

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

School	Island High
CDS Code	1611190134304
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Date of SSC Approval	[add text here]
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	-224.8	-209.3	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	29.4%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	-168.5	-73.5	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	N/A
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%	0%	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%				6th-8th	2.78%

		9th-12th	2.13%	5.9%
	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%		
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%	6.3%	N/A
Graduation % of four-year cohort completing graduation requirements		94.5%	77.1%	N/A
Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey		88%		
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%	84% (all grades, non traditional school)	
	7th	71%		
	9th	66%		
	11th	64%		

Goal 1 Instructional Focus (Theory of Action)

If we... Continue to Build Academic Confidence within our scholars through engaging work, encouraging and fostering student voice and building upon our foundational restorative practices through formal and informal community building activities inside and outside of the classroom

Then students will ... reengage and participate in their academic journey and success, build academic self confidence, and return to being on track to graduate.

Teacher Actions	SLT Actions	Leadership Actions
Create a classroom community where all students feel valued, heard, seen and are truly connected and vested in the learning process.	SLT will check in with teachers at least once a hex on each of the three goals to develop action plans for next steps continuing to build out the process.	Site admin will survey Island community and work with SLT to develop action plans for implementation
Deliver curriculum where students can recognize themselves and promote empathy, social skills and restorative practices in a meaningful and lasting way.	SLT will check in with teachers at least once a hex on each of the three goals to develop action plans for next steps continuing to build out the process.	Site admin will survey Island community and work with SLT to develop action plans for implementation
Meet student where they are and develop individual plans for student growth. Activities that help develop a growth mindset and enable students' to go beyond their comfort zone and develop confidence with their abilities and achieve beyond what they thought possible.	Continue to build advisory curriculum, participate in advisory curriculum committees, implement new advisory plans. Teachers will also continue to search for new curriculum that is culturally relevant and highly engaging. continue to implement all restorative practices that we have been working on.	Site admin will survey Island community and work with SLT to develop action plans for implementation
Create a culture of professional development by establishing quality time to learn from each other, through observation, deliberation and practice. Develop cross-curricular collaboration through hands-on field trips allowing students to witness and experience connections amongst subject areas. Regularly team up with colleagues to provide meaningful cross-curricular connections that allow for student creativity and different ways for our learners to display absorption, understanding and growth.	SLT will check in with teachers at least once a hex on each of the three goals to develop action plans for next steps continuing to build out the process.	Site admin will survey Island community and work with SLT to develop action plans for implementation

SPSA Goal 2:

Goal 2: Improve Chronic Absenteeism (Theory of Action)

If we... engage scholars in a creative and trusting learning environment where students are able to express themselves by tapping into their personal strengths and talents,

Then students will ... want to attend, participate, engage and earn credits toward graduation. The goal is for students to build academic confidence, self-worth and self-esteem and see IHS as a community they want to be a part of.

Teacher Actions	SLT Actions	Leadership Actions
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*Identification of specialty event, which can include a community outing or on-site collaborative activity. * Creation of achievements to be recognized at the honor roll assembly to encourage attendance and credit earning toward graduation *Promotion of the community activities, including Roots and Culture Day, and the distribution of appropriate credit for participation/planning/implementation in/of such activities, *	*Ongoing discussions in staff meetings regarding the development and implementation of community events. *Gather student voice by surveying students interest and feedback on previous events. *Calendar events and promote them so students, staff, and families can be included and look forward to them. *Evaluate overall attendance to each community and subsequent attendance to classes. *Evaluate credit earning after the implementation of the events.	Site admin will survey Island community and work with SLT to develop action plans for implementation

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.

Most strategies were implemented with fidelity in 22-23, however, given the ever changing population of Island, it was hard to see true growth. in the 22-23 school year, We focused on rebuilding our restorative practices and culture of community. We saw large increases in student engagement and attendance, as well as credit earning increasing in some of our most disaffected learners.

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.

One of the biggest changes this year was moving campuses again. We found that in many cases we generically had to pivot some language to reflect our actual location vs originally projected location. Overall, most of the intended implementation and budget expenditures did happen.

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.

As we continued to anchor our site into its new location and build with our new version and focus contained throughout this spsa. The overall goals remain the same. Island students traditionally are disconnected from their education and do not trust the system that they feel forced to participate in. All of our actions and goals are designed with this in mind and are focused on increasing attendance and engagement measured by attendance percent and credit earning, as well as student responses in the wellness surveys.

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:	Island High		
	Professional Development Days		
	Goals:		
August 9th and 10th	Potential Topics/Outcomes Enter Data Here develop full advisory curriculum and roll out	Important Dates to Consider Because Island runs on a hexmester - six week long grading	

	plan. review PBIS and restorative practices rollout and implementation	cycle, we do 3 staff meetings and 3 pd meetings during a hex. we rotate through because in each hex we see students leave as graduates and get new students at all grade levels. In each hex, we try to do at least one PD on ELD support, PBIS, and Restorative practices each hex.	
	Staff Meetings	Grade/Dept Collaboration	Instructional Leadership Team
	Goals:	Goals:	Goals:
August	Potential Topics/Outcomes Safety, curriculum, advisory, roll out island way Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes culturally relevant curriculum. ELD engagement Calendar and develop special events	Potential Topics/Outcomes Review initial roll out of advisory and PBIS Plan our review of data to support progress on attendance goal. Identify the data to be collected every month. Develop student feedback form regarding special events.
	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 REview first hex progress and attendance. identify interventions. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Reserve staffing meeting dates for students potentially transferring into Island from Encinal or Alameda High. Review curriculum and share best practices. Review Advisory Implementation progress.	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed. Collect data to support progress on attendance goal.

		Staff for potential transfer students with IEPs	
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
October	Potential Topics/Outcomes Assessment calendar - ERG Review current student 504/iep services accomodations and how they should be implemented. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress.	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
November	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals Review current student 504/iep services accomodations and how they should be implemented	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress. Staff for potential transfer students with IEPs	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
December	Potential Topics/Outcomes PBIS - Review Review current student 504/iep services accomodations and how they should be implemented. Every other week we will have student	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress.	Potential Topics/Outcomes

	meeting where we progress check every island student.		Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
January	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Mid year reflection on how implementation is going and pivots need to be made. Important Dates to Consider. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Advisory implementation review Staff for potential transfer students with IEPs	Potential Topics/Outcomes Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
February	Potential Topics/Outcomes Assessment calendar - ERG Review current student 504/iep services accomodations and how they should be implemented. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress.	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
March	Potential Topics/Outcomes PBIS and COST & Testing Review current student 504/iep services accomodations and how they should be implemented. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress.	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed

		Staff for potential transfer students with IEPs	
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
April	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals Student progress checks. Review current student 504/iep services accomodations and how they should be implemented	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress. Important Dates to Consider	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed Important Dates to Consider Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
May	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements Senior progress checks. Review current student 504/iep services accomodations and how they should be implemented. Every other week we will have student meeting where we progress check every island student.	Potential Topics/Outcomes Review curriculum and share best practices. Review Advisory Implementation progress. Staff for potential transfer students with IEPs	Potential Topics/Outcomes Review spsa goals and actions and review progress. Pivot as needed Collect data to support progress on attendance goal.
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
June	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes

		Review curriculum and share best practices. Review Advisory Implementation progress.	Review spsa goals and actions and review progress. Pivot as needed Collect data to support progress on attendance goal.
	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, but generally our students of the global majority					\$ 10,899.00		
all, but generally our students of the global majority			\$ 5,244.00				
Column Total	\$ -	\$ -	\$ 5,244.00	\$ -	\$ 10,899.00	\$ -	
					Total	\$ 11,099.00	

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	11,353

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]	0
[List federal program here]	\$(Enter amount here)
Subtotal of additional federal funds included for this school:	\$ -0
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	Allocation (\$)
LCFF Supplemental	\$5,244
Prop 28	\$10,899.00
Subtotal of state or local funds included for this school: \$	\$11,099.00-
Total of federal, state, and/or local funds for this school: \$	\$ 11,099.00

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	\$ -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*
	Parent Representative- Chair
	Parent Representative
	Parent Representative
	Student Representative- Secretary
	Student Representative
	Student Representative
Ben Washofsky	Site Principal
Matthew Giles	School Psych
Juanita Williams	Office Manager
Cora Keeney	Counselor
Aki Moore	Student Support Provide
Marina Zepeda	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.

