

**SINGLE PLAN FOR STUDENT  
ACHIEVEMENT (SPSA)  
2023-24**

<b>School</b>	Encinal Jr. Sr.
<b>CDS Code</b>	1611190132142
<b>Principal Name</b>	Kirstin Snyder
<b>Telephone Number</b>	510-748-4023
<b>Address</b>	201 Central Ave
<b>E-mail</b>	ksnyder@alamedaunified.org
<b>Date of SSC Approval</b>	5/4/23
<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.

# 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.

<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	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
<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 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	-37.8	-133	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	71.5%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	35.4	-49.4	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	75.6%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	65%	58.4%	42.4%	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%	25.7%	40.8%		6th-8th 2.78%	

	9th-12th	2.13%	3.3%
	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
<b>Chronic Absenteeism</b> % of students who are absent 10% of more of their enrolled days	16.9%	10.1%	N/A
<b>Suspension Rate/Office Discipline Referrals</b> % 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%	2.5%	6.5%
<b>Graduation</b> % of four-year cohort completing graduation requirements	94.5%	95.8%	97.1%
<b>Engaged and Trusting Family Relationships</b> % Positive responses on Family Relationships and Trust Survey	88%	73.3%	25%
<b>California Healthy Kids Survey:</b> % 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%	71%
	9th	66%	65%
	11th	64%	62%

### SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
1) If we.. increase student-to-teacher talk time by 15%, 20% in the case of African American students. 2) If we... employ one student talk routine each period that is linked to the learning objective and align grading practices through Grading For Equity lens 3)If we prioritize African American learners in using Culturally responsive Teaching, and data for equity
1.) Then students will... have improved understanding and critical thinking skills. Student voice and perspective will drive the classroom learning environment and increase engagement. As measured by decreased D/F rate for all students. African American students will decrease D/F rate by 10%.

2.) Then students will ...know what is expected in each class and be provided the consistency needed to engage in meaningful classroom participation, self advocacy, and promote an increased sense of belonging in the classroom community. African American students will be our focal students and prioritized as learners in all classrooms.  
 3) Increase our UC eligibility rate for African American learners to 40%.

Then our A/A students will ... Then we will increase our UC eligibility rate for African American learners by 40%.

100% of our Black/African American will be contacted by an Encinal staff member the end of September 2023.

**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.... intentional instructional and support strategies that are designed for our African American Learners based on CRT practices and Grading For Equity work.

As measured by...D/F rates, Attendance, SEL data checks

Teacher Actions	SLT Actions	Leadership Actions
Engage in Constructing Meaning PD	Provide PD around CM and set meaningful agendas for Friday's Collaboration topics: Grading for Equity, PBL, CM, AVID, and CRT	Monthly meeting Cycles that ensure time for PD endeavors Provide monthly Data on student outcomes, Academic and SEL-driven data
Use talk Protocols that are tied to a daily learning objective Participate in 1x a month Learning Walks and Debrief to observe Talk Protocols and Learning Objectives	Model and define learning objectives Model Talk Protocols Participate in Learning Walks Implement and grow Department PD plans 2x a month Run PLC-driven meetings	Provide and employ Professional development that is directly tied to our SPSA and WASC goals.
Engage in 4 Core Daily Greet at the Door Agenda Posted Daily Learning Objective Posted Talk Protocol or Routine	Model 4 Core Lead Staff Meeting Collaboration that reinforces CM, and Making Thinking Visible	Weekly Walk-Throughs Plan relevant staff collaboration that focussed on initiative and PLC model

Advisory Lessons Daily and include Academic Check-Ins 2x a week that are focused on our African American and disenfranchised learners	Keep Advisory work moving forward Run Focal Student PLCs to ensure student outcomes Model CRT strategies that engage all learners	Provide Advisory Decks Promote Advisory attendance
---	---	---

**SPSA Goal 2:**

<b>Goal 2: Improve Chronic Absenteeism (Theory of Action)</b>
If we... improve consistent advisory attendance by 10% and align grading practices
Then students will ...will be present for schoolwide academic check-ins and regular interventions. Increased participation in advisory will result in improved period attendance. This will then decrease D/F rates by 10% for all learners with specific focus on our ELD and African American learners as our focal students.
Then our Black A/A students will ... receive weekly academic check ins with advisory teacher to ensure there is consistent growth and building relationships.
<b>SMARTIE Goal 2:</b> <b>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.</b> 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.... decreased D/F rates and increased UC eligibility rates
As measured by... quarterly grades and academic check in data

Teacher Actions	SLT Actions	Leadership Actions
2x a week academic check-ins in Advisory with all African American students	Set agendas for effective teacher collaboration time	Monthly attendance communication Parent Phone Calls Parent Liaison Support and home visits
Quarterly teacher Newsletters	Dedicate Department time for writing quarterly newsletters	Weekly Parent Communications Robocalls
Parent Communication if there are absence concerns	Plan for time for parent communications Create parent Surveys to engage parent voice	PIE Nights Aeries Education, Parent Square Training,

Advisory Lesson on Attendance and Engagement	Plan and contribute to advisory lessons Create student surveys to engage student voice	SART Meetings Attendance Awareness Initiatives
Incentives for Attendance, awards, early release to lunch, shout outs	Create staff collaboration time to look at attendance data and gather staff input on how to incentivize attendance	Phone Calls Home , PIE Nights, SART, Parent Liaison, Home Visits

**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.

For the past year we have worked to renovate the structure of Encinal High School. Together we codified a vision and mission statement, we established collective efficacy and its importance to student outcomes, we looked at data to drive our school goals, and have invested ourselves in several initiatives we will implement. The below link is our story and flow chart of where we are and where we are going. It encompasses our initiatives, actions, steps, and successes to date. Please see Appendix for Slides

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.

Intended implementation and budgeting for highly qualified staffing to ensure we have more resources for students in Tier 1 setting. Two full time positions, instructional and intervention focussed leads to support Tier 1 instruction and student outcomes. As well as the addition of 2.5 Youth Support Providers to case manage and support all students with Chronic Absenteeism, tardies, and wandering. Full time Scholar support for our Junior Jets who need more intentional academic supports.

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.

Intentional instructional goals that will improve talk protocols in the classroom. There may be baseline changes if we find the talk time needs to increase or decrease, learning walks, observation, and department data collection will continuously drive the instructional goal.

**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			
<b>School Site:</b>	Encinal Jr Sr High School		
	<b>Professional Development Days</b>		
	Goals: CM/Grading For Equity		
<b>August 9th and 10th</b>	<b>Potential Topics/Outcomes</b> Making Thinking Visible Evaluation System, Grading for Equity Priority Standards Enter Data Here:  CHKs Student Surveys 22-23 Grade Data Attendance	<b>Important Dates to Consider</b> October PD day, Wednesday Staff Meeting	
	<b>Staff Meetings</b>	<b>Grade/Dept Collaboration</b>	<b>Instructional Leadership Team</b>
	Goals:	Goals:	Goals:



<p><b>August</b></p>	<p><b>Potential Topics/Outcomes</b>          SPED, Frontloading CM, Grading for Equity          Evaluation System          School Climate: Review discipline matrix and office managed behaviors vs. classroom managed behaviors flow chart with staff; ensure Restorative Practices are a clear part of your discipline matrix. Reriew the schoolwide expectation chart (PRIDE).          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Attendance/Tardy policies          Teacher Lead discussion around Gradebooks          Academic Check In's Google Forms          Extra duty sign ups</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Retreat Scope and Sequence of the year           Revisit PD Plans</p>
	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>
<p><b>September</b></p>	<p><b>Potential Topics/Outcomes</b>          Special Education/504 - Accommodations/modifications/legal documents/FERPA/IEP at a glance &amp; What is COST          School Climate, Grading For Equity, Constructing Meaning          Focal Students          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Gorham: Athletics Eligibility</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Revisit PD Plans</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Revisit PD Plans</p>
	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>
<p><b>October</b></p>	<p><b>Potential Topics/Outcomes</b>          Assessment calendar - ERG          School Climate          Safety Grading For Equity, Constructing Meaning,          Academic Check In's Google Forms          Q1 Focal Student Check in          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)-Street data</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)          Q1 Focal Student Check in</p>	<p><b>Potential Topics/Outcomes</b>          1st Wednesday Data meeting (Staff, Grade/Dept/ILT)</p>
	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>	<p><b>Important Dates to Consider</b></p>

<b>November</b>	<b>Potential Topics/Outcomes</b> Walkthroughs - Instructional focus and SPSA goals School Climate: Grading For Equity Constructing Meaning 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) Review & Reflect on Site PD Plan
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>December</b>	<b>Potential Topics/Outcomes</b> School Climate Data - Dec/Jan Share TFI (self-assessment) 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) S1 Focal Student Check in Share TFI results with staff and larger community.	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) S1 Focal Student Check in	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>January</b>	<b>Potential Topics/Outcomes</b> Homework Review & Instructional Focus/SPSA data update School Climate Grading For Equity Constructing Meaning 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) TUPE 20 minutes Important Dates to Consider	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>February</b>	<b>Potential Topics/Outcomes</b> Assessment calendar - ERG School Climate Grading For Equity Constructing Meaning 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

<b>March</b>	<b>Potential Topics/Outcomes</b> PBIS and COST & Testing School Climate Optional: AP Submission meeting for any new AP courses for next year Grading For Equity Constructing Meaning 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) Q3 Focal Student check in CAASPP Training ELA, History, Science	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) Q3 Focal Student check in	<b>Potential Topics/Outcomes</b>
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>April</b>	<b>Potential Topics/Outcomes</b> Safety update & SPSA reworking of actions and goals School Climate: Prepare for District Visit Grading For Equity Constructing Meaning <b>Important Dates to Consider</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT) Unity Day (10)-Leadership presentation Prep for TFI Visit (20) Open House (20)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)  <b>Important Dates to Consider</b>	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)  <b>Important Dates to Consider</b>
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>May</b>	<b>Potential Topics/Outcomes</b> SPSA goals and actions refined - Finals week agreements School Climate: TFI #2 results with staff and the larger community Grading For Equity Constructing Meaning 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

June	<b>Potential Topics/Outcomes</b> Closing Procedures School Climate 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)	<b>Potential Topics/Outcomes</b> 1st Wednesday Data meeting (Staff, Grade/Dept/ILT)
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

## 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
African American			\$ 39,575.00	\$ 52,159.00	\$ 99,333.00		39,575 - Fully Day Health Clerk to support Student SEL needs 52159 Parent Liaison and Youth Support Provider Position Prop 28 - \$99,333 Increased electives
African American				*			Parent Liaison and Youth Support Provider Position full amount located in first action
ALL				*			Parent Liaison and Youth Support Provider Position full amount located in first action
				\$ 35,567.00			4th School Counselor
<b>Column Total</b>	\$ -	\$ -	\$ 39,575.00	\$ 87,726.00	\$ 99,333.00	\$ -	

**Total**

\$ 226,634.00

## 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	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$226,634.00

## 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:

<b>Names of Members</b>	<b>ROLE*</b>
William Taylor/ Julie Norris	Parent Representative- Chair
Carrie Huie	Parent Representative
Sarah Short	Parent Representative
John Kepler	Parent
Vinnie Camarillo	Student Representative
Teresa Lee	Attendance Specialist/CSEA
Kirstin Snyder	Site Principal
Amy Dellefield	Teacher
TIm Zolezzi	Dean
Amy Wilson	Teacher
Rebecca Trissel	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) *PTSA*

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 5/4/23.

Attested:

Kirstin Snyder  
Typed name of school principal

  
Signature of school Principal

5/4/23  
Date

William Taylor  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

5/4/23  
Date

# Student Outcomes



**Collective Efficacy** a staff's shared belief that through their collective action, they can positively influence student outcomes

**Vision:**  
EHS graduates are well rounded citizens with the knowledge, resilience, and skills to navigate their own path.

## Engage the Learner

- Constructing Meaning  
Talk Routines
- Project based Learning  
Student Centered Learning
- Advisory Curriculum  
Schoolwide expectations, SEL, Academic check-ins
- AVID (more to come)
- 4 Core
- Grading For Equity  
Aligned grading practices, clear objective with checks for understanding, vertical alignment

## Cultivate Teacher Practice/Collaboration

- Department PD Plans
- Vertical Alignment in (Writing?)
- Constructing Meaning on going PD development
- Learning Walks
- Ongoing exposure to PBL and development varying levels and implementation
- AVID (core team extending out)
- Grading for Equity ongoing development and understanding

## Create Community and Increase Representation

- Parent Square hub for communication  
Weekly Community communication
- Campus events to engage community members
- Monthly teacher newsletters
- PIE Nights
- AVID Nights
- Stakeholder meetings that include teacher voice



# SPSA YEAR #1 Goals

**Vision:**  
EHS graduates are well rounded citizens with the knowledge, resilience, and skills to navigate their own path.

## Engage the Learner

**Overall:**  
70% of students will feel connected with at least one classroom teacher as demonstrated by student surveys by the end of 22-23. This will be supported through the advisory structure and curriculum.  
EL learners and our African American learners will make meaningful connections with staff.

### Goal Met

94% of all learners have a safe adult  
How can we use this relational trust to yield student outcomes for all learners? Be more intentional about African American Learners

## Cultivate Teacher Practice/Collaboration

70% of students will increase student engagement, as measured by:

1. Increased attendance by 2%,
2. Decreased rate of two or more D/F's

Focal group the **class of 2025 by 20%.**

### Goal Not Met

Attendance and grades not improved

## Create Community and Increase Representation

Increase participation in SSC, ELAC, and PTSA by 10%.

- Increase diversity of the above groups through greater representation of all stakeholder groups.
- Contact at least 25% of student families at least one event throughout the year.

### Goal Met

50% Attendance at BTS BBQ  
44% Attendance at BTS  
Increased attendance at ELAC by 80%

**Vision:**  
EHS graduates are well rounded citizens with the knowledge, resilience, and skills to navigate their own path.

# Proposed SPSA YEAR #2 Goals Modified and Refined

**Collective Efficacy** a staff's shared belief that through their collective action, they can positively influence student outcomes

## Engage the Learner

**Student Check-Ins**

- All students will check in with their advisory teacher twice a month concerning academics. Teachers will be sure to focus on African American and Latin X students

**Classroom Engagement**

- Student to teacher talk time ratio will increase by 15% to ensure voice and student perspectives are part of the learning (we need a baseline).
- Students oral participation during whole class instructions will be randomized 80% of the time.

## Cultivate Teacher Practice/Collaboration

**Talk Routines**

- All teachers will use randomized methods of calling on students for 80% of the direct instruction of each class period.
- All teachers will employ one student talk routine each period that is linked to learning objective.
- Student to teacher talk time ratio will increase by 15% (we need a baseline).

**Common Grading Practices**

- Teachers will adopt one Grading for Equity Practice in addition to the district asks.

## Create Community and Increase Representation

**More Voice**

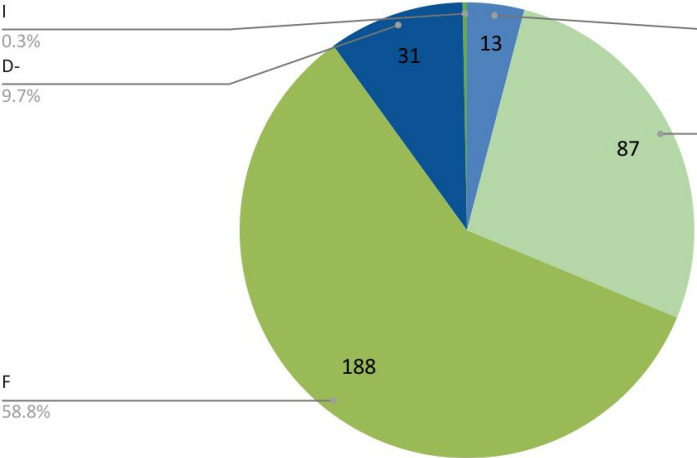
Increase parent engagement in all stakeholder group meetings by 10% in SSC, PTSA, and ELAC.

- Increase participation in SSC, ELAC, and PTSA by 10%.
- Increase diversity of the above groups through greater representation of all stakeholder groups.
- Increase Parent to teacher communication through Psquare 1x each quarter
- Attendance of at least 40% of student families at least two events throughout the year.

# How does our focal Class of 2025 compare this year to last year?

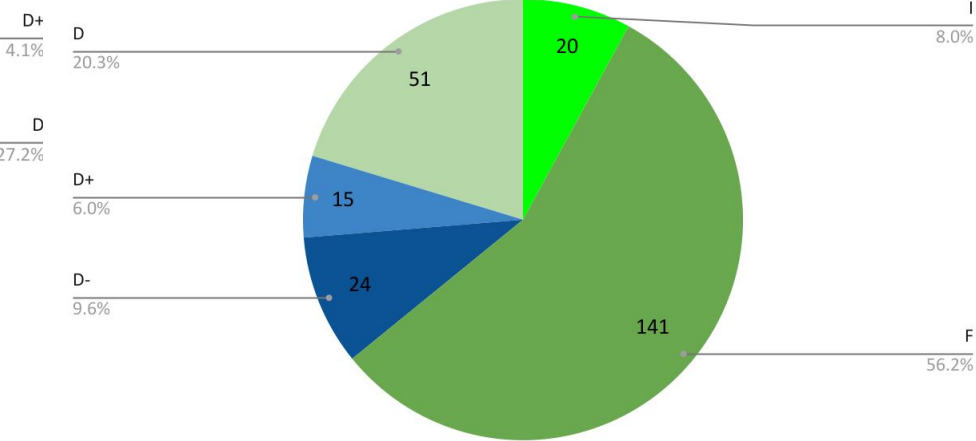
## D/F/I Class of 2025

Q3 2023 total 121



## D/F/I Class of 2025

Q3 2022 total 101



# Attendance Data