

Highlighting Alameda Schools: Alameda High School

Tuesday, September 12, 2017

Robert Ithurburn, Principal

Introduction

Alameda High School Vision Statement

We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

Schoolwide Learner Outcomes

I. We demonstrate positive personal qualities, work habits, and attitudes of motivated learners and informed citizens.

We embody integrity and honesty, respect diversity, and treat all people with dignity.

We are punctual, diligent, and responsible for our own actions.

We apply organizational skills to our work and daily life.

We participate in and contribute to our community.

II. We demonstrate knowledge and skills reflecting California State and other academic Standards.

We read, write, and speak effectively.

We are aware of historic, social, economic, and global issues.

We value and embody physical fitness and health.

We participate in the visual and performing arts as artists and spectators.

We seek cross-cultural understanding through study of world cultures and languages.

We understand and apply mathematical and scientific principles.

III. We demonstrate the skills to think and reason effectively and solve problems creatively.

We analyze, evaluate, and synthesize information.

We think critically and engage in creative problem solving.

We work effectively and collaborate with colleagues.


IV. We apply technology effectively to academic, vocational, and everyday needs.

LCAP Goals

1. Eliminate barriers to student success and maximize learning time
- 2a. Support all students in becoming college and career ready
- 2b. Support all English Learners (ELs) in becoming college and career ready
3. Support parent/guardian development as knowledgeable partners and effective advocates for student success
4. Ensure that all students have access to basic services

Positive Behavior Intervention and Supports (PBIS)

SHOW YOUR HORNET *Classroom/Smart Period*



P repared	<ul style="list-style-type: none">• Be on time to class• Have required materials for class
R espectful	<ul style="list-style-type: none">• Attend regularly• Respect school property and the property of others• Follow classroom rules and expectations
I nclusive	<ul style="list-style-type: none">• Help others around you who need help or are confused• Respect each individual's differences
D edicated	<ul style="list-style-type: none">• Stay on task• Finish work and assignments• Use gym equipment or classroom supplies appropriately
E ngaged	<ul style="list-style-type: none">• Be an active participate in class• Listen to the teacher during instruction• Listen to peers during group work/activities• Take notes• Utilize SLANT daily

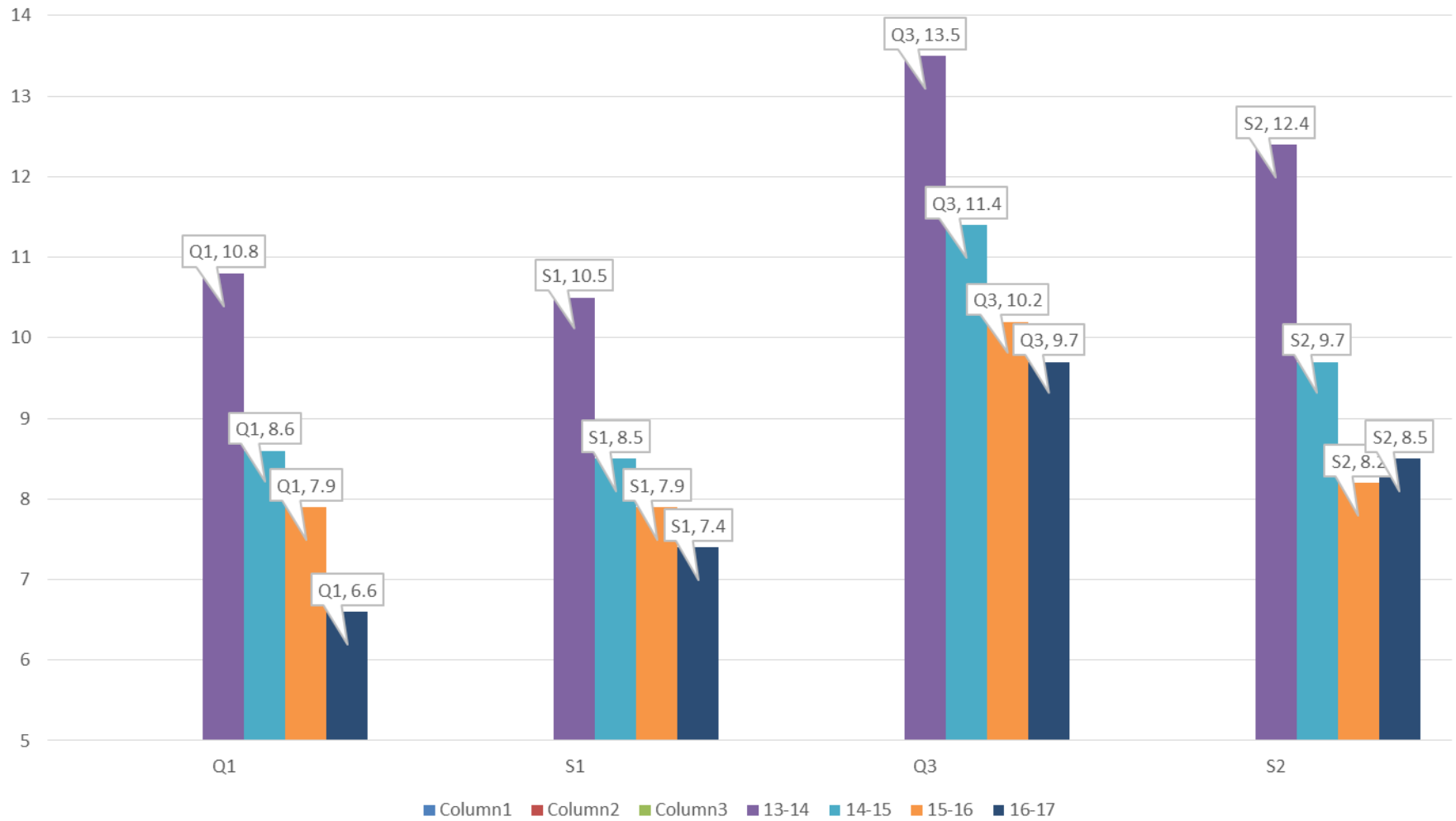
SMART Period

SMART period is a non-academic period twice a week designed to allow students to:

- get Tier II instructional support from teachers
- get clarification on expectations
- get caught up on work for classes
- work with other students on projects
- engage in restorative practices to increase their success as a student
- explore post-high school college and career options and opportunities

Academic progress of students working towards their UC “a-g” requirements has been monitored to measure the effectiveness of the SMART period on student success. Specifically, we will continue monitor the percentage of students earning grades of A, B, and C to determine if the time is having a positive impact.

2012 – 2017 Percentage of students earning grades of D/F in their classes



English Learner (EL) Program

- **There are 1,741 students at AHS**
 - 176 are English Learners (which is approximately 10% of the student population)
 - 425 are students who have been redesignated
 - 88 students have been redesignated in the last 2 years
 - 77 of our English Learners are designated as Long Term English Learners (which is about 44% of English Learners)
 - Been in US schools 6 or more years
 - Often have a strong command of social informal English but need explicit academic instruction
- **All students designated as ELL are enrolled in a period of ELD**
- **All teachers teaching ELD classes have been trained in utilizing Systematic ELD**
- **LCFF funds are used to create two sections of college prep English that have two credentialed teachers serving the class. Enrollment in these classes include both intermediate ELL and non-ELL students**
- **All ELL students served with an IEP are in targeted ELD, Academic Strategies classes**
- **AHS maintains 1 section of Sheltered U.S. History for Level 1 ELL students**

Parent/Guardian Engagement

AHS maintains an active PTSA membership of approximately 570 members.

Our English Language Advisory Committee (ELAC) meets monthly and usually has about 13 families in attendance.

AHS has multiple Booster organizations serving our sports, music, and drama programs.

PTSA sponsors monthly parent education presentations on a variety of topics. Topics from the past have included: depression, college application process, the effects of substances on the developing brain, navigating the oversight of social media, and programs and opportunities offered by the School Based Health Center.

Parents receive communications: weekly via the Principal's newsletter, through School Loop emails, robo-calls from the school, PTSA Google group, the AHS Web Page, the student weekly newscast, teacher emails, and individual student meetings with teachers, counselors, and/or administration.

Questions?