SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Alameda Science and Technology Institute
CDS Code	1611190106401
Principal Name	Tracy Corbally
Telephone Number	510 748 4021
Address	555 Ralph Appezzato Memorial Pkwy, Alameda CA 94501
E-mail	tcorbally@alamedaunified.org
Date of SSC Approval	5/17/2023
Date of BOE Approval	Insert on Allsites Tab

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.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

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

Student level goals (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
Teacher priority practices (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
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking,	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults

	to state and district standards and school vision	writing, and academic language practice in service of grade-level standards	and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	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 learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

All School Site Plans will focus their efforts on LCAP Goals 1 and 2. Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

Annual Outcome	AY 2021-22			Annual Outcome		AY 2021-22	
	District	Site	A/A			District	Site
Math SBAC: *Average Distance from Level 3 (Standard Met)*	**5.7**	**53**	**-83**	**EL Reclassification:** *% of English Learners who were redesignated as RFEP*		**56%**	**94.8**
ELA SBAC: *Average Distance from Level 3 (Standard Met)*	**36.5**	**130**	**71**	**ELPAC:** *% of students scoring 'moderately' or 'well developed' **		**76.40%**	**52.8%**
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	**58.90%**	**87.2%**	**N/A**	**At-risk ELLs**: *% of English Learners at-risk of becoming Long Term English Learners (LTELs)*	**K-5th**	**15.63%**	
% of students with one or more D, F, or Is	**11%**	**8.4%**	**16.7%**		**6th-8th**	**2.78%**	

		9th-12th	2.13%	0%
	Percent of students improving one or more ELPI levels		60.60%	N/A

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	Site	A/A
Chronic Absenteeism *% of students who are absent 10% of more of their enrolled days*		16.9%	45.9%	
Suspension Rate/Office Discipline Referrals *% of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.*		1.4%/3.2%	0%	0%
Graduation *% of four-year cohort completing graduation requirements*		94.5%	100%	N/A
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey		88%	92.6%	25%
California Healthy Kids Survey: *% of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school*	5th	84%		
	7th	71%		
	9th	66%	80%	N/A
	11th	64%	64%	N/A

SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)

If we...continue to design and implement frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards, supported by weekly teacher collaboration and peer observations, and with consideration of ideas put forth in Zaretta Hammond's Culturally Relevant Teaching and the Brain and EL Achieve Constructing Meaning training and strategies form the foundation of our student talk opportunities AND add Silicon Valley Math Initiative Coaching for Math teachers,

Then students will participate more equitably across student groups (gender, ethnicity, LGBTQ, SED, EL Status) and across all classes
Then our Black A/A students will co-create with the site leadership team a system to gather and measure the Black/AA student experience in ASTI classrooms as it relates to a sense of academic belonging, emotional safety, and and other student-identified indicators.
SMARTIE Goal 1: **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.**
Which will result in greater academic achievement, connection in classroom and engagement in curriculum
As measured by academic data (grades, benchmarks), and the co-created tool referenced above

Teacher Actions	SLT Actions	Leadership Actions
Implement consistent structured talk routines and develop tools for measuring student participation and performance while using talk routines	co-construct/partner with leadership and teacher leader(s) on collaboration plan for year	look for these and give feedback during walkthroughs
Each teacher selects two barometer students, one of whom must be Black/AA or mixed race	ensures that a wide range of students are chosen	create structure for teachers to select barometer students
Collaborate on culturally responsive practices by using protocol to examine practices, look at student work, and analyze data related to SMARTIE goal	highlight practices from Hammond or CM or Lead by Learning	provide guardrails to ensure collaboration is aligned with SPSA and WASC
participate in regular round of peer observations and debriefs, with added focus on barometer students	acting as liaison and communicate to teachers the bigger picture and why	create schedule and arrange subs for peer observations
Math teachers only-- participate in the yearlong round of SVMI coaching and collaboration and training	identify relevant data for staff review	arrange, schedule and pay for SVMI

SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)
If we continue to focus on creating a more welcoming classroom and on our system of consequences (detention) for tardies, and add for the 2023-24 school year a PBIS component of recognition for punctuality or improved punctuality
Then students will attend classes on time more often and see more equitable grades in 1st and 5th periods
Then our Black A/A students will attend classes on time more often and include this topic in their co-created response system detailed in Goal 1
SMARTIE Goal 2: **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.**
Which will result in reduced tardiness to 1st and 5th periods and more equitable grades in 1st and 5th periods
As measured by tardy reports in AERIES and grades

Teacher Actions	SLT Actions	Leadership Actions
Take accurate attendance	collaborate with RISE PBIS committee to develop recognition system for punctuality	continue to run weekly lunchtime detention
contact families at least once per quarter when punctuality is impacting student performance	cocreate and manage structure for recognition system	with SLT, cocreate and manage structure for recognition
conference with students impacted by tardies at least once per quarter to review their options for more success	[add text here]	meet with and contact parents
[add text here]	[add text here]	[add text here]

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

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.

Both SPSA goal 1 and 2 for 2023-24 are continuations of goals from SPSA 2022-23
Goal 1-- in 2022-23, our major accomplishments were collaborative finalization of the walkthrough tool and administrative development of the peer observation cycles with sub coverage. This was a success; we will replicate with more regularity next year, since that was the primary feedback.
Goal 1-- in 2022-23, with the walkthrough, administrative classroom visits and observations, and coaching, all efforts were focused on implementation of strategic talk routines. While we had 100% buy in and forays into implementation this year, with staff turnover for next year, we will have new teachers to bring on board. We also need to secure two teacher leaders for 2023-24
Goal 2-- in previous years, our primary strategy for punctuality was to send letters home and hold parent meetings. This worked as deterrent in previous years, but in fall 2022 we saw less impact with this approach. In spring 2023 we started a system of weekly lunchtime detention. This has been a better deterrent. In 2023-24, we will continue this and add a PBIS component of positive recognition for the majority of our students, who are on time most or all of the time.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

In 2022-23, we spent most of our LCFF funding on substitute coverage for peer observations and on after school tutoring performed by asti faculty
In 2023-24, our LCFF allocation will go toward SVMI for math faculty; our peer observations will also consider barometer students from UD groups.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes are detailed above; to summarize here: add barometer students and reviewing student work faculty weekly collaboration will include protocols increase peer observation rounds and add barometer students to tool SVMI for math positive recognition for punctuality

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

High Level Team Planning Template			
School Site:	Alameda Science and Technology Institute		
	Professional Development Days		
	Goals:		
August 9th and 10th	**Potential Topics/Outcomes** **Enter Data Here**	**Important Dates to Consider**	
	Staff Meetings	**Grade/Dept Collaboration**	**Instructional Leadership Team**
	Goals:	**Goals:**	**Goals:**
August	**Potential Topics/Outcomes** **Safety**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**

	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
September	**Potential Topics/Outcomes** **Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance & What is COST**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
October	**Potential Topics/Outcomes** **Assessment calendar - ERG**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
November	**Potential Topics/Outcomes** **Walkthroughs - Instructional focus and SPSA goals**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
December	**Potential Topics/Outcomes** **PBIS - Review**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

January	**Potential Topics/Outcomes** **Homework Review & Instructional Focus/SPSA data update** **Important Dates to Consider**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
February	**Potential Topics/Outcomes** **Assessment calendar - ERG**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
March	**Potential Topics/Outcomes** **PBIS and COST & Testing**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
April	**Potential Topics/Outcomes** **Safety update & SPSA reworking of actions and goals** **Important Dates to Consider**	**Potential Topics/Outcomes** **Important Dates to Consider**	**Potential Topics/Outcomes** **Important Dates to Consider**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

May	**Potential Topics/Outcomes** **SPSA goals and actions refined - Finals week agreements**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**
June	**Potential Topics/Outcomes** **Closing Procedures**	**Potential Topics/Outcomes**	**Potential Topics/Outcomes**
	Important Dates to Consider	**Important Dates to Consider**	**Important Dates to Consider**

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
All UD							
all UD	$ 6,532.00						

Column Total	$ 6,532.00	$ -	$ -	$ -	$ -	$ -	
					Total	$ 6,532.00	

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 programs 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	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

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:	$ -

List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	**Allocation ($)**
LCFF Supplemental	$$6,532
[List state or local program here]	$[Enter amount here]
Subtotal of state or local funds included for this school: $	$6,532
Total of federal, state, and/or local funds for this school: $	$6,532

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	$ -

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***
Kris Palmer	Parent Representative- Chair
Alvin Lau	Parent Representative
Kathy Norris	Parent Representative

Henry Lee	Student Representative- Secretary
Ailis Lin Zou	Student Representative
Lianna Lau	Student Representative
Tracy Corbally	Site Principal
Sean Ward	Teacher
Candie Krasky	Office Manager
Kristen Jurkovich	Counselor
Todd Higashi	Teacher
Laurel McCoy	Teacher

***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.

2023-24 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: May 17, 2023

Attested:

___Tracy Corbally_____	Tracy Corbally	May 30, 2023
Typed name of school principal	Signature of school principal	Date
____Kris Palmer_____	_____	May 30, 2023
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date