

**ISLAND HIGH SCHOOL  
SINGLE PLAN FOR STUDENT  
ACHIEVEMENT (SPSA)  
2022-23**

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<b>Date of SSC Approval</b>	6/6/2022
<b>Date of BOE Approval</b>	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

## Purpose and Description

A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

### Purpose

Please select the purpose of this plan by **BOLDING** one or more of the following:

BOLD one or more:

Schoolwide Program

**Comprehensive Support and Improvement**

Targeted Support and Improvement

Additional Targeted Support and Improvement

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

<https://docs.google.com/document/d/1ka1IBA6-018BfBHdvNdyutfHnEebhAgbZWSg8epW9L4/edit?usp=sharing>

Four initiatives to address low graduation rate of students at Island High School, Alameda USD:

Furniture as part of evidence-based strategies addressing students attention and focus during instruction

Social worker addressing issues that relate to attendance and engagement

Laptops providing access to the Career Technical Education Pathway Program: drafting and architecture

After school program to improve attendance and graduation rates

Administration and staff participated in needs assessments, determined root causes, have data-based evaluation processes to determine success of each initiative proposed. Please see Google doc link embedded at top for complete information.

### Resource Inequities

If the school is not identified for CSI or STASI this section may be deleted. Schools eligible for CSI or ASTI must identify resource inequities which may include a review of LEA and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

At this point, we don't find that we have resource inequities given the size of the student body and other sources of district funding. The spending plan for the CSI ESSA grant is designed to supplement and extend possible ways to increase services offered by the school already.

# Districtwide Goals

## Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

## Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

- 1) Eliminate barriers to student success and maximize learning time
- 2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
- 5) Ensure that all students have access to basic services

## District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.

- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

<b>Student level goals</b> (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
<b>Teacher priority practices</b> (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
<b>Leadership Practices</b>	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
<b>District Goals</b>	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

# LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
	District	Site	District	Site	District	Site
<b>Chronic Absenteeism</b> % of students who are absent 10% of more of their enrolled days	9.1%	78.8%	8.9%	85.2%	8% (March)	63.6%
<b>Suspension Rate/Office Discipline Referrals</b> % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.	2.8%	15.7%	2.4%	16.5%	1.3% (March)	3.1%
Graduation % of four-year cohort completing graduation requirements	93.2%	68.5%	91.9%	55.7%	93%	80%
<b>CHKS:</b> % of students reporting 'agree' or 'strongly'	5th	86%	85%		82%	
	7th	62%	64%		60%	

agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	9th	60%	57%	64%	54%	60%	80%
	11th	63%		64%		62%	



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

[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 17-18 and 16-17, 25% of the student body attended at least 90% of the time, Year to date, we are also averaging 25% of the student body with 90% or better. 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 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 issues. 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 spend off campus accessing supportive services. We also expanded our offerings by arranging for a 2<sup>nd</sup> 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%. With increased focus on attendance and motivation, our chronic absenteeism rates have also dropped substantially.

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.



### Identified Need: Using Additional Data to go Deeper

#### Ask yourself:




- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

#### Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

In doing deeper analysis of our Chronically absent students, we identified that over 75% of our students who are SocioEconomically Disadvantaged, and have Learning disabilities are chronically absent. We will be focusing additional efforts to target that group of students proactively.

## LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <b>SMARTIE Site Goal A</b> <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i>		<b>Overall:</b> <b>Island will increase attendance by 5% by the end of the first semester as compared to previous years.</b> <b>Equitable (AA/EL/IEP/CCEIS):</b> <b>We will add attendance goals to all IEPs for students with less than 70% attendance to directly support students with IEPs who struggle with attendance.</b>		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>				
<b>#</b>	 <b>Research-Based Strategies to Achieve Goal</b>	<b>How will you know the strategy is making progress towards your goal throughout</b>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and</b>

	<i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>the year?</b> <i>What information/data will you monitor? When? With whom?</i>		<b>Progress Monitoring</b>
1.A1	Add attendance goals and supports to ALL IEPs.		Students with IEPs	<p><b>Responsible for action:</b></p> <p>Principal and IEP Case Manager</p> <p><b>Responsible for monitoring:</b></p> <p>Principal and IEP Case Manager</p> <p><b>Consult/Inform:</b></p> <p>School Psych</p>
1.A2	Work with AC Transit to identify changes needed in bus routes or express busses to support students coming from all parts of the island		All Students	<p><b>Responsible for action: Principal</b></p> <p><b>Responsible for monitoring:</b></p> <p><b>Principal and counselor</b></p> <p><b>Consult/Inform:</b></p> <p>Office manager</p>
1.A3	Student Support Providers will continue to work with youth to address barriers to attendance and participation in the classroom.		All Students	<p><b>Responsible for action:</b></p> <p>Principal, Counselor, SSP</p> <p><b>Responsible for monitoring:</b></p> <p>Principal, Counselor, SSP</p> <p><b>Consult/Inform:</b></p> <p>Principal, Counselor, SSP</p>



1.A4	Provide access for teachers to district and statewide professional development and conferences on best practices for continuation schools.		All Students	<p><b>Responsible for action:</b></p> <p>Principal, Counselor, Lead teacher</p> <p><b>Responsible for monitoring:</b></p> <p>Principal, Counselor,</p> <p><b>Consult/Inform:</b></p> <p>Principal, Counselor</p>
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LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

 District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
<b>Math SBAC:</b> Average Distance from Level 3 (Standard Met)	14.3	-157.3	14.3	-168.9		
<b>ELA SBAC:</b> Average Distance from Level 3 (Standard Met)	36.8	-60	40.5	-97.4		
<b>UC 'a-g' Completion:</b> % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9		73.2%		75.2%	
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%		51.9%		52.5%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%	9.0%	56.8%	2.9%	60.3%	4.4%



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

[add text here]



## Identified Need: Using Additional Data to go Deeper

### Ask yourself:




- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

### Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

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.

## LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <b>SMARTIE Site Goal A</b> <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i>		<b>Overall:</b> <p>We will improve Tier 1 instruction to include quality processing and talk time in instruction as demonstrated in walkthroughs, and teacher intervention to increase work completion so that students have increased average credit acquisition per student at Island. We will focus on monitoring these metrics for a select focus group of students at each school about every 2 week in staff meetings: an African American student, a Latinx student, an African American student in Special Education, a Latinx student in Special Education, an African American student who is 5th/6th year senior, and a Latinx student who is 5th/6th year senior.</p> <p><b>Notes:</b> Island - houses students that are historically underserved. Disproportionate number of black and SPED students. 70% or better attendance requirement to receive contracts for extra credit on top of courses. Attendance focus will be triaged looking at students with zero to 70% attendance.</p> <p><b>Equitable (AA/EL/IEP/CCEIS):</b></p>		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>				
#	 <b>Research-Based Strategies to Achieve Goal</b>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>

	<i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<i>What information/data will you monitor? When? With whom?</i>		
2.A1	Services for Pregnant and Parenting Students (CAL-Safe program)			CAL Safe Director and Principal
2.A2	Integrate workplace skills training into a multi-strand Life After High School Program			Principal, Counselor and adulting teacher
2.A3	Provide work readiness programs and work-based learning experiences for students. Students work with the adulting teacher to apply for work permits and jobs, and prepare Resumes and Cover Letters. Students are able to earn credit through Work Experience programs.			Principal, Counselor and adulting teacher
2.A4	Provide extra training and curriculum to advisory programs around Career and College Readiness. -Add RTI Strategies to provide additional small group intervention time.	Principal and Advisory committee		
2.A5	Provide targeted Math Intervention instruction for Students in need.	Principal and Math teacher		

**LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)**

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.



## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dash board		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
<b>EL Reclassification:</b> % of English Learners who were redesignated as RFEP	12%	0%	21%	0%	14%	0%
ELPAC: % of students scoring 'moderately' or 'well developed' *	80.8%		72.6%		84%	
<b>At-risk LTELs:</b> % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%		27%		11.5%
	6th-8th	4.6%		7%		5.2%
	9th-12th	4.9%	0%	9%	6.2%	3.9%
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%				
	6th-12th	97%				
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	70%				
	6th-12th	61%		98%		100%

\*to be replaced with growth metric when released spring 2022

# LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- 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.



## District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

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

Historically, Island has had a difficult time encouraging family engagement with the decision making process including family and student attendance at School Site Councils. 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.

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 all 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. With Post pandemic work happening, we continue to struggle with participation. Parents report wanting Zoom, but then often don't sign in at all.



### Identified Need: Using Additional Data to go Deeper

#### Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

#### Avoid




- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

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.

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



# LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <b>SMARTIE Site Goal A</b> <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i>		<b>Overall:</b>  <b>Equitable (AA/EL/IEP/CCEIS):</b>		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>				
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
4.B1	Provided Targeted PD instruction and teacher release time around EL instruction, CCSS and student Engagement Strategies. including 10 hours and 2 Sub Days.	principal and teachers and EL coach		<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>
4.B2	ELD Program -90% of ELD students make CELDT improvements of at least one step over their prior tests.	counselor, intervention teachers, EL coordinator		<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>
4.B3	Train a general education paraprofessional and parent volunteers to provide in class support to small groups so teachers can work with students needing tier 2 intervention.	Principal Intervention Lead Parent Volunteer Coordinator		<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>

4.B4	Provide Psych interns 2 days per week to provide SEL and behavioral support	Principal School Psych Intervention Lead		
4.B5	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.	Principal and Family Night Chair		
4.B6	Personal invitations to underrepresented families.	Principal ELD Coach		
4.B7	Volunteering:Revise methods of advertising need for volunteers.Survey parents regarding volunteer opportunities and reach out to new people and invite participation. Progress monitor in October and January, and revise actions as needed.	Principal Office Staff		
4.b7	Community Ambassadors: Identify a member of school community subgroups interested in being an ambassador for that community reaching out with parent information.	Principal, Staff, PTA Executive Board, Social Justice and Equity		
4.b8	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.	Principal and SSC Chair		
4.b9	Survey results reviewed with staff, School Site Council and PTA Executive Board. Action steps determined based on survey results	Principal, Staff, School Site Council, PTA Executive Board		
4.b10	Work with students to identify privileges and languages that are overused	Student advisory board		
4.b.11	Continue to push restorative justice training support and shift in community for all students	ALL		

# Annual Review

## Analysis

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

[add text here]

Describe any major differences between the implementation of the strategies/activities to implement the strategies/activities to achieve the articulated goal in the previous year. Identify the expenditures to implement the strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe the annual outcomes, metrics or strategies/activities to achieve the articulated goal in the previous year. Identify where those changes can be found in the SPSA.

[add text here]

**N/A due to covid interruption, schools are in their first year of implementing goals.**

## Expenditures to Achieve Site-Specific Goals

[MAKE A COPY OF THE TEMPLATE FOR YOUR SITE FOLDER.](#) COMPLETE THE TABLE, THEN PASTE TABLE HERE AND SELECT “LINK” IN CASE YOU MAKE ANY UPDATES IT WILL AUTOMATICALLY UPDATE HERE. SEE “EXAMPLE” TAB IN TEMPLATE FOR AN EXAMPLE.

[2022-23 Expenditures Table](#)

# Budget Summaries

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$201,719.00 (tentative)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$7692

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

# Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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 programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0

## Appendix B: School Site Council (SSC) Membership

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

Names of Members	ROLE*
Ben Washofsky	Principal
Mutassim Yassin	EL Coach
MArina Zepeda	Teacher
Amanda Wong	Counselor
Cora Keeney	counselor
John Howard	teacher
Mary Singer	Staff
Scott Brady	teacher
Ana taunaholo	Student

\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student  
50% of the SSC is elected parents and community members and 50% is elected school staff.

### CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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. The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

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 switched to Zoom to improve participation, and played with meeting times, but with covid and other pressing needs, had a hard time getting true participation. It is our hope that next year we will be able to be far more representative of our school.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

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. We as a council do reflect a much broader diversity than in the past, with two members speaking a second language, but we still need to work to have a more representative council.



# Appendix C: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at: <http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>  
**The corresponding Title 1 funded elements of the SPSA above should be highlighted.**

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

# Appendix D: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

## **Setting the Stage**

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
  - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
  - a. What will this look like in the classrooms?
8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

## **Leading for High Performance**

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

## **Theory of Action**

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

## **Improving our Teaching Practices**

1. Describe, summarize, and analyze the identified data related to student academic achievement. Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

3. What effective strategies are used to evaluate student learning and engagement?
4. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5. How are teachers provided feedback on instructional practices to improve instruction?
6. How is the program's theme integrated into your teacher practices and learning outcomes?

#### **Findings and The Road Ahead**

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.



## 2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
(Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee


Community Advisory Committee for Special Education Programs

Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: .

Attested:

Ben Washofsky \_\_\_\_\_  
Typed name of school principal

  
\_\_\_\_\_  
Signature of school principal

6/6/22  
Date

Cora Keeney \_\_\_\_\_  
Typed name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

6/6/22  
Date