

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2024-25

School	
CDS Code	1611190132142
Principal Name	Kirstin Snyder
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Date of SSC Approval	5/2/24
Date of BOE Approval	6/25/2024

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.

Purpose and Description

Purpose

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and is aligned with district goals for students.

Description

As we embark on the third year of our school-wide initiative aimed at enhancing student talk time, reducing D/F rates, and fostering classroom environments where learning is palpable through clearly defined objectives and targeted language goals, we are thrilled to witness significant progress.

Through concerted efforts, we have observed remarkable improvements in the alignment of instructional practices and a sustained level of student engagement across classrooms. Our unwavering commitment remains steadfast: ensuring equitable access to learning opportunities for all learners.

Central to our mission is the cultivation of environments where productive struggle and academic rigor are integral components of daily discourse. Leveraging evidence-based interventions, we are poised to facilitate more equitable outcomes for every learner within our community.

With each passing year, we stride closer towards our collective vision of a dynamic educational landscape where every student thrives and reaches their fullest potential.

Resource Inequities

Over the past three years, we've conducted thorough analyses of our STAR Reading assessment data, aiming to unravel the intricate connections between our D/F rate, attendance records, and students' engagement levels with reading proficiency. Particularly in the wake of the pandemic's onset, we've noticed a concerning trend among secondary students: a decline in foundational skills coupled with increased instructional needs.

To tackle this pressing issue head-on, we've taken proactive measures. We've invested in professional development sessions and implemented strategies focused on Second Reading strategies through CORE. Additionally, we've introduced a part-time reading intervention program, strategically designed to bridge the gap in reading and writing proficiency among our students.

Furthermore, our commitment to Grading for Equity extends to realigning our grade book categories to be standards-based. Across all content areas, we're prioritizing essential skills such as reading comprehension, effective writing, collaborative teamwork, critical inquiry, and organizational proficiency. These skill-based standards are tailored to meet the diverse needs of our learners, equipping them with the tools necessary for success across various

disciplines.

Our overarching goal is to elevate the skills of all learners, empowering them to fully engage in classroom activities. We anticipate that this enhanced engagement will lead to tangible improvements in chronic absenteeism rates and overall student engagement.

Simultaneously, we're diligently developing a robust Social-Emotional Learning (SEL) program that celebrates the diversity of our student body, with a keen focus on culturally responsive teaching practices. By cultivating safe and inclusive learning environments conducive to student success, we aim to mitigate on-site conflicts and violence. Additionally, our emphasis on conflict resolution strategies and restorative practices is expected to yield reductions in suspension rates and further improvements in chronic absenteeism.

Together, through these concerted efforts, we are committed to fostering a learning environment where every student thrives and flourishes.

Districtwide Strategic Plan and LCAP Goals

AUSD Strategic Goals

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<ul style="list-style-type: none"> • 1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk • 1.2 Learning is aligned to and supported by grade-level standards and clear policies • 1.3 Relationships are built or improved to support learning and supportive environments 	<ul style="list-style-type: none"> • 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs • 2.2 Educators have time to collaborate and grow in service of student learning • 2.3 School teams consistently support equitable student outcomes • 2.4 School and student schedules create equitable access and learning opportunities 	<ul style="list-style-type: none"> • 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services • 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel • 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

2024-25 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; we ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

Goal 1 A	
If we...Increase student-to-student talk time through Constructing Meaning talk routines	
Then students will ...have deeper understanding and critical thinking skills across all subjects.	

Teacher Actions	SLT Actions	Leadership Actions
Track the amount of quality student talk time during classroom observations and compare it to baseline data. Using CM rubric Structured Student Talk, and Bloom's Taxonomy	Provide professional development for teachers on maintaining Constructing Meaning talk routines, the elements of quality student talk and support them in integrating these practices into their lessons.	Provide PD time to maintain CM strategies, deepen understanding and explore the use of talk routines as assessment.
Run 3 PLC's Department cycles throughout the year Fall, Winter, Spring	Support PLC calendaring and make time for planning in meetings Planning for lab classrooms and using initiatives in classroom spaces	Sanction time for planning of PLC work and calendar accordingly. Work on the flow of SLT meetings and Department meetings so they coincide.
Engage in professional development for teachers on implementing Constructing Meaning talk routines and support them in integrating these practices into their lessons.	Participate in classroom walkthroughs using our walkthrough tool and compare it to baseline data. USE data to inform next PD Provide feedback on the draft proposals for professional development, as well as the propped trajectory.	Sanction time every month for teachers to engage in PD and refine their practices. Participate in walkthroughs to compare to baseline data and deepen practices.
Increase content based,	Model Lessons for teachers 1x	Schedule and provide opportunities for Walk through

student-to-student talk time by 20% within the next school year.	month in Pineapple Walks	using Walkthrough tool
Increase content based, student-to-student talk time in order to foster deeper understanding and critical thinking skills across all subjects.	Model lessons and strategies that increase student-to-teacher talk time in order to foster deeper understanding and critical thinking skills across all subjects.	Release teachers to watch each other teach

Goal 1 B
If we...employ one intentional student talk routine that is linked to the learning outcomes each class period
Then students will ...demonstrate and build comprehension of the learning outcomes through talk routines. This will increase depth of understanding and mastery of standards.

Teacher Actions	SLT Actions	Leadership Actions
Document on the board and in the classroom the use of talk routines during each class period and assess their alignment with learning outcomes.(ie boards, slides, classroom)	Provide teachers with resources and training on effective talk routines and their integration into lesson planning.	Provide PD time to deepen understanding of how to effectively write learning outcomes that are tied to language objectives and talk routines.
Engage in professional development to develop learning outcomes/objectives that are linking to a talk routine	Participate in classroom walkthroughs looking at learning outcomes and how they link to talk routines.	Sanction time every month for teachers to engage in PD and refine their practices. Participate in walkthroughs to compare to baseline data and deepen practices.
Increase student-to-teacher talk time by 20% within the next school year.	Model Lessons for teachers 1x month in Pineapple Walks Use baseline data	Schedule and provide opportunities for Walk through using Walkthrough tool
Increase student-to-teacher talk time in order to foster deeper understanding and critical thinking skills across all subjects	Model lessons that use learning outcomes to engage in talk routines that foster deeper understanding and critical thinking skills across all subjects.	Provide prep time and department time to collaborate around learning outcomes, talk routines that result in student outcomes

Goal 1 C

If we...increase regular use of research-based reading strategies in all content areas

Then students will ...Strengthen their reading skills in all content areas to ensure academic growth that results in A-G/UC readiness.

Teacher Actions	SLT Actions	Leadership Actions
Integrate research-based reading strategies into instructional practices across all A-G courses.	Provide professional development on effective reading strategies and resources for teachers to incorporate them into their curriculum.	Provide professional development on effective reading strategies and resources for teachers to incorporate them into their curriculum.
Assess the frequency of reading strategy implementation through STAR, classroom observations and teacher self-reports.	Model research-based reading strategies are regularly used in all content areas by the end of the current school year.	Ensure that research-based reading strategies are regularly used in all content areas by the end of the current school year.
Strengthen reading skills by providing research based supports gained in content specific PD..	Model reading skills in all content areas support students' academic growth and success.	Provide time for walkthrough and observation of reading strategies
Participate in research Based PD that addresses secondary reading strategies	Participate in research Based PD that addresses secondary reading strategies	Participate in research Based PD that addresses secondary reading strategies (CORE, CRLP) TBD in May by District and site principal

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 2
If we...prioritize African American learners by using Culturally Responsive Teaching strategies and data-driven practices to ensure Equity
Then students will ... be provided instruction that allows them to achieve academic progress and increase UC eligibility rates by 40%

Teacher Actions	SLT Actions	Leadership Actions
Implement Culturally Responsive Teaching strategies tailored to the needs of African American learners. Make collective meaning Hammond Framework	Design and provide PD around Textured Teaching, Lorena Escoto German, always grounded in Hammond Framework	Monitor African American students' academic progress and track changes in UC eligibility rates. Closely work with the Data department at district level.
Implement Advisory with fidelity, including weekly 1:1 check-ins with focal students	Model advisory CRT and SEL best practices and plan PD to support successful advisory implementation	Provide support and time to plan. Sanction meeting times.
Pick Focal student in advisory to follow and ensure success throughout the year	Design and plan Grade level meetings that monitor progress of African American Focal students and give time to implement timely actions.	Monitor grade level meetings and focal student action plans. Require evidence of actions at each meeting.
Engage in Textured Teaching by Lorena Escoto German Book study to better teaching practices.	Use strategies from Textured Teaching, by Lorena Escoto German to improve African American outcomes	Use walkthroughs and observations to assess the implementation of Textured Teaching, by Lorena Escoto German strategies as well as Hammond Framework as our road map.
Monitor D/F rates in the classes closely monitoring African American D/F rates	Use walkthroughs and observations to assess the implementation of Textured Teaching strategies	Monitor D/F rates in order to closely monitor African American D/F rates

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous year.

For the past three years, EJSH has been dedicated to enhancing student engagement, cultivating effective teacher practices, and actively engaging our community. Through several iterations of our Single Plan for Student Achievement (SPSA) goals, we have continually refined our focus on these key areas, driving improvement across our school. We have undertaken comprehensive Constructing Meaning training with our entire staff, and we are currently in the implementation phase of incorporating these strategies into all classrooms.

Additionally, we have critically examined our grading practices and have been early adopters of the Grading for Equity framework over the past two years. As we continue to refine our instructional practices and align the classroom experience for our students, we have successfully engaged our community by igniting membership in our PTSA, establishing a robust ELAC committee, and ensuring the full functionality of our SSC.

These collective efforts have transformed our school into a true community hub, with a wellness center in development, a pantry program, and a fully operational Student Based Health Center. As we enter our third year of these initiatives, we are beginning to see tangible results in key areas. Particularly noteworthy is the steady decline in our D/F rate for African American students, which has decreased by 12%. Additionally, our parent participation numbers have increased by an impressive 50% across all stakeholder groups.

Furthermore, our teachers have enthusiastically embraced various Constructing Meaning strategies, with 18 out of 60 teachers observed to be aligned around these strategies during two separate walkthroughs with our partners. This alignment demonstrates our collective commitment to providing an enriching educational experience for all our scholars.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Over the past three years, we have closely analyzed our STAR Reading assessment data to better understand the correlation between our D/F rate, attendance, and students' engagement with reading abilities. Particularly since the onset of the pandemic, we have observed that secondary students are arriving with fewer foundational skills and greater instructional needs.

To address this challenge, we have strategically allocated some of our budgetary funds towards implementing targeted interventions. We will be introducing a part-time reading intervention teacher who will work with reading groups for 6-8 weeks. Additionally, we are appropriating funds to purchase intervention materials and provide reading training for all of our teachers.

By investing in these interventions, we aim to improve reading outcomes and support our students in achieving academic success.

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
In Lieu of Title I	\$137,020
Proposition 28—Arts and Music in Schools Funding	\$148,434
Subtotal of state or local funds included for this school: \$	\$285,454
Total of federal, state, and/or local funds for this school: \$	\$285,454

School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

Names of Members	ROLE*
Willam Taylor	Parent Representative
Julei Norris	Parent Representative
Sarah Short	Parent Representative
Carrie Huie	Parent Representative
John Kepler	Parent Representative
Ivan Lopez, Isabella Cabuang	Student Representative
Kirstin Snyder	Site Principal
Diana Kenney	Teacher
Andrea Tabarez	Office Specialist
Jenna Phillips	Teacher
Amy Dellefield	Teacher
Melissa Sackett	Assistant Principal

***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.

2024-25 SPSA 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 5/4/23.

Attested:

Kirstine Snyder
Typed name of school principal

[Signature]
Signature of school principal

5/6/24
Date

William Taylor
Typed name of SSC Chairperson

W. Taylor
Signature of SSC Chairperson

May 2, 2024
Date

Julie Norris
Co-chair

[Signature]
Co-chair signature

5/2/24
Date