

Island High School: Reimagining Continuing Education in Alameda Unified School District

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Agenda

- Why are we reimagining Island High School?
- Initial Assessment 2024-2025
- Addressing WASC Recommendations
- Redesign Committee Work
- Redesign Framework
- Possibilities

“Excellence and Equity”



Why Reimagine Island High School?

The Island redesign offers an opportunity to reimagine Island HS as a place where equity is not only a value, but a lived experience—where students are seen, supported, and set up for lifelong success.

We are seeking more creative and responsive ways to improve academic outcomes, build career readiness, cultivate a positive school culture, and foster stronger community involvement.

WASC Report (2024)

- ❖ Attendance
- ❖ Building School Community
- ❖ Parent and Community Engagement

“In an equitable system, you get what you need when you need it.”

- Jeffrey Duncan Andrade

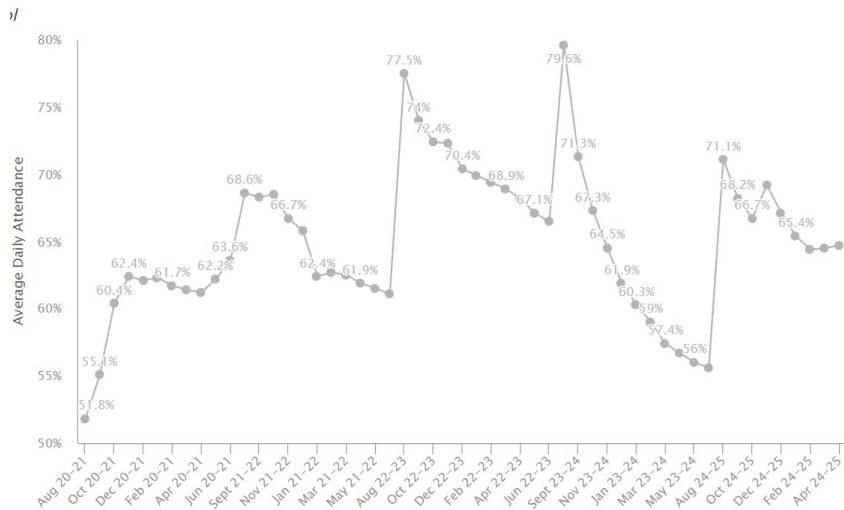
Initial Assessment 2024-2025

- ***The Island Student*** is a leader, resilient, caring, creative, thoughtful, insightful, forgiving, compassionate
- ***The Island Teachers and Staff*** are leaders, caring, committed, thoughtful, problem solvers, resourceful, visionary, fearless, champions for all students and families
- ***The Island Parents*** are loving, thoughtful and passionate about their child's success

“If there is a book you really want to read, but it hasn't been written yet, then you must write it.” - Toni Morrison

WASC Recommendation 1: Increasing Attendance

Average Daily Attendance



- Overall Daily Attendance rose from 57.4% (2023-24) to 64.9% (2024-25)
- African American/Black student Daily Attendance increased from 51.5% to 66%, now surpassing the schoolwide average
- Daily Attendance improved for all grades, with the most notable gains among juniors (from 63.6% to 74.3%)
- Overall Daily attendance has significantly increased across all grade levels compared to March of last year

WASC Recommendation 1: Increasing Attendance - Actions

- ❖ Reviewed policies, systems, structures and practices for coherence
- ❖ Used detailed spreadsheet created by Attendance Clerk to explore patterns
- ❖ Attendance Clerk made daily phone calls for students falling below the 50% attendance threshold
- ❖ Counselor and SPED Case Manager scheduled meetings with most chronically absent students to understand and address root causes
- ❖ Reviewed attendance data with Climate and Culture Team, COST, ALT, SLT and in staff meetings to understand scope of problem
- ❖ Counselor and Student Support Provider made home visits targeting most chronically absent
- ❖ Aligned district and site policies
- ❖ Used the metaphor of the Window and Mirror to determine alignment of the Island Way Hand Book with district best practices
- ❖ Provided Attendance PD
- ❖ Revisited student attendance requirement for contracts, Cyber High and Work Study
- ❖ Created Community Days to foster student engagement and increase attendance
- ❖ Updated SPSA to address attendance
- ❖ Revisiting role of advisory

WASC Recommendation 2: Building School Community

Theoretical Framework - “Courageous Conversations” Glenn Singleton

- ❖ Phi Beta Sigma, Inc. - Sigma Beta Club (Youth Mentoring Program)
- ❖ IHS and ACDC - Building connections through Service Learning
- ❖ “All Good Living” and Boys and Girls Club - strengthening connections
- ❖ Staff Driven Pickle Ball Courts
- ❖ Staff led efforts for campus beautification
- ❖ IHS and AEF - Strengthening connection between Island High and AEF
- ❖ Began a Book Club

Island High School Teacher Collaboration Impact Data Fall / Spring 2024 - 2025

What have you valued about your PLC's learning and collaboration this year?

“The effort and sincerity in ensuring the students’ needs are addressed and met, getting feedback and insight on thoughts and ideas and figuring out solutions; people not afraid to speak their minds ... disagreements resolved in a civil manner.” - Island High Teacher

WASC Recommendation 3: Community Engagement

Developing and Strengthening School and Community Partnership

- ❖ **Community Day 1:** Ashanti Branch - Ever Forward Club
- ❖ **Community Day 2:** Precious Knowledge - Documentary
- ❖ **Community Day 3:** Delinda Hansen - Leaders Within
- ❖ **Community Day 4:** Vicky Smith - Community Leaders: Passing the Baton
- ❖ **Community Day 5:** Shanti Croom - Ancestors and Descendants

Island High School Teacher Collaboration Impact Data Fall / Spring 2024 - 2025

What have you valued about your PLC's learning and collaboration this year?

"I value the time we spend together to share our concerns, build on our existing structures, and discuss how to improve what we have. I also appreciate our conversations about the changes we believe are necessary to move in a new direction." - Island High Teacher

Redesign Committee Work

- The Redesign Committee met several times to probe policies, systems, structures and practices focusing on recommendations from the WASC report to inform the work and develop an action plan
- Identified Model Continuation High School visits aligned with WASC Report Recommendations
 - Visited three Model Continuation High Schools
- Attended conferences
 - Stem4Real Conference San Diego, October 2024
 - California Consortium for Independent Studies Conference South San Francisco, January 2025
 - CCEA Plus Conference in San Diego, April 2025
- Made recommendation about reimagining Island High

*“You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one”
- John Lennon*

Framework

Articulate defined and integrated options for each Island student to meet graduation minimums.



Framework Redesign

Redesigning High Schools - Ten features for Success

Linda Darling Hammond Learning Policy Institute, March 2022

- ❖ Positive developmental relationships
- ❖ Safe, inclusive school climate
- ❖ Culturally responsive and sustained teaching
- ❖ Deeper learning curriculum
- ❖ Student centered pedagogy
- ❖ Authentic assessment
- ❖ Well prepared and supported teachers
- ❖ Authentic family engagement
- ❖ Community connections and integrated support
- ❖ Shared decision making and leadership

"If we are serious about improving education for all children, we must be willing to address the deep and abiding inequalities that shape our schools. Equity is not a byproduct of good intentions; it is the result of intentional, collective action focused on justice." - Gloria Ladson-Billings

Possibilities

“A Holistic Approach to Each Island Student”

Island Continuation High School

- ❖ Credit Recovery: Focus on individual student needs - 140 credit graduation option
 - 30 English Credits
 - 30 Social Science Credits
 - 20 Math Credits
 - 20 Science Credits
 - 20 Physical Education Credits
 - 20 Elective Credits

Island High School Pathways

- ❖ Career Technical Education (CTE)
 - Arts Entertainment Media
 - Education Child Development, and Family Services
 - Engineering and Architecture
- ❖ Trades and Apprenticeships
 - College of Alameda Guided Pathways
 - Construction / Skilled trades
 - Auto Mechanic / Diesel Mechanic
 - Dental assistance and dental field
 - Electronic Specialist
 - Aviation Maintenance Technology

Contextualized / Alternative Means

Could the minimum coursework required be completed through more contextualized or alternative means?

Meet the goal of minimum requirements...

- 30 English Credits
- 30 Social Science Credits
- 20 Math Credits
- 20 Science Credits
- 20 Physical Education Credits
- 20 Elective Credits

Through alternative means i.e. Project Based Learning

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by Regional Occupational Centers or Programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

Codifying Multiple and Individualized Paths to Completion (an example)

	Traditional/Core Academics	Project-Based and Contextualized Learning	Independent and Supervised Online Learning	Concurrent Enrollment in Post Secondary Coursework	Workforce Preparation, Internships, Career Technical Education
30 English Credits	20		10		
30 Social Science Credits		10		10	10
20 Math Credits	10	10			
20 Science Credits	10	10			
20 Physical Education Credits		10		10	
20 Elective Credits	10	10	10		10

Education Code

The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study.

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public. (Education Code 51225.3)

Board has authority, discretion, and flexibility to adopt alternative means of meeting graduation minimums.

Possibilities

“A Holistic Approach to Each Island Student”

Island Alternative School

- ❖ A-G
- ❖ Independent Study/Home Hospital
- ❖ Dual Enrollment - College of Alameda
- ❖ Coordination with Alameda High School and Encinal Jr/Sr High School courses

Counseling, Student Support and Wellness Center

- ❖ LCSW Social Worker
- ❖ College Career Counselor - As a 2nd Counselor
- ❖ BCBA Behavior Specialist

"The only way we will achieve equity in education is if educators work collectively to challenge the structures that perpetuate inequality and commit to doing whatever it takes to meet the needs of every child. Leadership is not about managing the status quo—it is about changing it." - Pedro Noguera

Next Steps

- 2025-2026 - continue meeting with the Redesign Committee
- Propose a 140 unit graduation requirement for continuation school
- Collaborate with the Comprehensive High Schools to support early intervention for credit deficient students
- Build upon CTE, trade apprenticeships, and A-G course options for Island students
- Create a cohesive robust student support system through PBIS, COST, Advisory and the counselor

Board Discussion