Encinal Jr. & Sr. High School

Kirstin Snyder, Jamilah Jones-McLean,
Tim Zolezzi, and Melissa Sackett
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Vision:
EHS graduates are well rounded citizens with the knowledge, resilience , and skills to navigate their own path.

Student Outcomes

Collective Efficacy a staff's shared belief that through their collective action, they can positively influence student outcomes

Engage the Learner

Cultivate Teacher Practice/Collaboration

Create Community and Increase Representation

- Constructing Meaning Talk Routines
- Project based Learning Student Centered Learning
- Advisory Curriculum Schoolwide expectations,SEL, Academic check-ins
- AVID (more to come)
- 4 Core
- Grading For Equity aligned grading practices, clear objective with checks for understanding, vertical alignment

- Department PD Plans
- Vertical Alignment in (Writing?)
- Constructing Meaning on going PD development
- Learning Walks
- Ongoing exposure to PBL and development varying levels and implementation
- AVID (core team extending out)
- Grading for Equity ongoing development and understanding
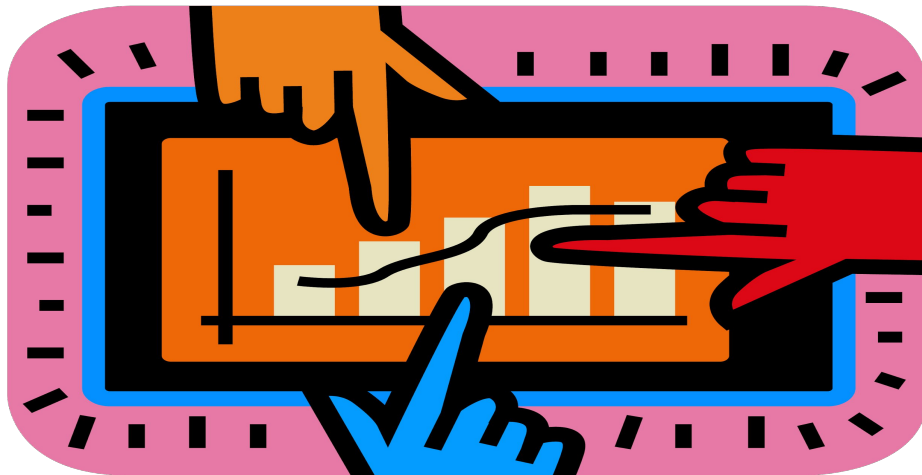- Culturally relevant teaching Practices

- Parent Square hub for communication Weekly Community communication
- Campus events to engage community members
- Monthly teacher newsletters
- PIE Nights
- AVID Nights
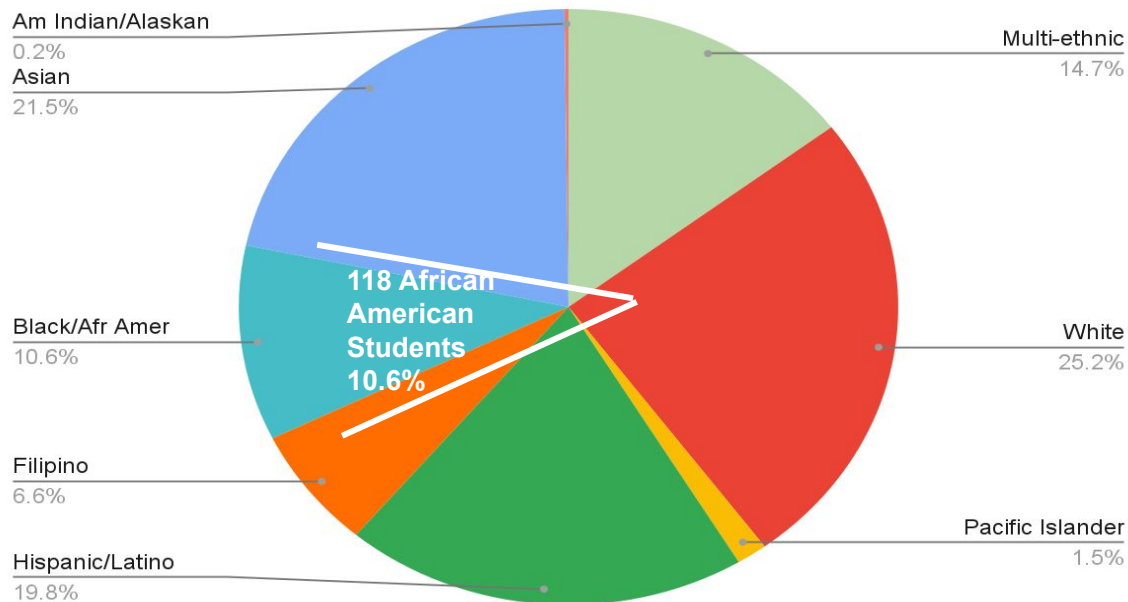- Stakeholder meetings that include teacher voice
- Affinity Groups

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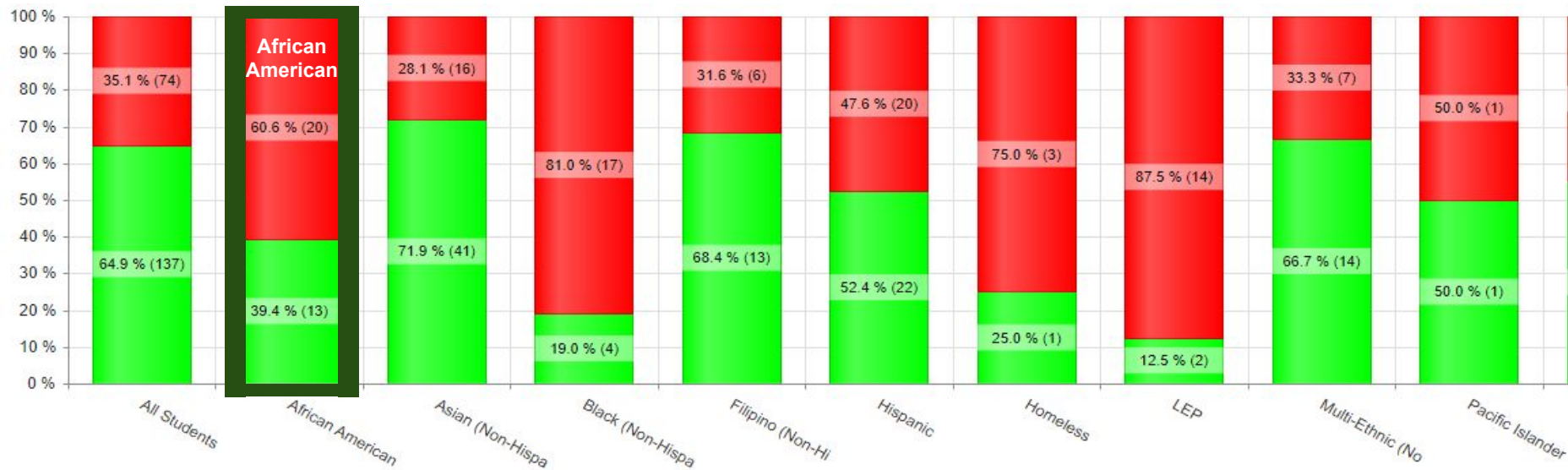Excellence & Equity For All Students

Data Driven Journey

Data tells a story and here is where
our story has taken us…

Student Demographics - By Ethnicity

Am Indian/Alaskan
0.2%

Asian
21.5%

Black/Afr Amer
10.6%

Filipino
6.6%

Hispanic/Latino
19.8%

118 African American Students 10.6%

Multi-ethnic
14.7%

White
25.2%

Pacific Islander
1.5%

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UC Eligibility Rate - 2021-2022

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Black/African-American/Multi-Ethnic Attendance

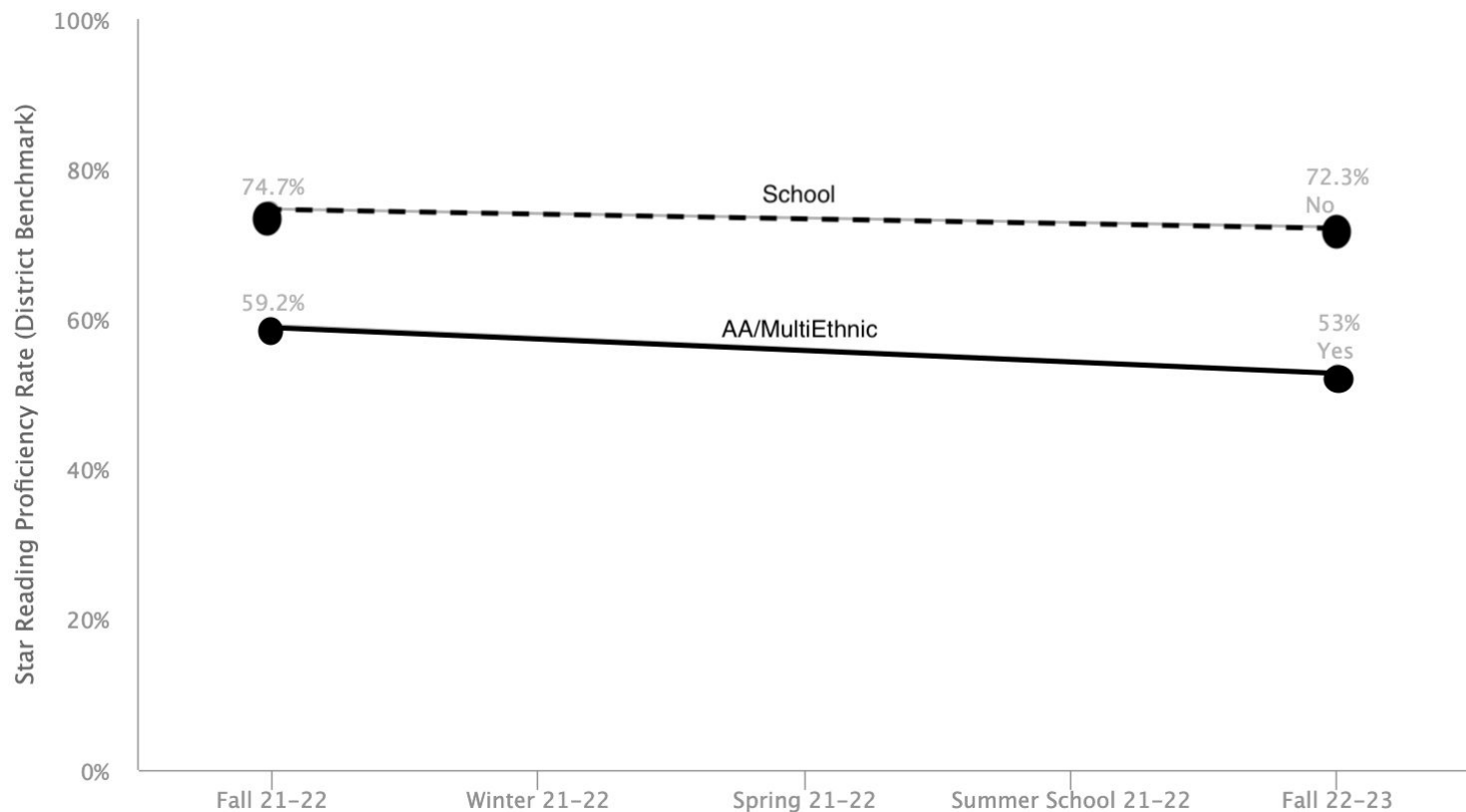ALAMEDA UNIFIED SCHOOL DISTRICT
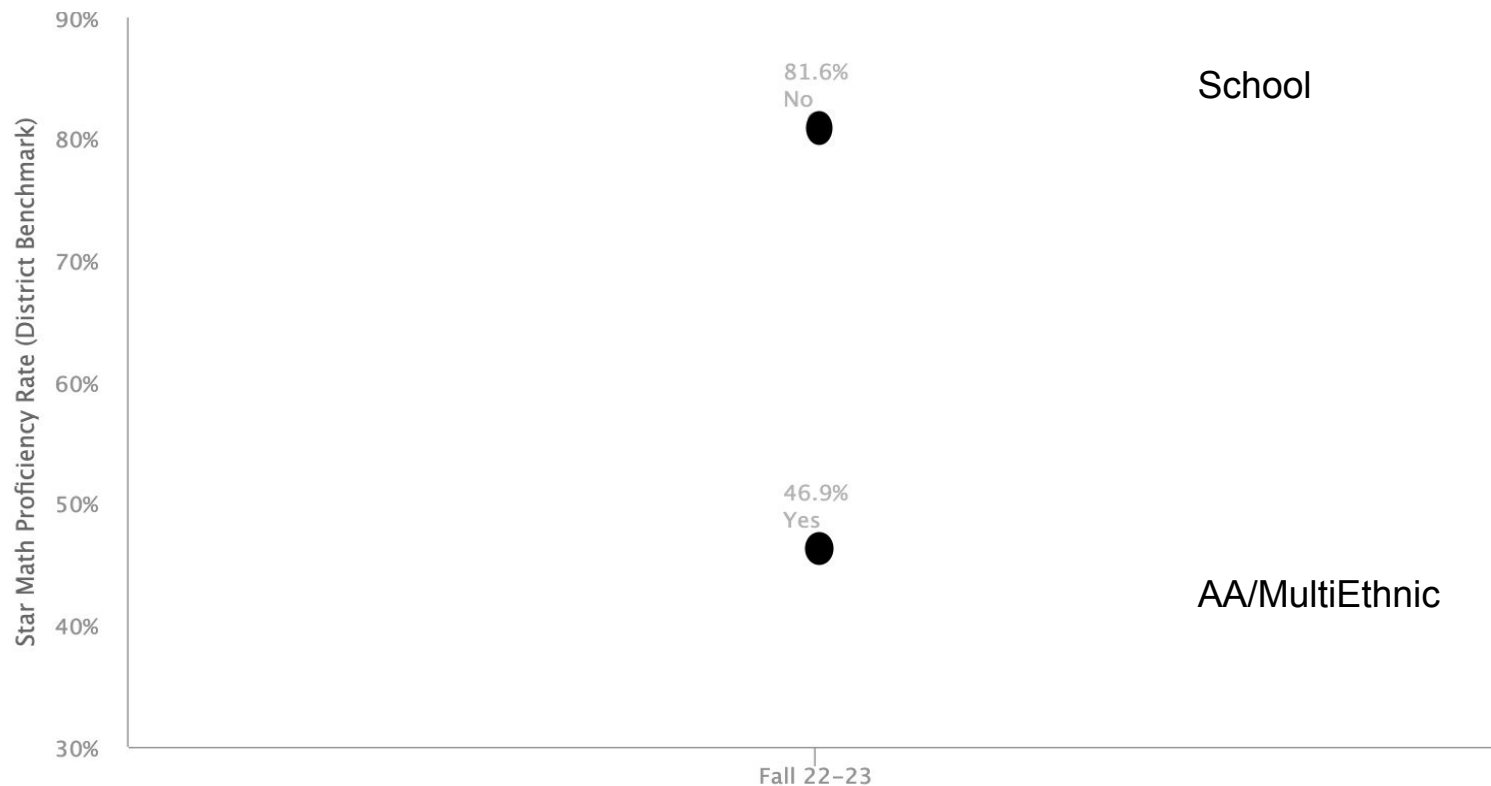Excellence & Equity For All Students
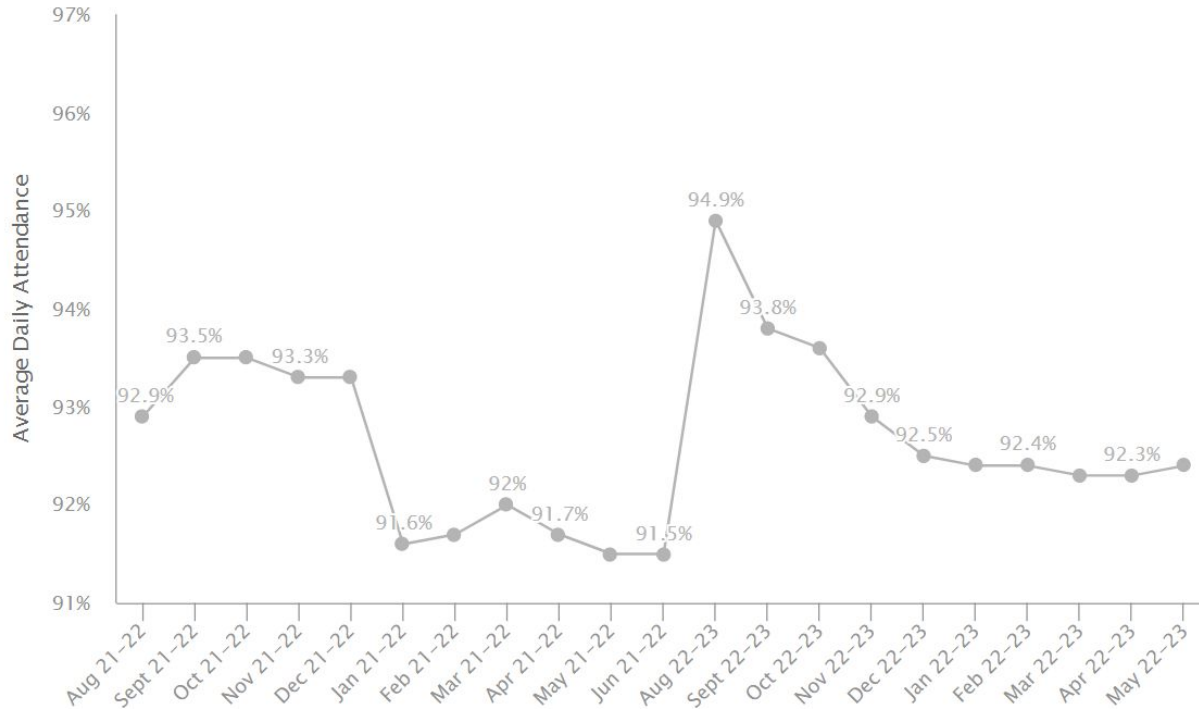
The *Why*

- UC Eligibility rates for African American Learners

- D/F Rates for African American Learners

- Listening Campaigns with African American Families, and Students (6 male students 9-12)

- SSC Data driven meetings harness goals, PTSA and Parent Liaison recruitment to employ more voice

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STAR Reading Proficiency: Fall '21 to Fall '22

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STAR Math Proficiency: Grades 6-8 Fall 2022

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Grade Trends: D, F, I for 2021-22 - 2022-23

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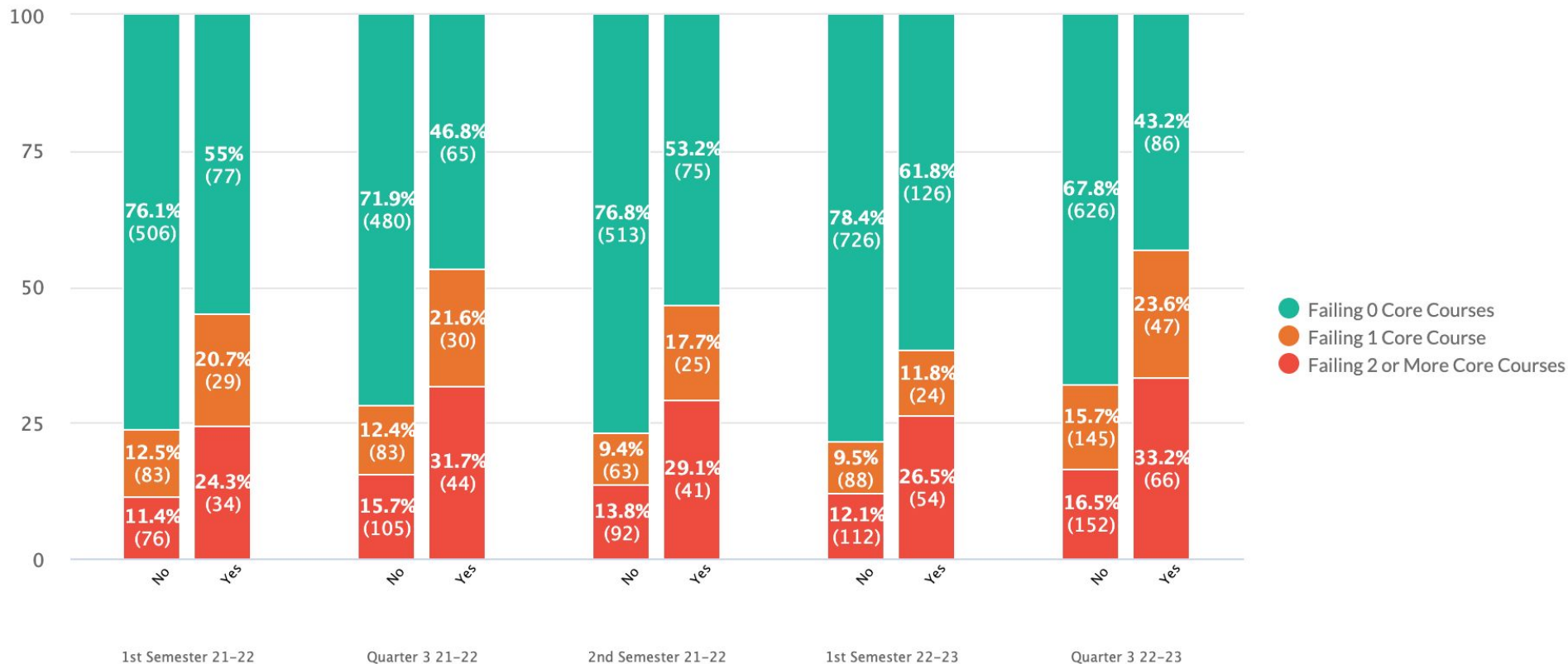
AA/Multi-Ethnic Families Listening Circle

December 2021:

- I would welcome "face to face" meetings with my grandson's teachers to try to understand what he is actually doing and if he seems ready to move forward.

- Encinal needs a complete internal cultural change and fresh energy (new staff) that can create a culture of care, support, highly organized programs, accountability, and expectations of success / create success.

- Accountability for racist behavior, from staff and students. Programs designed for AA student success, starting in middle through high school.

- Furthermore, there needs to be accountability with equity throughout AUSD from the district to the high schools. Which means allowing the numbers to tell the story and make the case for quality improvements.

- Lastly, the students and the parents need to be surveyed a minimum of twice year to develop priorities for AA students and family engagement.

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Goals and Key Actions

- Every Black/AA/Multi Ethnic family will be contacted by an Encinal staff member before the end of September 2023.

- All Advisory teachers will pick Black/AA/MultiEthnic focal learners to support

- Counselors will develop academic plans to increase the UC A-G rate

- Academic Check-In's 2x a week that are focussed on student success goals

- Instructional Alignment with focus on Talk Protocols, Objectives, and relevant content

- Grading alignment with focus on Grading For Equity strategies

- Attendance Success plans with Parent Liaison

- Affinity Groups for Families

- Continue to grow and support BSU

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Progress to Date

- UC eligibility rate increased from 17% 20-21 to 40% in 21-22

- 86% of all students feel they have a safe adult on campus

- 22-23 Every Advisory teacher picked 2 African American Focal students to intentionally support and improve academic outcomes (66 total focal A.A students)

- Results to date we still have **60.4%** receiving 1 or more D/F/I

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Successes and Dilemas

Successes to Date

- Increased UC eligibility by 23%
- Focal Student work
- WASC Accreditation with clear goals that will address student outcomes
- 86% of all learners have safe adult on campus
- School Climate has improved
- Naming the lack of outcomes for our African American learners at our school
- Intentionally developing instructional practices that will address the needs of African American learners

Dilemas

- Disrupting narrative of west end schools
- If we have trusted relationships why aren't they translating into academic outcomes
- How do we create spaces that are not dominated white supremacy culture?
- How to create a culture of academic rigor for all learners

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SMARTIE Site Goal #1

Know the Student Learner (Instructional)

If we…	1. Increase student-to-teacher talk time by 15%
	2. Employ one student talk routine each period that is linked to the learning objective and align grading practices.
	3. Prioritize African American learners in using Culturally Responsive Teaching, and Data for Equity

Then we/ students will…	1. Be given voice and agency in their learning. Student perspective will drive the classroom learning environment.
	2. Know what is expected in each class and be provided the consistency needed to engage in meaningful classroom participation.
	3. Increase our UC eligibility rate for African American learners to 40%.

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How We Get There? Goal #1 Continued

Teacher Actions	SLT Actions	Leadership Actions
● Advisory Lessons Daily ● Academic Check-Ins 2x a week that are focussed on our African American and historically underserved learners	● Keep Advisory work moving forward ● Run Focal Student PLCs to ensure student outcomes (3-5 students receive intentional intervention 2x a week during advisory pre/post data results) ● Model and Employ CRT strategies that engage all learners	● Provide Advisory Decks with a CRT lens ● Promote Advisory Attendance
● Student Planners to promote executive functioning skills and academic planning tools	● Organize more interventions for W/F advisories.	● Support School wide interventions and groups ● Analyze and disaggregate datas of interventions

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Steps to Get There

- Intentional Instructional Goals with CRT lens

- Constructing Meaning Training

- AVID training

- Grading For Equity

Addressing Instruction with researched based instructional strategies that have proven student outcomes. This will then improve outcomes for our African American learners.

Thank You for Your Time and Support