

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Island High School

CDS Code: 01611190134304

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Date of Last Revision	6/5/2017	
Date of BOE Approval		

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

Executive Summary

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups.*
- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?*
- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*
- *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?*
- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth?*

School Website: <https://ihs-alamedausd-ca.schoolloop.com/>

School Accountability Report Card (SARC) link:

Island High is a continuation high school serving credit deficient students who were not successful in a traditional high school. All students at Island High are credit deficient: Island sees this credit deficiency as a symptom of some underlying problem which needs to be identified and addressed. These underlying problems generally fall into one or several categories: truancy, family crisis (like the death or incarceration of a parent), homelessness and transiency, drug and alcohol involvement, social and school alienation resulting in behavioral or disciplinary problems, involvement with the juvenile justice system, and low academic skills.

At Island High, we keep track of Credit earning and attendance as indicators of progress towards graduation. Island uses positive attendance tracking to track attendance. In the 13-14 school year, we saw 75% attendance, in 14-15, 77% and in 15-16 80.5%, a 5% increase over the last three years.

Students at Island High are expected to earn at least 10 credits per Hexemester (Hex) (credit is awarded six times per year). Currently, the average credit earned by students is 12.3 credits per hex. Students who earn less than 10 credits per Hex are not meeting the school's benchmark but students are, for the most part, earning more credit than they did at their former school.

Every student is a graduate and on a career path.

As a staff, a determination was made to change the way we teach about careers. A new class was created and replaced Business Environments called Life After High School. This class focuses on helping students navigate their career path. The teacher works with each student to develop a resume, a cover letter and a variety of job readiness skills. She regularly invites guest speakers and former students to her classroom to make presentations about how to identify their path, what their path is, and what they need to do to stay on their career path. Current students regularly report appreciating the former student's presentations as they feel they can relate to the presentation. Students also receive credit as part of our work experience program, and can do elective contracts that help them reflect on their work experience, their boss, what it is like to go to school and work, etc.

As a school we are also implementing a change in our advisory period to provide more structure and focus. One day a week, each advisory focuses on Life After High School where advisors work with their advisees to help them focus on soft skills or documents needed to move forward after earning their diploma. The Life After High School teacher works with the advisors to develop themes of the hex so that all students can make progress, and advisors can send individual advisees to the Life After High School teacher during advisory for additional one-on-one support. Every year, we continue to develop the curriculum for the advisory program based on feedback from students and staff.

In 2014-15 Island High was invited to participate in the Career Pathways Trust II grant writing process with the Alameda County Office of Education. The grant would began in the 15-16 school year, and created a four year program. This grant, helps to create clearly defined career pathways in CTE classes for students to participate in. We created the pathways in Early Childhood Education and in Building and Trades. Students would take introduction level course work at Island High, and will follow a path to completing at least some coursework at the community college through the pathway and partnerships. The goal for this grant is for students to complete the pathway and leave with experience with college classes, an internship or training, and an industry recognized certificate that would allow the student to transition directly into a full time program or job placement. In the 16-17 school year, there were 25 current island students participating in a community college course.

Lastly, as a staff, five workplace or soft skills were identified that every student would need to be successful on their career path. Those skills include attendance, punctuality, preparation, professionalism and self-monitoring. The staff works together to make sure that each of these skills are clearly defined, and reflect progress towards the goal of career path. Advisors work with students to understand what mastery of these skills would look like, and in our bi-monthly student meetings, we address student mastery of these skills. If by the end of the hex, a student has demonstrated mastery of a skill they earn one elective credit per skill mastered.

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 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- 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.

Instructional 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, 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 justice, culturally responsive curriculum and instructional strategies
- 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:

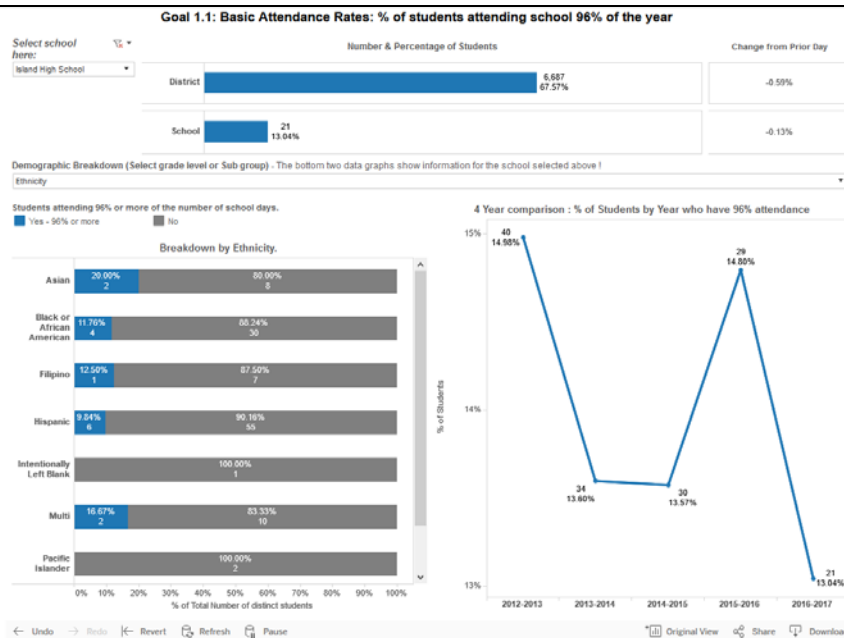
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

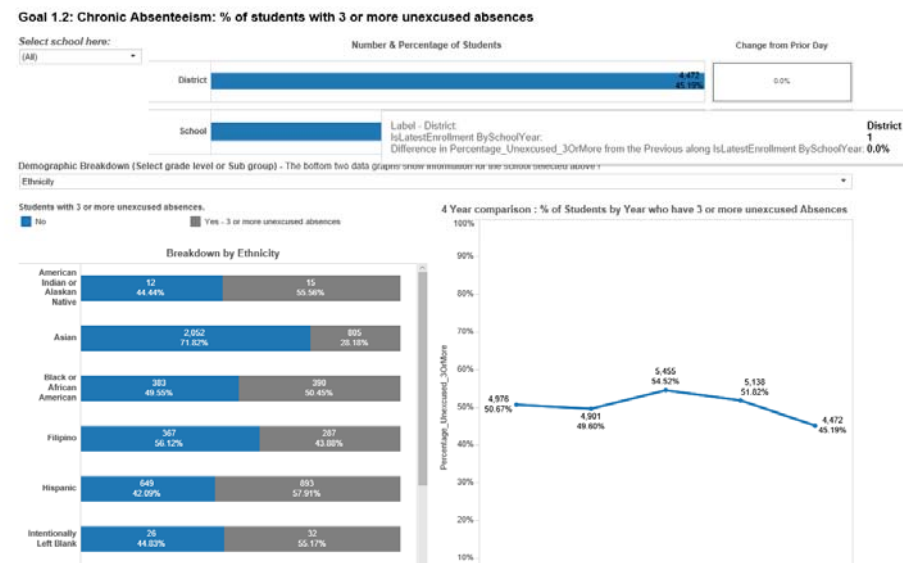
GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes 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:</p> <ul style="list-style-type: none"> • 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
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> Island focuses on the least restrictive discipline when addressing negative student behaviors. Students are given many opportunities to redirect their behavior and participate in programs provided by SBHC before suspensions are given. Island has participated in Yr2 of PBIS. We will continue to roll it out as a way to help change culture and work to find alternates to suspension. Students will first meet with their teachers or counselors to address the issues, then with the principal. If needed SSTs will be held, and only when other means of discipline are not successful will we look to suspensions. The goal is to encourage students to focus on their actions so they can learn from negative behavior and stay in the classroom. As part of PBIS, we continue to look at ways to reduce the number and length of suspensions, both by being proactive and working with students on minor behaviors, and by reducing the length of time of suspensions by offering counseling and group/individual therapy as a way to provide an opportunity for the student to learn from their mistake and not do it again. <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is on the Tier 1 level, we have shown improvement from 73% to 93%, and for Tier 2 this year, we have gone from 65% to 81% !!!</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program: Our site receives \$54,000 to provide a comprehensive afterschool program. Our program is open to all students, and provides a variety of services that include afterschool sports programs, a culinary program, a music/beats making program, and supports school culture. The afterschool program coordinates our Advisory Olympics program (similar to spirit week activities) and we have found that participation in any part of the after school program results in higher credit earning, increases in student attendance, or both!</p>
SCHO	<p>School goal(s):</p> <p>At Island, we are using two metrics to track attendance. We are working to improve the # of students who have 90% attendance or better, and overall increase in ADA based on positive attendance. In 15-16, 27% of the student body attended at least 90% of the time, in 14-15 it was 22% and in 13-14 it was 17%. You can also see from the above charts that we have seen an increase of the student body's attendance rate, Island prides itself on working on</p>

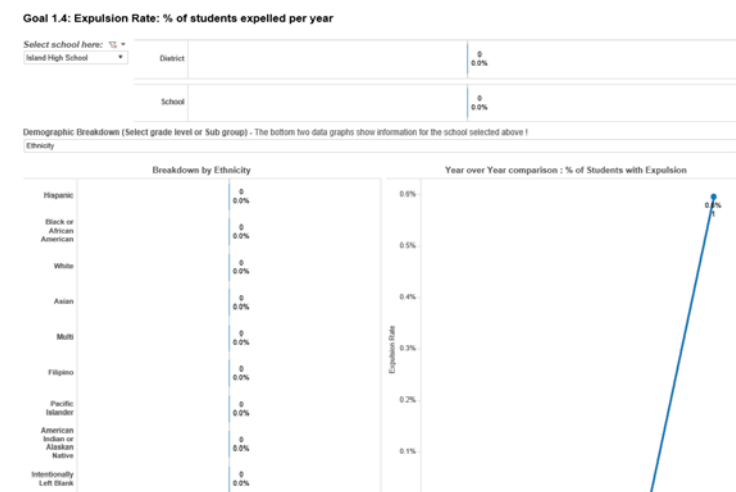
	<p>eliminating barriers students have previously experienced in schools that have prevented success. We have partnered with the School Based Health Center to provide readily available mental health support, anger management and conflict resolution counseling, and a bridge to treatment program that helps students address their substance use and abuse issue. SBHC also provides other health screenings, and is certified to help sign students and their families up for Covered California. SBHC now has space on campus where they can arrange to have a therapist on site to provide barrier removal and to reduce time students spent off campus accessing supportive services. We also expanded our offerings by arranging for a 2nd year school psych intern to provide counseling support. We continue to invest in having a student support provider (SSP) who works with students and their family's to identify and help remove their barriers to attending class. We are working to increase overall attendance by 5%, and to increase the number of students attending 90% or better by 5%.</p> <p>As part of PBIS, we continue to look at ways to reduce the number and length of suspensions, both by being proactive and working with students on minor behaviors, and by reducing the length of time of suspensions by offering counseling and group/individual therapy as a way to provide an opportunity for the student to learn from their mistake and not do it again.</p>
	Data used to form school goal(s):



[LCAP] Goal 1.2 - Students with 3+ Absences



[LCAP] Goal 1.4 - Expulsion Rate



Findings from the data analysis: (Including reflection on progress in same or similar goal(s) from previous year's SPSA)

Each student is assigned to an advisory, meeting four times a week for forty minutes a day. During this time, students can meet with their advisor to address barriers to education, or they can go to seek extra support from other teachers. We are in the process of evaluating this portion of our program and will be adding RTI strategies to further support academic barrier removal and to increase academic achievement.

Island high hosts the Teen Parenting (CAL-Safe) program on our site. The program is open to any teen parent in the district as long as they are a still a student of any district school. CAL-Safe serves two key purposes. The first is to provide daycare during school hours to ensure that teen parents can continue to actively participate in their education. The second is to provide pre/post-natal education to our teen parents to ensure continued success of these new families and to help reduce stress on a new parent's life. These classes are taught using the CA state standards for child development, and teen parents are also able to earn high school credit for participating in these classes.

How progress toward school goal(s) will be evaluated:

We hold weekly attendance meetings and biweekly student meetings that address individual student needs. Meetings are attended by the Principal, Counselor, Sp.Ed Resource teacher, Student Life Coordinator, Attendance Clerk, and Student Support Provider. As needed, our student support provider works with the individual student to identify the barriers to their attendance and success, and after identifying the issue, the SSP will help the student address those concerns.

We hold biweekly PBIS data review meetings that address individual student needs. Meetings are attended by the Principal, Counselor, and other members of the intervention team. Based on the data, we evaluate additional interventions a student might need to be successful.

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
The school will continue to add and refine intervention curriculum and systems in response to student need	Yearlong program	School Staff	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost

						include in base allocation
ELD Program -90% of ELD students make CELDT improvements of at least one step over their prior tests.	Yearlong program	COUNSELOR, INTERVENTION TEACHERS, EL COORDINATOR	English Learners	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
Services for Pregnant and Parenting Students (CAL-Safe program) - 100% of teen parents who enroll in the program continue to actively engage in school by maintaining a 75% or better attendance rate, and by meeting their hex number. A student's Hex number is the number of credits a student needs to earn each hex to graduate on time.	Yearlong program	DELINDA HANSEN AND PRINCIPAL	All	Certificated FTE	LCFF Supplemental (0002)	114905
Improve Advisory program to ensure continued success of students and support in removing barriers to student success - 100% of students who need support removing barriers actively engage their advisor for support.	Yearlong program	PRINCIPAL AND ADVISORY COMMITTEE	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
Student Support Provider will continue to work with youth to address barriers to attendance and participation in the classroom.	Yearlong program	PRINCIPAL, COUNSELOR AND SSP	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
IMPLEMENT POSITIVE BEHAVOIR INTERVENTION AND SUPPORTS (PBIS) TIER 2. DISTRICT WIDE INITIATIVE	Yearlong program	PRINCIPAL AND PBIS LEADERSHIP TEAM	All	Certificated FTE	Choose an item.	4700, funded by district
Maintain afterschool program and increase offerings and participation - 20% of students needing extra support access afterschool programs. 5%	Yearlong program	PRINCIPAL AND STUDENT LIFE COORDINATOR	All	Certificated FTE	Choose an item.	54000 (funded by district)

increase in Cyber high use in afterschool hours.						
Provide informal educational opportunities to foster learning. Opportunities may include outside of class learning, visits to museums, or other field trips. – These activates will help re-engage our traditionally disengaged population into school.	Yearlong program	PRINCIPAL AND STUDENT LIFE COORDINATOR AND TEACHERS	All Unduplicated	Fieldtrips	LCFF Supplemental (0002)	1270
Provide 2 nd year Psych intern to continue to ensure that all students mental health needs will be met and help remove barriers to education.	Yearlong program	PRINCIPAL AND SCHOOL PSYCH	All	Certificated FTE	LCFF Supplemental (0002)	3500
			Choose an item.	Choose an item.	Choose an item.	

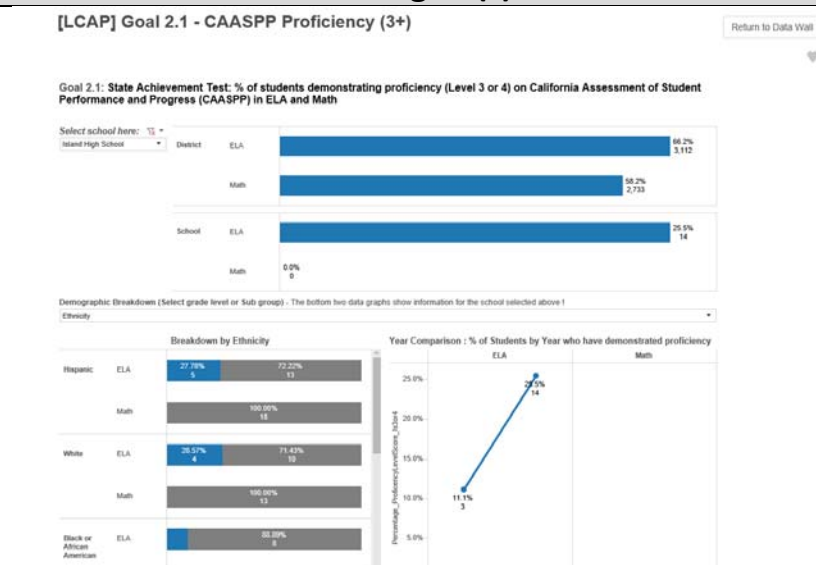
GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide 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. <ul style="list-style-type: none"> • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California ‘a-g’ requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course
	Districtwide actions/services provided to site to reach goal:
	<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license)

	<ul style="list-style-type: none"> • Turnitin software to support high school writing and research • Credit recovery software (Cyberhigh license) • Starfall and Tumblebook Library (K-5) <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> • <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> •
SCHOOLWIDE	<p>School goal(s):</p> <p>Students are at Island because they are currently credit deficient, and are not on track to graduate on time. Credit earning, therefore, is one the best indicators of progress towards success. We constantly measure the number of credits each student earns during each six-week grading period. We analyze all sources of credits including classes, contracts and outside learning opportunities. Given the transient nature of our student population, credit earning is one of the best measures of student progress towards graduation. After analyzing the data, the IHS staff will reflect on their CCSS assignments and adjust as needed to continue to ensure that students continue to be actively engaged and the CCSS aligned instruction continues to help students find success. CAASPP is not usually the best indicator of success at Island, or any continuation school, due to the nature of the students and the test itself, which is why we look towards credit earning as a way to evaluate a student's progress towards their diploma and educational success.</p> <p>We believe that every student who wants to can graduate, no matter how far behind you are when you arrive. We want to give you the skills you need to get through high school, then to plan for life after high school. Students work with their advisor and the Life After High School teacher to develop resumes, cover letters, take career inventory surveys, and participate in mock interviews. Students also use their time to create their plan and to discuss it with their teachers to ensure that they have the skills needed to be successful.</p> <p>Our goal is that by the time an Island student is ready to graduate, they have completed our Life After High School course, and they are college/career ready. At least 95% of graduating seniors will take part in the LAHS course, and all students will work during advisory on LAHS tasks that may include completing a Resume and Cover Letter, or completing their FAFSA forms.</p> <p>As a continuation school, Island's main focus is on a diploma, to help students who would otherwise not graduate go on to find success. To that end, we do not focus on A-G approval, and instead focus on state/district standards</p>

to make sure that students are able to access the material and find success. Instead, as we participate in the Career Pathways Trust II grant, we are working with local partners like the Alameda County Office of Education and the Peralta Community College District to develop career pathways that start in high school and help students navigate through community college and into a career. As part of this we are working to bring college classes onto the Island campus after school to provide access and opportunity to our Island students. Currently, Island is working to develop pathways in Early Childhood Education and the building and trades sector, and exploring opportunities in both science and computer science, as well as other pathways as students voice a desire. Given the circular nature of our student body, we want to make sure we can continue to provide access to classes that students are interested in. In 16-17, we have been able to bring two college classes on campus, an ECE class and we were able to bring back the communications class. All told, in 16-17, 25 students participated in at least one Community College Class.

Data used to form school goal(s):



Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

How progress toward school goal(s) will be evaluated:

At Island, we look at Enrollment, credit earning, attendance, completion of the Life After High School class, and participation/completion of community college or other training classes.

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Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Services for Pregnant and Parenting Students (CAL-Safe program)	YEAR LONG PROGRAM	DELINDA HANSEN AND PRINCIPAL	All	Choose an item.	Choose an item.	114,905, see above
Integrate workplace skills training into a multi-strand Life After High School Program (LAHS).	YEAR LONG PROGRAM	PRINCIPAL, COUNSELOR, LIFE AFTER HIGH SCHOOL TEACHER	All	Choose an item.	Choose an item.	
Provide work readiness programs and work-based learning experiences for students. Students work with the LAHS teacher to apply for work permits and jobs, and prepare Resumes and Cover Letters. Students are able to earn credit through Work Experience programs.	YEAR LONG PROGRAM	PRINCIPAL, COUNSELOR, LIFE AFTER HIGH SCHOOL TEACHER	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
Provide extra training and curriculum to advisory program around Career and College Readiness. - Add RTI Strategies to provide additional small group intervention time.	YEAR LONG PROGRAM	PRINCIPAL, TEACHER COMMITTEE ON ADVISORY	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
PROVIDE TARGETED MATH INTERVENTION INSTRUCTION FOR STUDENTS IN NEED.	Yearlong program	Principal and Math Teacher	All Unduplicated	Choose an item.	Title 1 (3010)	18956 (in lieu of T1
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>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.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
DISTRICTWIDE	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> • <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> •
SCHOOLWIDE	School goal(s):
	<p>When a student is identified as EL, they are placed in our Sheltered English class. There, students focus specifically on English Language development. Students receive support in all classes. Because all students come to Island having struggled to find success in traditional environments, all teachers work to provide scaffolded and differentiated instruction to foster successful learning. As part of the CCSS integration process, all staff have received additional training in vocabulary and literacy development, and all classes have integrated vocabulary development activities to help all students become more proficient in English. In the 16-17 school year, AUSD provided EL coaches that worked with school sites to improve their EL programs. The coach has worked with individual students and teachers, and has observed classrooms, and led Professional development for staff. The coach also worked with the traditional sites, the district office and IHS to help develop a protocol that would help identify EL students who would be an appropriate fit at Island, and that IHS would be able to support.</p>

	Outside of the 1 period a day of Sheltered English, EL students participate fully in the general curriculum. Our Sheltered English teacher has provided PD around vocabulary and student engagement/motivation to the whole staff to make sure that all students are engaged in their learning.
	Data used to form school goal(s):
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	How progress toward school goal(s) will be evaluated:
	We also track CELDT data and CELDT reclassification as indicators of success for our EL students. We will also provide teacher/staff led professional development to ensure that we are appropriately implementing our program.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROVIDED TARGETED PD INSTRUCTION AND TEACHER RELEASE TIME AROUND EL INSTRUCTION, CCSS AND STUDENT ENGAGEMENT STRATEGIES. INCLUDING 12 HOURS AND 3 SUB DAYS.	Yearlong program	PRINCIPAL AND TEACHERS	All Unduplicated	Certificated Hourly	LCFF Base (0001)	\$934
ELD Program - 90% of ELD students make CELDT improvements of at least one step over their prior tests.	YEAR LONG PROGRAM	COUNSELOR, INTERVENTION TEACHERS, EL COORDINATOR	English Learners	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.</p> <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
SCHOOLWIDE	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is:</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	School goal(s):
	<p>Every six weeks, on the day that transcripts become available for the preceding hex, Island has a Family Night event in which all students and their families are invited to come together, pick up their students latest transcript, meet with the faculty (all of whom are present) and celebrate their student's success. Most students and families who attend have a long history of avoiding such school events. We consider attendance at Family Night and other optional events to be an indicator of student engagement in school and other pro-social attitudes. Over the last few years Island families have attended at a high rate. The attendance numbers have started to decline, and we are working to increase them again. In some cases it is due to a lower enrollment number (215 students in 2016, 245 in 2015, 278 in 2014, 306 in 2013). We continue to work to provide food and other incentives to increase family participation. In 16-17 we also invited Alameda Family Services/School Based Health center to be present so they could meet with families that wanted them, and invited district family engagement staff to also join us for outreach and parent educational purposes.</p>

	<p>Historically, Island has had a difficult time encouraging family engagement with the decision making process including family and student attendance at School Site Councils. In 16-17 we will continue to focus on recruiting families to participate in our school site council. We will work to provide snacks as an incentive for family engagement. We will also work with families to identify the best time for our meetings to help encourage attendance. Our goal is to see a 10% increase in parent and student participation.</p>
	Data used to form school goal(s):
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>This lowering of participation is directly related to lowering of enrollment. This trend appears to be directly related to continued success of PBIS and RTI at our feeder schools and the current state of the economy and increased housing costs in the city of Alameda.</p>
	How progress toward school goal(s) will be evaluated:
	<p>We continue to track Parent participation during family nights, and school site council as well as other possible parent opportunities. It is traditionally quite difficult to increase parent participation at alt ed school sites, and so we have tried a wide variety of start times to find the best time to have both students and their families participate.</p>

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Provide Family Night activities at least 5 times a year to encourage active family participation in a student's academic life – Provide food for families to eliminate barriers to attending.	YEAR LONG PROGRAM	PRINCIPAL	All	Materials and Supplies	LCFF Supplemental (0002)	1100
Encourage Families to participate in the Island High School School Site Council. Increase number of outreach opportunities to family and community. Per WASC suggestion, Provide food for families to eliminate barriers to attending.	YEAR LONG PROGRAM	PRINCIPAL AND SSC CHAIR	All	Materials and Supplies	LCFF Supplemental (0002)	200

			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>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.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
SCHO	Districtwide actions/services provided to site to reach goal:
	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:</p>
	School goal(s):
	<p>Island high continues to make sure that all facilities are well maintained, and to that end the head custodian and principal work with district MOF to ensure a safe and clean campus.</p> <p>Principal works with district HR department to ensure that all staff are appropriately credentialed.</p> <p>Principal works with district teaching and learning staff to ensure that each classroom has ample supplies and</p>

	<p>materials, and that all teaching materials are up to date.</p> <p>Principal and staff have also continued to support tech integration in the classroom. To that end, Island high now has increased to five the number of mobile chrome carts available to teachers to use. All told, we have 113 chromebooks, which means in the 16-17 school year, there has not been a time that a teacher wanted to use technology in the classroom and it wasn't available.</p>
	Data used to form school goal(s):
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	How progress toward school goal(s) will be evaluated:

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Student Support Provider will continue to work with youth to address barriers to attendance and participation in the classroom.	Yearlong program	PRINCIPAL, COUNSELOR AND SSP	All	Choose an item.	Choose an item.	General Fund – No additional funds req. Cost include in base allocation
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

1	Island High Budget Packet										
2	Budget Summary		B3	C112	C113	C114	C122	C135			C137
3	Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted	Unbudgeted Balance	Check
4				Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
5	0001	Discretionary	\$ 11,935	\$ -	\$ -	\$ -	\$ 7,435	\$ 4,500	\$ 11,935	\$ (0)	11,935
6	0002	LCFF Supplemental Grant	\$ 7,080	\$ 3,780	\$ -	\$ 707	\$ -	\$ 2,600	\$ 7,087	\$ (7)	7,087
7	3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
8	0002	In Lieu of Title 1	\$ 20,075	\$ 15,867	\$ -	\$ 3,089	\$ -	\$ 1,119	\$ 20,075	\$ -	20,075
9	0002	Teen Parenting	\$ 114,905	\$ 92,320	\$ -	\$ 19,259	\$ 2,693	\$ 633	\$ 114,905	\$ -	114,905
10											
11		Grand Total	\$ 153,995	\$ 111,967	\$ -	\$ 23,055	\$ 10,128	\$ 8,852	\$ 154,002	\$ (7)	154,002
12				73%	0%	15%	7%	6%			
13											
14											

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, 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.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Total amount of state and federal categorical funds allocated to this school	\$
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SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the 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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tonya Morgan	F	700	00			X		
John Nolan (SSC Chair)	M	700	00		X			
Marina Zapeda	F	500	00		X			
Ben Washofsky	M	700	00	X				
Jodi McCarthy	F	700	00			X		
Rey Cruz	M	500	00			X	X	
#s of members of each category								

**See race/ethnicity codes in Aeries*

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?

No, at this time we lack regular sufficient parent participation. We have made this an ongoing goal for the upcoming school year and hope to raise participation at each meeting, and ensure active participation from many of our community groups. This year we have tried meetings earlier in the afternoon to help with student engagement, and have done parent outreach via newsletter, at family nights, and through robocalls to invite them to participate. We are still trying to find the right time of day to ensure that both parents and students are able to attend. We will also look at moving locations offsite to make it easier for more parents to participate.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

While teachers and other staff on the SSC represent the staff as a whole, given the lack of sufficient student and parent participation this year, our SSC does not reflect the racial/ethnic/primary language composition of the school.

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

As with the lack of parent participation, we have made increasing student participation in our School Site Council a main priority of the current members of the council. We will be doing outreach to our leadership students, the creation of a leadership team with each advisory class sending one student to the leadership group has helped, though its work is ongoing. That group would also elect our student representative to the AUSD Board of Education. This has resulted in at least one student regularly participating in the SSC meetings, and more voicing interest. Teachers are also developing extra credit opportunities for students who participate in the SSC. In 16-17 we continue to move the time of the meeting to make it possible for students to join the council and actively participate.

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 SSC also acted as our ELAC this year, with our EL coordinator providing updates on the status of our EL students and any feedback our EL students were providing about how they were doing in school and changes they would like to see.

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:

Ben Washofsky
Typed name of school principal



Signature of school principal

3/29/17

Date

*tentative approval
awaiting SSC chair*

John Nolan
Typed name of SSC chairperson



Signature of SSC chairperson

5/15/17

Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

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

Choose an item.

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

Island is a small school, with a smaller Special Education program, comprised of 0.8 FTE of RSP teacher/case managers, one day a week of a year 3 school psych intern, a shared school psychologist, and a Paraprofessional. They work as a team to ensure student's needs are being met. The Island Special Education staff works in collaboration with the general education staff to ensure that all students are able to access the general education curriculum, and will help Gen Ed staff scaffold and modify lessons and assignments appropriately