

# The Single Plan for Student Achievement

**School:** Albany High School  
**CDS Code:** 01-61127-0130450  
**District:** Albany Unified School District  
**Principal:** Alexia Ritchie  
**Revision Date:** 4/23/18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Alexia Ritchie  
**Position:** Principal  
**Phone Number:** 510-558-2500  
**Address:** 603 Key Route Blvd.  
Albany, CA 94706  
**E-mail Address:** aritchie@ausdk12.org

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

Single Plan for Student Achievement Executive Summary.....	3
School Vision and Mission .....	4
School Profile.....	4
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	5
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	5
School and Student Performance Data .....	6
CAASPP Results (All Students) .....	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results .....	11
Planned Improvements in Student Performance .....	12
School Goal #1 .....	12
School Goal #2 .....	17
School Goal #3 .....	21
School Goal #4 .....	24
Centralized Services for Planned Improvements in Student Performance .....	27
Centralized Service Goal #1 .....	27
Centralized Service Goal #2 .....	28
Centralized Service Goal #3 .....	29
Centralized Service Goal #4 .....	30
Centralized Service Goal #5 .....	31
Total Expenditures by Goal .....	32
School Site Council Membership .....	33
Recommendations and Assurances.....	34

## **Single Plan for Student Achievement Executive Summary**

### **1. How well did we do implementing this year's plan?**

Albany High school is committed to, and has made progress on, many of the goals from this year's plan. From full implementation of CCSS and NGSS standards, to providing quality, teacher-driven professional development, we are collectively implementing and reflecting on those actions which best support student academic and social emotional growth. These targets are met by having all staff demonstrate a commitment to effective interventions aligned with authentic data indicators, supporting the whole child and continuing the reflective growth of our professional educators via training, technology and clear communication.

### **2. How do we know if we were successful or were not successful?**

SBAC, department common formative assessments, and other internal data points such as graduation rates, course enrollment and discipline reviews indicate that we have made growth in many areas. We still have to focus on those students who are not demonstrating academic growth or strong connections within the Albany High School community. SBAC data indicates that we have made progress reducing the number of students who have not met the English Language Arts standards and an overall slight increase in the number of students scoring below standard in math. We did have a significant increase in the number of English Language Learners scoring advanced on the CELDT. Our out of school suspensions have significantly dropped with the implementation of our behavior matrix (replacing the discipline grid) which emphasizes students staying connected to school and using restorative practices to address behaviors that are not conducive with student success. Our mental health referrals have increased and we need to maintain our outstanding outreach and self referral protocols to meet the needs of this increasing student population. Feedback from surveys reflect the desire and effectiveness of teacher developed and led professional development in the areas of social emotional and academic competencies. We have also partnered with outside agencies such as College Prep Math, Powerschool and the Museum of Tolerance to provide additional growth supports for all staff members.

### **3. How has this knowledge influenced your plans for next year?**

We continue to monitor those areas that support academic and whole child growth with focused interventions and are in a great position to shift into the next phase of CCSS/NGSS expansion. With adjustments made in our 9th grade math course, moving from 9th grade debates to the Forum capstone project, and improving the orientation activities, we are going to make a concerted effort in this pivotal grade to emphasize student learning outcomes in our WASC self study that include complex thinkers, effective communicators, self directed learners and students that are academically prepared for college and careers. We know that we need to address Tier I, II and III services to maintain achievement in English Language Arts, to increase achievement in math and to maintain growth patterns for our English Language Learners. We're looking forward to piloting new literature and informational resources in our Humanities courses, the expansion of our CTE pathways to include CAD and Business Management, the blending of Math1 and Math 1+ curriculum and the introduction of Social Emotional and Social Justice competencies District wide.

## School Vision and Mission

### Albany High School's Vision and Mission Statements

The mission of Albany High School is to provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society. In order to accomplish this vision we expect our graduates to be:

1. Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts
2. Effective communicators in a variety of formats and cultural contexts
3. Self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives
4. Individuals academically prepared for college and other post-secondary educational opportunities

### Vision for Equitable Access to Vibrant and Challenging Coursework

All students at Albany High School, including those from underserved populations, deserve vibrant and challenging coursework at all levels and in all disciplines. Such courses encourage students to achieve at their highest potential and maximize their options for post-secondary education and employment. We must act effectively to provide the supports needed to help address some of the challenges and barriers faced by our students and communities.

## School Profile

### Albany Community

Albany is a town of approximately one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south. For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, UC Berkeley's family housing complex, is located within Albany USD. According to the 2010 census, Albany's population consists of 54.6% Caucasian, 31.2% Asian, 10.2% Hispanic, 3.5% African American. Thirty-two percent of Albany residents are foreign born. In addition, 67.6% of residents hold managerial or professional employment and 69% have completed a bachelor's or graduate degree. The median household income is \$71,994, and the median home price in Albany is \$625,400. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong support for education. Commercial interests in Albany are represented by many small shops and restaurants along Solano and San Pablo Avenues and Golden Gate Fields, one of the largest horse racing facilities in the United States.

### Albany High School

Within the Albany Unified School District there are three elementary schools, one middle school and two high schools. Albany High School (AHS) is the only comprehensive public high school in the Albany Unified School District. It services approximately 1150 students in grades nine to twelve. MacGregor High School is the District's continuation high school that serves about 30 students and has been located on the AHS site since 2013-14. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services. The MacGregor staff includes a .6 coordinator, a .4 counselor, a secretary, and instructors. MacGregor students are able to take courses at both MacGregor and AHS, depending on their academic needs and interests.

Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. Based on the available 2017-18 enrollment data the school's 1138 students are composed of approximately 35% White, 27% Asian/Pacific Islander, 3.5% African-American, 17% Hispanic/Latino, and 14% 2 or more races. Around 20% of the students qualify for the Free/Reduced Price Lunch Program. The Albany High student population has stabilized over the past 5 years, from a high of 1,273 in 2009, to our current enrollment of 1138. We do anticipate an increase of around 50 students in 2018-19. We have 8.7% English Learners and 25.3% fluent-English proficient students.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CHKS, Staff PD feedback surveys, Albany Coming Together school culture surveys and the Wellness committee start time survey.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement

Smarter Balanced summative assessment data, SAT, department common formative assessments and Advanced Placement results are all used to modify instruction and improve student achievement.

2. Availability of standards-based instructional materials appropriate to all student groups

Instructional materials are available to all student groups.

3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

State adopted Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) aligned instructional material are accessible to all students.

### **Parental Involvement**

4. Family, School, District, and Community resources available to assist students

Parents participate in Black Parent and Hispanic/Latino parent engagement groups, School Site Council, Parent Teacher Student Association, Instructional Improvement Committee, Local Control and Accountability Plan Committee, and Albany Coming Together (ACT).

## **Description of Barriers and Related School Goals**

One challenge in all classes includes identifying strategies teachers can use to differentiate and still challenge students at all levels. This will be especially critical with our 9th grade Math 1/1+ combined course in 2018-19.

A second additional challenge is the ability of staff, parents and students to navigate Powerschool. A final challenge is building awareness of mental health services offered by the school district and community. This is going to be key to support the social-emotional competencies and social justice practices that we expect Albany High community stakeholders to practice.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	289	308	289	234	276	252	223	266	252	81.0	89.6	87.2
All Grades	289	308	289	234	276	252	223	266	252	81.0	89.6	87.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2642.0	2678.3	2676.5	40	60	53.97	28	23	29.37	18	11	12.30	9	6	4.37
All Grades	N/A	N/A	N/A	40	60	53.97	28	23	29.37	18	11	12.30	9	6	4.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	58	62.60	39	35	33.33	11	7	4.07
All Grades	50	58	62.60	39	35	33.33	11	7	4.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	47	68	61.85	39	23	29.32	14	9	8.84
All Grades	47	68	61.85	39	23	29.32	14	9	8.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	27	43	43.60	57	51	52.40	16	6	4.00
All Grades	27	43	43.60	57	51	52.40	16	6	4.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	52	67	55.87	41	28	38.06	6	5	6.07
All Grades	52	67	55.87	41	28	38.06	6	5	6.07

**Conclusions based on this data:**

1. Participation rates for Smarter Balanced summative assessments did not improve despite efforts to rearrange AP schedule.
2. Overall, the number of students who scored above, at or nearly at standard for ELA achievement rose slightly from 16/17 to 17/18. Writing scores may be affected by the frequency in which lengthy formal writing assessments are given as compared to shorter more informal responses embedded in the curriculum. We also see we need to address ongoing achievement drops with research and inquiry skills.
3. The number of students who score below standard decreased slightly overall in the sub categories of reading, writing, and listening. There was a slight increase in the number of students scoring below standard for research and inquiry.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	289	308	289	237	286	250	230	276	249	82.0	92.9	86.5
All Grades	289	308	289	237	286	250	230	276	249	82.0	92.9	86.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2672.2	2695.6	2693.7	38	46	45.78	23	30	28.51	21	15	14.46	15	9	11.24
All Grades	N/A	N/A	N/A	38	46	45.78	23	30	28.51	21	15	14.46	15	9	11.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	63	62.50	25	24	26.21	20	13	11.29
All Grades	55	63	62.50	25	24	26.21	20	13	11.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	37	45	48.58	47	46	36.84	15	9	14.57
All Grades	37	45	48.58	47	46	36.84	15	9	14.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	46	54	52.02	46	39	41.13	8	8	6.85
All Grades	46	54	52.02	46	39	41.13	8	8	6.85

#### Conclusions based on this data:

1. Students scoring above decreased slightly from 15/16 to 16/17 but rose slightly with students scoring at or near standard The number of students who scored below standard dropped slightly. Subcategory results indicate relative gains in problem solving/data analysis while scores for mathematical reasoning and concepts/procedures slightly dropped.



2. We need to continue funding math intervention courses for Math 1 and Math 2 and develop an effective plan to support students taking Math 3.
3. We need to take a look at the pathway goal for 2018-2019 which combines Math 1 and Math 1+.to prepare for the needs of all students taking that course in 9th grade. Working with Albany Middle School on placement for Math 1/2 is also an ongoing discussion as those numbers have significantly increased in 17/18 and the pattern looks to be continuing in 18/19. .

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	12	20	33	59	40	42	18	20	25	6	7		6	13	
10	33	25	33	47	44	27	13	19	13		13	13	7		13
11	42	25	46	42	67	38	11	8	15				5		
12	20	20		40	60	***	40	20				***			
Total	29	23	35	48	51	37	16	17	16	2	6	7	5	4	5

#### Conclusions based on this data:

1. Overall, the number of students scoring in the intermediate, early intermediate beginning range stayed the same. There was an increase in students scoring advance.
2. We still have a majority of students scoring in the intermediate,early intermediate and advance categories.
3. We need to pay particular attention to how these students are doing in the math class with the increased demands for mathematical literacy.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	13	14	27	52	36	36	13	14	27	9	9	5	13	27	5
10	24	24	24	52	47	32	19	18	20		12	8	5		16
11	46	27	35	42	53	29	8	13	18		7	6	4		12
12	20	18		40	64	50	40	18	17			33			
Total	28	20	26	48	48	34	15	15	21	3	8	9	7	9	10

#### Conclusions based on this data:

1. Minimal progress with students scoring at the beginning level.
2. We still have a majority of students scoring in the intermediate, early intermediate and below categories.
3. We need to pay particular attention to how these students are doing in the math class with the increased demands for literacy.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Outcomes</b>
<b>LEA/LCAP GOAL:</b>
AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards. AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district AUSD LCAP Action 1.2: Provide intervention AUSD LCAP Action 1.3 Provide programs for English Learners AUSD LCAP Action 1.5 Provide Career Technical Education
<b>SCHOOL GOAL #1:</b>
Student Outcomes: Improve a broad array of outcomes, including student engagement, academic achievement, athletic participation, attendance, and discipline, for students in the achievement gap (African-American, Hispanic/Latino, English language learners, males, students receiving special education services and students identified as socio-economically disadvantaged)
<b>Data Used to Form this Goal:</b>
Course Grades / SBAC Results / Surveys / Course enrollment
<b>Findings from the Analysis of this Data:</b>
Students in certain smaller sub groups are not performing or scoring at levels equal to that of their peers in larger sub groups.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review quarter and semester grades and state and local assessment data with intervention teams.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>1. Identify target students in the achievement gap at the start of the school year so teachers can plan interventions and monitor student progress. Provide classroom support.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-GPA, attendance, discipline data of all target students</li> <li>-Department and professional development meeting agendas</li> <li>-Recruitment and support strategies; achievement data of participating students</li> <li>-Step-to-College enrollment, attendance and achievement data.</li> <li>-Tiered interventions for students with D/F grades</li> </ul>	Aug 2018-Jan 2019	Administrators, counselors, teachers	<p>Teacher allocations (LCFF Supplemental):</p> <p>0.4 Sheltered English</p> <p>0.8 ELD classes</p> <p>0.2 ELD Coordinator</p> <p>0.2 at-risk counselor</p> <p>teacher collaborative planning (GF)</p>	185,000
<p>2. Provide support classes and peer tutoring to at-risk students.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-FLEX Tutoring: After school tutoring</li> <li>-Freshman Math Intervention class</li> <li>-Sophomore Math Intervention Class</li> <li>Junior Math intervention strategies</li> <li>-Homework Lab</li> </ul>	Aug 2018-June 2019	Administrators, counselors, teachers	<p>Paid Tutors (LCFF Supplemental)</p> <p>0.8 FTE Allocation (LCFF Supplemental)</p>	<p>2,000</p> <p>90,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Create pathway programs with a vocational focus that includes meaningful internships and uses alternative assessment strategies such as performance-based and authentic assessments.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• -CTE program description, enrollment, evaluation of student data (grades, behavior); program received national recognition; balance sheets</li> <li>• -EDSET: demographics of student enrollment</li> <li>• -Career Pathways Trust Regional Collaborative Implementation: Physics/CAD course, Business Management; Internships</li> </ul>	Aug 2018-June 2019	Administrators, counselors, teachers	Teacher Extra Hours for collaborative planning.	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>4. Develop protocols for using positive behavioral intervention and support. Develop a school wide commitment to and understanding of social justice and social emotional competencies.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Agendas and minutes from department and professional development meetings</li> <li>-Positive Discipline Referrals</li> <li>-Analysis of discipline data</li> <li>-Analysis of California Healthy Kids Survey data</li> <li>-Social Justice/Social Emotional competencies integrated into course syllabi and instructional practices.</li> <li>-Professional development focused on implementation of these competencies.</li> </ul>	Aug 2018-June 2019	Administrators, counselors, teachers	Collaborative Planning Time (Site Funds)	1,000
<p>5. Evaluate and develop additional resources to increase the presence of racial, ethnic or cultural backgrounds in all course content.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Lists of revised curriculum and resources</li> <li>-Results of teacher focus group study</li> <li>-Analysis of California Healthy Kids Survey data</li> <li>-Department meeting agendas</li> </ul>	Aug 2018-June 2019	Administrators, counselors, teachers	Collaborative Planning Time (Site Funds) Ethnic studies course (General Fund)	21,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
6. Support the continued development of educational options such as online learning, independent study, credit for community service and internships, and dual enrollment with the MacGregor High School.  As measured by: <ul style="list-style-type: none"><li>-Enrollment and achievement data of students dually enrolled in AHS and MacGregor</li><li>-FLEX, BYU and Independent Study: student enrollment data; articulation of program purpose and use</li></ul>	Aug 2018-June,2019	Administrators, counselors, teachers	Coordinator of Alternative Education (General Fund) 0.2 Flex Counselor (LCFF Supplemental) Independent Study teachers BYU Online Courses (College Readiness Grant)  AHS Flex tutors (College Readiness Grant)	200,000     1,000
7. Increase graduation rate for ELL students.	Aug 2018-June 2019	Administrators, counselors, teachers	Classroom supports (Site Funds) 1.0 ELD staff noted in Action 1	1,000
8. Review freshmen impact areas in order to increase engagement, self-directed learning opportunities and academic preparedness.  As measured by: <ul style="list-style-type: none"><li>-Agendas and minutes from department and professional development meetings</li><li>Freshman Forum outcomes</li><li>Feedback from freshman orientation activities</li><li>Grade outcomes from Math1/1+ course</li><li>IHS syllabus</li></ul>	Aug 2018-June 2019	Administrators, counselors, teachers	No Cost	0



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Professional Development</b>
<b>LEA/LCAP GOAL:</b>
AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards. AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district AUSD LCAP Action 1.1 Implement CA (CCSS/NGSS) standards AUSD LCAP Action 2.4 Provide all students with schools that maintain a safe, inclusive and positive climate.
<b>SCHOOL GOAL #2:</b>
Professional Development: Strengthen the AHS professional learning community by providing professional development and support for all teachers in areas of instructional strategies, collaborative learning, and Common Core implementation.
<b>Data Used to Form this Goal:</b>
Staff feedback, professional development planning committee agendas and outcomes.
<b>Findings from the Analysis of this Data:</b>
Staff values PD that is led by teachers and includes work on equity, social justice practices and pedagogy.
<b>How the School will Evaluate the Progress of this Goal:</b>
Graduation data, course participation by students, staff surveys on PD effectiveness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>1. Continue to provide professional development that is directed by teachers and aligned with student achievement data, relevant research, faculty needs, and site and District goals. Provide time and funding for teachers to plan professional development.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Agendas and minutes of PD planning committee, Wednesday meetings, and PD days.</li> <li>-Summary of departmental inquiry projects related to closing the achievement gap.</li> <li>-Documentation and materials that show the implementation of the Mills College inquiry model.</li> </ul>	Aug 2018-June 2019	Administrators, counselors, teachers	<p>Collaborative planning opportunities facilitated by PD committee (Site Funds) 5,000</p> <p>Collaborative planning Professional Development Committee (Site Funds) 2,000</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>2. Continue to support a professional learning community by providing opportunities for discussing instructional and intervention strategies, articulating with the middle school, and communicating across departments.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• -Agendas and minutes of planning meetings</li> <li>• -Evaluation Project options available to tenured teachers for 2nd observation cycle in evaluation process</li> <li>• -AHS/AMS articulation meetings to align essential standards</li> <li>• -Schedules of collaboration time for teachers to discuss providing interventions for all students, including general ed., target, English learner, special education, and 504 students</li> <li>• -Faculty and department meeting agendas: intervention topics added to faculty meetings</li> <li>• -Samples of teacher feedback forms for 504/IEPs</li> <li>• -List of conferences faculty have attended</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	Collaborative meetings and substitute teachers (Site Funds)	7,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Focus professional development on instituting the Social Justice/Social Emotional competencies and helping teachers establish clear learning goals and culturally responsive pedagogical practices</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Agendas and minutes from department and PD meetings</li> <li>-Samples of lesson plans</li> <li>-List of conferences faculty and Teachers on Special Assignment have attended</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	.20 TSA Safe and Inclusive schools coordination for grades 9-12 (TBD-General fund) Hourly and conference funding. (Site)	22,000
<p>4. Continue professional development that focuses on implementing and using performance-based and authentic assessments to implement CCSS and NGSS.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-English and math departments focus on Common Core State Standards assessments at department meetings</li> <li>-Science department NGSS meetings</li> <li>-Professional development agendas and minutes</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	conference/ workshop (State Standards Implementation Funds)	2,500

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Data Collection</b>
<b>LEA/LCAP GOAL:</b>
AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards. AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district AUSD LCAP Action 1.1: Implement CA standards AUSD LCAP Action 1.6 Provide AP courses AUSD LCAP Action 1.8 Provide Technology AUSD LCAP Action 2.1 Robust attendance and intervention programs AUSD LCAP Action 3.1 Support the engagement of parents and community members
<b>SCHOOL GOAL #3:</b>
Data Collection: Strengthen data collection and usage as aligned to the Expected School-Wide Learning Results and Common Core Standards, developmentally mapped, and with a diversity of data sets reflecting the broad educational program.
<b>Data Used to Form this Goal:</b>
Aeries, Powerschool and ChKS data
<b>Findings from the Analysis of this Data:</b>
We need to support teachers and the community as we continue to implement and refine the use of Powerschool.
<b>How the School will Evaluate the Progress of this Goal:</b>
Identifying progress with standards based grading practices from all staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>1. Continue to support staff on Powerschool and to carry out data collection and analysis.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Agendas from professional development meetings focused on the use of the data collection program.</li> <li>-Structure grade books that capture student growth. Use Powerschool to tie entries to proficiencies.</li> <li>-Essential standards have been entered into Powerschool grade book for access by teachers; technology not useful for effective correlation of standards with assessments.</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	teacher extra hours (Site Funds)	1,000
<p>2. Continue to articulate and implement the WASC goals, AHS Essential Standards, and Common Core State Standards with more communication to the students and families in regards to progress and achievement</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Faculty and staff meeting agendas focused on Common Core</li> <li>Use of Powerschool as a communication and essential standards inventory platform.</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	Teacher extra hours to increase Powerschool usage and understanding.	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Dedicate department meeting time to analyzing SBAC and common formative assessments in order to improve instruction.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Department agendas</li> <li>-Math and English analyze final exam information by standards to see how different student subgroups are performing</li> <li>-Summary analysis of departmental common assessments.</li> </ul>	Aug 2017-June 2018	Administrators, counselors, teachers	No additional cost	0

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Communication</b>
<b>LEA/LCAP GOAL:</b>
AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions. AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district AUSD LCAP Action 3.1 Support the engagement of parents and community members AUSD LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
<b>SCHOOL GOAL #4:</b>
Communication: Continue to improve communication within the AHS community with respect to student academic expectations and progress, CCSS and NGSS, cultural and athletic opportunities, emergency preparedness and response, social and emotional concerns, and shared governance concerns
<b>Data Used to Form this Goal:</b>
Staff and community feedback, website content. Powerschool usage reports.
<b>Findings from the Analysis of this Data:</b>
Concerns about parents/ community members with limited tech access or limited English to important news and information.
<b>How the School will Evaluate the Progress of this Goal:</b>
Look at Powerschool and other communication platforms and how this improves and increases student to student and student to staff communication and connection/engagement in school.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>1. Increase student access to and awareness of mental health and counseling resources and crisis intervention resources.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Peer Help projects</li> <li>-AHS website Mental Health Resources page</li> <li>-Teacher training in crisis intervention and identification</li> <li>-California Healthy Kids Survey data</li> </ul>	Aug 2018-June 2019		No additional cost	
<p>2. Continue to expand school wide student engagement in our shared governance process.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Student membership on governing groups, Board of Education study sessions, STAND, SPEAK and SEAC.</li> <li>-California Healthy Kids Survey data</li> </ul>	Aug 2018-June 2019	Administrators, teachers, and counselors	No additional cost	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Increase community awareness and understanding of the implications of social justice/social emotional competencies on teaching and learning at AHS.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• -Information posted on AHS website, letters emailed to parents</li> <li>• -PD and staff meeting agenda</li> <li>• Student surveys</li> <li>• Discipline data</li> <li>• Mental health referral information</li> </ul>	Aug 2018-June 2019		No additional cost	

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,000.00
Goal 3	1,000.00



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alexia Ritchie	X				
Michele Aselstine			X		
Sean Krazit		X			
Liz Reimuller	X				
Phyllis Pennington- Kent				X	
Theresa Bittner				X	
Claire O'Brien					X
Chloe Park					X
Don Hoban				X	
<b>Numbers of members of each category:</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 4. This SPSA is based on 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.
- 5. This SPSA was adopted by the SSC at a public meeting on 5/9/16.

Attested:

Alexia Ritchie		
Typed Name of School Principal	Signature of School Principal	Date
Liz Reimuller		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date