout the school year supported by the district. The staff has passed the waiver for another year to provide more opportunities for school-wide collaboration.
- Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. Continued implementation of Toolbox, Eureka Math and ELA adoption materials will be provided along with continuing professional development to support its implementation.
- Multiple cohorts of teachers have been trained in systematic and designated ELD with El Achieve to support the academic success of our ELLs. Our goal is to eventually train all teachers on staff.
- Our innovative plan supports a .6 STEM coach to increase student opportunities for hands on learning and to deepen teachers understanding of the NGSS.
- Haight is completing year 2 of MTSS and year 5 of Positive Behavior and Intervention Systems (PBIS) training this year. A team of teachers, the psychologist and the principal will continue to share ideas with staff and deepen the implementation plan for this year and next.
- The principal and Intervention Lead are participating in the Instructional Leadership Team for the development of MTSS for the district who support the Tier 2 work along with the Title 1 teacher. This training supports our implementation of multiple tiers of intervention and the refining of Tier 1, Tier 2 and Tier 3 interventions.
- The focus of our professional development in 2018-2019 will include deepening the implementation of CCC, Eureka Math and Designated ELD, key elements of the Innovative Plan including Global and STEM learning, as well as further development of MTSS to refine the systems already in place academically and socially.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT INVOLVEMENT

The Haight School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all parent voices are heard and supported through the following activities.

- Families attend Morning Ceremony every Wednesday at 8:20 to acknowledge Eagle Eyes, Life Skills, and birthdays along with the Haight Eagle Pledge to build school community.
- PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.
- ELAC meets three times a year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.
- Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies.
- The Haight Eagle News is sent out every two weeks electronically with additional paper copies translated into multiple languages. It includes a note from the principal, announcements from the district, upcoming calendar of events, and general information.
- Blackboard Robo calls and emails along with Remind texts are sent out as updates and reminders of upcoming school events.
- PTA Dad's Club hosts monthly Family Fun Nights. These special events are attended by hundreds of participants.
- Teachers and parents work together to support Back to School Night, Open House, Multicultural Night, and music/performance nights.
- COST Team meetings are held weekly to coordinate the services provided for students in need of Tier 2 and Tier 3 supports. SSTs are provided to engage family members as part of the intervention team creating the most effective support systems for their children, academically and socially.
- Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Student led conferences are held each spring for families to witness student work and growth for the school year.
- Art Docent program: parents lead art lessons - helping students develop their creativity, and appreciation of art and artists. Students use math and science (eg: perspective drawing and color mixing), language (expressing feelings and description about art pieces), history and culture (old and global paintings, and master artists).
- Garden program : building community as parents and students work together for the school garden. The program gives students first hand experience with nature, life sciences.

COMPONENT 7: TRANSITIONS

-Haight School actively works with the TK/K team, the office staff and student services to make a smooth transition to kindergarten. A TK/K Ice Cream Social is held each spring to welcome incoming students. The entire team attends the K Information Night. Teachers do a K interview to help in placement decisions for incoming students.

-The school supports students beyond the school day include access to the intervention program, computer programs as well as afterschool programs.

-5th grade teachers work closely with Alameda Middle Schools to provide academic and social data on incoming students. Staff works hard to place students in appropriate classes for 6th grade.

-We make every effort to recruit and enroll students in appropriate summer school.

COMPONENT 8: TEACHER DECISION-MAKING

- Haight School is designed with grade level teams for on-going collaboration. Collaboration is organized by grade level on Wednesdays.
- Every teacher assumes various leadership roles at the school including SSC, Leadership Team, Positive School Climate and Culture Team, PTA and AEA/Sunshine. Each year, teachers sign up for various committees and are elected to some positions.
- Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET

Haight School has a pro-active set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:

- Most incoming K students are screened before school begins by a K interview to assess academic and developmental readiness.
- All students (grades K-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.
- New students with a primary language other than English are assessed on the ELPAC for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on ELPAC on a yearly basis. The ELD teacher provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.
- An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students are grouped 4 days a week for targeted intervention in ELA. Finally, students visit the RS or SDC program (tier 3 intervention) as a guest.
- Interventions are intensive, flexible, and research based instructional programs. These programs include LLI and other leveled reading groups.
 - Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.

English Learners: English Learners comprise 30% of our total school population. We will continue with the following:

- Daily ELD instruction based on ADEPT proficiency levels.
- ELD para push-in and pullout support.
- School Smart Academy for new EL families to learn about US schools and how to help their children with school.
- ELAC parent meetings held regularly throughout the school year.

Social: As a result of the Comprehensive Needs Assessment, we know that some students are not feeling safe and respected by their fellow students. We will:

- Implement school wide anti-bullying curriculum.

- Utilize the class meetings as prescribed in the Caring Schools Community curriculum.
- Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence are offered services from our second year psych intern. Referrals are based on teacher and administrative input.
- When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
- Responsible older students assist with student jobs. These include student council, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor

COMPONENT 10: COORDINATION AND INTEGRATION

Intervention Team, made up by the Intervention Lead, Student Support Provider, Title 1 Specialist, Special Education Staff and the School Psychologist meet regularly to discuss student needs and look at academic and social interventions across the site. Student Study Team meeting weekly as needed to discuss students' academic and social needs, developing academic and social interventions and monitoring student progress. Behavior Intervention Team meeting as needed to develop support plans for students.

- Tiered Intervention currently occurs 4 days a week for grades K-5 coordinated by the Title 1 Teacher and supported by a paraprofessional.
- Learning Center provides support and full inclusion with the goal of having every child in the Least Restrictive Environment (LRE). Resource and full inclusion paraprofessionals provide in class support to students.

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? p.4
2. What is the vision and mission of the program? p.4
3. What are the goals of the program? p.4
4. What are the student performance expectations resulting from being a different type of program? p.4
5. How will the program measure progress towards goals? p.19-21
6. How will the school know that students are learning? P. 19-21
 - a. What will this look like in the classrooms? p.19-21
7. How will the school know whether students are engaged? p.19-21
 - a. What will this look like in the classrooms? p.19-21
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? p.19-21
9. How will the program encourage parental and community input and involvement? p.25-26

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? p.4
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? p.4
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? p.33-35
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? p.34-35
5. To what extent do teachers analyze data collaboratively? Evidence? p.34-35

Theory of Action

1. Given the current reality, what is the Theory of Action? p. 3
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? p.19
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? p.19-20

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement. p.17-18
 - Comment on the allocation and usage of resources based on data analysis. p.18
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? p.37-38
 - What effective strategies are used to evaluate student learning and engagement? p.37-38
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set? p.35
4. How are teachers provided feedback on instructional practices to improve instruction? P. 34-35
5. How is the program's theme integrated into your teacher practices and learning outcomes? p.4

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. What learning and surprises emerged? P. 4-5
2. Identify and discuss the areas that need improvement. Why? P. 5-6
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? P. 6
4. Discuss how the program has changed over time.