

# ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

*The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.*

## SPECIAL MEETING – WORK STUDY ON SINGLE PLANS FOR STUDENT ACHIEVEMENT

### ALBANY CITY HALL

1000 San Pablo  
Albany, CA 94706

**TUESDAY**

**May 22, 2018**

**5:00 p.m. – 6:30 p.m.**

## AGENDA

| Meeting Norms  |                  |                  |          |              |                  |                  |               |                  |                  |               |                  |                  |
|--|------------------|------------------|----------|--------------|------------------|------------------|---------------|------------------|------------------|---------------|------------------|------------------|
| <div><div><div>1. Maintain a focus on what is best for our students.</div><div>2. Show respect (never dismiss/devalue others).</div><div>3. Be willing to compromise.</div><div>4. Disagree (when necessary) agreeably.</div><div>5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view.</div><div>6. Participate by building on the thoughts of a fellow Board member.</div><div>7. Make a commitment to open communication and honesty; no surprises.</div><div>8. Commit the time necessary to govern effectively.</div><div>9. Be collaborative.</div><div>10. Maintain confidentiality (which leads to the building of trust).</div><div>11. Look upon history as lessons learned; focus on the present and the future.</div></div><div><div>All meetings are videotaped.</div><div>(To view the videos, visit <a href="http://www.ausdk12.org">www.ausdk12.org</a>)</div></div></div> <div><div><div>I. OPENING BUSINESS5:00 p.m.</div><div>A) Call to Order</div><div>B) Roll Call</div><div>C) Approval of Agenda</div></div><div><div>II. REVIEW &amp; DISCUSSION5:05 p.m.</div><div>A) Single Plans for Student Achievement (SPSAs)---(pg.2)</div><div><div>• Albany Middle School----- (pg.4)</div><div>• Albany High School----- (pg.55)</div><div>• MacGregor High School----- (pg.84)</div></div></div><div><div>IV. ADJOURNMENT6:30 p.m.</div></div><div><div>IV. FUTURE BOARD MEETINGS</div><table><tr><th>Date</th><th>Time</th><th>Location</th></tr><tr><td>May 22, 2018</td><td>7:00 – 9:00 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 12, 2018</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 26, 2018</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr></table></div></div> <div><div>The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: <a href="http://www.ausdk12.org">www.ausdk12.org</a>. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).</div></div> | Date             | Time             | Location | May 22, 2018 | 7:00 – 9:00 p.m. | Albany City Hall | June 12, 2018 | 7:00 – 9:30 p.m. | Albany City Hall | June 26, 2018 | 7:00 – 9:30 p.m. | Albany City Hall |
| Date   | Time             | Location         |          |              |                  |                  |               |                  |                  |               |                  |                  |
| May 22, 2018   | 7:00 – 9:00 p.m. | Albany City Hall |          |              |                  |                  |               |                  |                  |               |                  |                  |
| June 12, 2018  | 7:00 – 9:30 p.m. | Albany City Hall |          |              |                  |                  |               |                  |                  |               |                  |                  |
| June 26, 2018  | 7:00 – 9:30 p.m. | Albany City Hall |          |              |                  |                  |               |                  |                  |               |                  |                  |

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Work Study Session  
May 22, 2018**

**ITEM:** **SINGLE PLANS FOR STUDENT ACHIEVEMENT:  
ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL AND  
MACGREGOR HIGH SCHOOL**

**PREPARED BY:** **MARIE WILLIAMS--DIRECTOR III, CURRICULUM, INSTRUCTION  
AND ASSESSMENT**

**TYPE OF ITEM:** **REVIEW AND DISCUSS**

---

**PURPOSE:**

Single Plans for Student Achievement are developed at each school site and include an assessment of student needs, goals to improve student performance, and specific actions to achieve those goals. Single Plans for Student Achievement are a required part of school planning and must be approved on an annual basis by the District's Governing Board.

**BACKGROUND INFORMATION:**

Pursuant to California Education Code Section 64001 and the federal Elementary and Secondary Education Act (ESEA), schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans in the Single Plans for Student Achievement (SPSA).

These plans need to include the following components:

1. An analysis of student needs, as measured by student achievement data.
2. A measurement of the effectiveness of the current programs and improvement strategies, including an analysis of the causes of student underachievement.
3. The identification of goals and improvement strategies that align with the District Local Control Accountability Plans.
4. A set of timelines, responsible personnel, proposed expenditures, and funding sources to implement the plan.
5. A School Site Council, comprised of an equal number of parents and staff, who meet regularly to identify student needs, discuss current programs, plan for improvements, and ultimately vote to approve a plan that is then presented to the local governing board of education.

In preparing the Single Plans for Student Achievement, each principal works diligently to gather information about their students, collaborate with staff about students' needs, and articulate a set of goals, outcomes, and programs that will support those needs.

### **FINANCIAL INFORMATION:**

Each School site is allocated a set of discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose. Lottery Funds must be used only for instructional materials and supplies. Funds are allocated based on a projected student enrollment at each school site.

### **STRATEGIC OBJECTIVES ADDRESSED:**



**Objective #1:** *Assess and Increase Academic Success. Goal: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.*



**Objective #2:** *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



**Objective #3:** *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION:** REVIEW AND DISCUSS THE SINGLE PLANS FOR STUDENT ACHIEVEMENT FOR ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL AND MACGREGOR HIGH SCHOOL

# The Single Plan for Student Achievement

**School:** Albany Middle School  
**CDS Code:** 01-61127-6090161  
**District:** Albany Unified School District  
**Principal:** Deborah Brill  
**Revision Date:** 4/27/2018

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

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

**Contact Person:** Deborah Brill  
**Position:** Principal  
**Phone Number:** 510-558-3600  
**Address:** 1250 Brighton Ave.  
 Albany CA 94706  
**E-mail Address:** dbrill@ausdk12.org

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

## Table of Contents

|  |    |
|--|----|
| Single Plan for Student Achievement Executive Summary..... | 3  |
| School Vision and Mission .....                            | 5  |
| School Profile.....  | 5  |
| Comprehensive Needs Assessment Components .....            | 6  |
| Data Analysis .....  | 6  |
| Surveys .....  | 6  |
| Analysis of Current Instructional Program .....            | 6  |
| Description of Barriers and Related School Goals .....     | 8  |
| School and Student Performance Data .....                  | 9  |
| CAASPP Results (All Students) .....                        | 9  |
| Other Student Performance Data Part 1 .....                | 13 |
| Other Student Performance Data Part 2 .....                | 19 |
| Other Student Performance Data Part 3 .....                | 26 |
| Other Student Performance Data Part 4 .....                | 31 |
| Other School Performance Data.....                         | 35 |
| CELDT (Annual Assessment) Results.....                     | 38 |
| Planned Improvements in Student Performance .....          | 39 |
| School Goal #1 .....                                       | 39 |
| School Goal #2 .....                                       | 43 |
| School Goal #3 .....                                       | 47 |
| School Site Council Membership .....                       | 50 |
| Recommendations and Assurances.....                        | 51 |

## Single Plan for Student Achievement Executive Summary

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

There was a lot of progress made this year at Albany Middle School. We have seen positive achievement gains per student SBAC scores as well as progress throughout the year through local measures like the Scholastic Reading Inventory for students in our Reading Support classes. We have added additional layers of support, such as our Cobra Study class for 7th and 8th graders to support good study habits and allow for structured homework completion.

However, we still have our work cut out for us in continuing to look for concrete ways to better serve our students in subgroups and continue to narrow the gap. We are interested on what more we can do for students who begin the year with Ds and Fs to interrupt that pattern and support stronger academic achievement. We would like to continue to address this from dual perspectives- timely academic support as well as looking at school connectedness.

Regarding school engagement/connection to school, we are proud of the work that is already being done. We continue to support students through our many school climate programs such as Advisory, SSA, PEAK, and the plethora of engaging opportunities like clubs, athletics, music, and drama programs. We continue to work as a staff to strengthen school engagement from an equity perspective.

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

We use common formative assessments to give immediate feedback on students' mastery of standards. These are the most relevant assessments as they impact student learning on a daily basis.

The CA Standardized Assessments (Smarter Balanced Assessment Consortium) in English and Math provided us with important information as well. We are particularly interested in tracking our progress with our subgroups in comparison to the rest of our data. We made some positive strides, such as with our African American students, and we have areas that went down or did not progress. We cannot feel completely successful until we are meeting the needs of all of our students effectively.

This year our school won the California Blue Ribbon award, which was a big honor. Our staff works incredibly hard on behalf of our students and it was wonderful to receive recognition for this hard work. We were able to send the principal and a teacher to Washington D.C. to receive this wonderful recognition.

We will also look forward to getting the data from our California Healthy Kids Survey this spring. We have some informal ways to gather data as well, such as our student focus groups, and surveys from staff meetings.

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

This year, we will collect professional development feedback through departments. We will consider our goals around equity, common formative assessments, and school wide interventions, as well as explore additional needs of our teaching staff. One piece that we will explore possibilities for is how to add to teachers' toolbelt for managing the breadth of students' behavior and needs, especially the increase we are seeing in anxiety and emotional challenges. Part of this might include an exploration as to how to downplay the importance of grades for these students, and turn the focus more to learning. Finally, we will continue to explore ways for teachers to align homework and grading practices.

We are interested in looking into early intervention and how to put in place more effective wrap-around interventions for our students who are most academically at-risk, including looking at how to help these more at-risk students develop foundational study skills. Related to engagement, we are going to pilot two mentoring programs next year and are looking forward to seeing the potential impact of these. Along with that, we will explore ways to have more avenues for student leadership.

## School Vision and Mission

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

Albany Middle School is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world. At AMS everybody teaches; everybody learns.

## School Profile

Albany is a unique community, packing a breadth of economic, ethnic, and other diversity into one square mile. Albany is located at the northern end of Alameda County nestled between El Cerrito, Berkeley, and Kensington. University Village provides family housing to visiting professors and students and plays a big hand in contributing to the diversity of our schools. Albany's schools are the focal point of the community. Many families choose to move here, in spite of the high real estate prices, because of the strong quality of the schools. Albany combines diversity with a small-town feel and a strong community commitment to supporting education.

As the only middle school serving the community, Albany Middle School guides approximately 900 students through the development of early adolescence from 6th grade through 8th grade. They arrive from the three Albany elementary schools as well as nearby private schools and matriculate to one high school. The total PreK-12 enrollment is approximately 3700. The community of Albany is largely college-educated, economically and ethnically diverse, and involved. No one ethnic group holds a majority in the district. AMS students are currently 35.7% Caucasian, 24.4% Asian, 18.8% Hispanic/Latino, 2.5% African-American, and 0.5% Filipino/Pacific Islander. 16.7% of our students are multi-ethnic. 8.5% of our students are special education students. 8.4% of our students are English language learners, and 36.1% of our students have a home language other than English, with a wide variation of home languages and cultures, providing a rich diversity in our schools.

The middle school facility is eighteen years old. There are twenty standard classrooms, three fully equipped science labs, an art room, a music room, a computer lab, three special education classrooms, two of which are not full sized, and a full size gym. In response to the need for more space, there are five portables on our campus. One is on our blacktop in the midst of PE teaching space, an old one and in poor condition. Four are newer and are located in what was our teacher parking lot. Thanks to the Albany community who passed a bond, there is an annex in progress across the street that will contain twelve standard classrooms, a computer lab, and a large drama facility that will double as a sixth grade choir space. We look forward to the completion of that building so that we can relieve the overcrowding.

In addition to the computer lab, there are a full set of older computers in the library which are almost out of commission, a couple of older networked computers in each classroom for student use. We are fortunate to have increased the number of portable carts of Chromebooks to a new total of eighteen, approximately one cart per every two classrooms. The entire school is networked with both hardwired and wireless Internet access in every room. Every classroom is equipped with a ceiling-mounted LCD projector. These projectors are connected to a document camera and a laptop computer to provide a variety of visual displays and video with sound. We also have a Lightspeed amplification system with two microphones, one for the teacher and one for students, in every classroom.

AMS has a nice-sized library on site with a print collection of over 12,000 titles. The library provides a variety of services and programs under the guidance of a fully credentialed librarian, a library technician, and several highly trained parent volunteers. Our full-time library technician is quite beneficial, allowing us to hold extended hours and additional support to our students who have limited computer access at home. The library is used throughout the day for classes to work on units such as research and poetry. Additionally, our library is consistently packed with students at lunch if it is not being used for other trainings or events.

The facilities are not designed for the large size of our student body. We estimate the facility to be adequate for approximately 650 students and we currently have approximately 900 students. We use every classroom almost every period and therefore, many teachers use rolling carts to travel from class to class. This impacts the setup of classrooms, reduces instructional time, and limits teachers' abilities to connect with students before and after class. Most teachers who do not move classrooms do not have access to their empty classrooms until after school hours. Some classrooms are also used after school for programming that benefits our students. The facilities are also lacking enough science laboratories to easily serve all 7th and 8th graders with hands-on experiments and learning exercises. Furthermore, 6th graders never have access to fully-functioning science laboratories, which is becoming increasingly problematic as we transition to the Next Generation Science Standards. A fourth laboratory, once realized, will provide a



very positive impact on our ability to provide quality science instruction. We would like to see one of our current classrooms transformed to a science lab and a multi-use room built to meet our needs and maximize student learning at Albany Middle School. Additionally, we do not have a multi-use room for students to eat indoors during inclement weather, nor to use for assemblies and other events.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

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

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

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

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

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

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

The SBAC data reflects a strong performance by our school when compared to the state of California. In English Language Arts, 79.5% of students met or exceeded standards, and that number goes to 93.62% if we include those who nearly met the standards. In Math, 74.18% of students met or exceeded the standards, which rises to 90.19% including those who nearly met the standards. This is far above the state of California as a whole, where 48.56% met or exceeded standards in English Language Arts and 37.56% met or exceeded standards in Math.

More significantly, are the gains we have made since last year. In both ELA and Math, our African American students have made great strides, with far more students meeting or exceeding standards (30% more in ELA and 14% more in Math). Most of our other subgroups that we have identified as growth areas have made strides, as well, showing increases of 1-7% of students meeting or exceeding standards.

These groups are still performing under our majority subgroups, so we will continue to focus on narrowing that gap. One subgroup, students with more than one ethnicity, has shown a decrease in the percentage of students meeting or exceeding standards - 1.22% in ELA and 10.19% in Math.

Additionally, we are seeing lower percentages of students not meeting standards in ELA, both overall as a school and in most of our subgroups. In contrast, we have a higher percentage of students not meeting standards in Math, even though we have a small increase in students meeting or exceeding standards.

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

We provide standards-based instructional materials to all students. Our classes are all heterogeneous with the only exception found in the 8th grade Math program where there are two options, both at grade level, but one option more challenging than the other. Having these two options at 8th grade differentiates the level of challenge but does not track students. Much of this is based on the foundational belief that middle school students are still developing and need time to do that before being tracked.

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

We have a rich English language arts curriculum at Albany Middle School. We have done a full multi-cultural inventory of our literature and have integrated more stories that will be read by the entire grade level from our most recently adopted McDougal-Litell literature anthologies. In addition to the core and supplementary materials from McDougal-Litell, the Board of Education has also approved the adoption of core novels at each grade level. English teachers are continually re-evaluating literature for diversity and relevance. In addition to the adopted curriculum for Reading/Language Arts, teachers provide a variety of writing and research activities that relate to other content areas such as history and science.

We use College Preparatory Math (CPM) for our math curriculum for grades 6-8. The curriculum is set up so that students are working in groups, sharing different ways of thinking about math, and exposing one another to a range of approaches to math problems. CPM spirals so that students are exposed to the same concepts in deeper ways throughout the year, and each unit continues to integrate and reinforce learning from prior units. The teachers have embraced the practice standards including concepts such as perseverance, use of modeling, and constructing arguments. Teachers are continuing to work on differentiating the curriculum within heterogeneous classes to meet the needs of students who are struggling as well as those who need additional challenge.

The science department has had its final year of transitioning to the Next Generation Science Standards using the California integrated science approach, as recommended. Our science teachers on special assignment have been working with all of our science teachers to support the development of new curriculum and supporting students with the transition of the new units to align with the grade level standards. Moving forward the focus will be refinement of our science units.

The history departments in 6th, 7th and 8th grades follow the state adopted standards for history. The history teachers use state adopted textbook materials, History Alive, which is published by Teachers Curriculum Institute. In sixth grade, the focus is on ancient world history. In seventh grade, the focus is on medieval history. In eighth grade, the focus is on United States history. This year, we are using a district-purchased updated version of TCI which provides more Common Core connections. This also includes online resources for students and teachers, which has been a wonderful supplement. Teachers are also working on developing materials to use with the provided hands-on activities that go with each unit.

Our school is also rich in physical education and electives. Students at our school receive physical education daily and are exposed to a wide range of physical education activities in 2-3 week units. Additionally 6th, 7th, and 8th graders all have access to music classes: band, choir, and orchestra. We have three world languages available to our students beginning in the 7th grade including French, Mandarin, and Spanish. In 7th grade, students also have access to an elective wheel which includes art, computers, drama, and health. In 8th grade, students have access to semester electives, which include art, computers, creative writing and drama.

In accordance with the California Healthy Youth Act, we offer comprehensive sexual education to all 7th graders through their elective courses. About 120 seventh graders also receive a health class that touches on a wide range topics such as nutrition, mental health, and mindfulness. All 7th graders receive a week of drug education through their 7th grade science classes.

## Parental Involvement

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

Our parent community does an outstanding job of getting involved in our schools. There are a few significant ways that parents enter into this work. There are a large number of volunteer opportunities that parents take on. Some of those volunteer opportunities include school events such as our sixth grade Halloween party, field trips, Writer's Coaches, helping with the school play, and supporting our athletic teams. Another ways that parents get involved is through fundraising. Our schools are supported in so many ways by our community. Looking at SchoolCARE, Albany Education Foundation, Albany Music Fund, Athletics Booster, and Parent Teacher Association (PTA), our schools are so enriched by what they provide. They bring us staff like counseling and library technicians; they bring us sports teams, support our music programs, and support on field trips. Parents also participate with us in engaging other parents in the community. There are a number of parent engagement opportunities such as PTA and School Site Council. We also host district committees such as the Black Parent Advisory Group, the Jewish Parent Engagement Steering Committee, and the Familias Latinas de Albany. Those committees also host events that further engage parents, such as the Black History Month Celebration, parent math nights, and Dia De Los Ninos.

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

We are working off a limited amount of resources which shows up in a number of ways. Most significantly, I would say that we don't have adequate resources to implement significant intervention programs,, such as schoolwide PLC interventions. Having three full time counselors this year was an incredible improvement, and it is our hope that we could have this as a stable district-funded position every year. Having a position be funded by other resources such as SchoolCARE compromises our ability to have staffing stability. Secondly, restorative justice work takes a great deal of time. With one Assistant Principal and 900 students, there is simply not enough time to adequately address all the behavioral issues that come through our office and run restorative circles and organize restorative opportunities in the way that they need to be run to be successful. These are two significant barriers to our success.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 6                                | 298                    | 321   | 296   | 288                  | 311   | 284   | 288                       | 310   | 284   | 96.6                          | 96.9  | 95.9  |
| Grade 7                                | 279                    | 306   | 321   | 262                  | 289   | 312   | 258                       | 289   | 312   | 93.9                          | 94.4  | 97.2  |
| Grade 8                                | 305                    | 276   | 297   | 297                  | 255   | 282   | 294                       | 253   | 282   | 97.4                          | 92.4  | 94.9  |
| All Grades                             | 882                    | 903   | 914   | 847                  | 855   | 878   | 840                       | 852   | 878   | 96.0                          | 94.7  | 96.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 6                              | 2570.7           | 2594.9 | 2584.8 | 32                  | 38    | 38.03 | 39             | 44    | 35.21 | 21                    | 16    | 17.61 | 8                  | 2     | 9.15  |
| Grade 7                              | 2594.9           | 2612.5 | 2627.3 | 32                  | 37    | 40.06 | 42             | 40    | 46.47 | 11                    | 15    | 11.22 | 13                 | 7     | 2.24  |
| Grade 8                              | 2607.5           | 2600.4 | 2628.2 | 22                  | 26    | 34.40 | 47             | 40    | 43.62 | 20                    | 21    | 13.83 | 10                 | 13    | 8.16  |
| All Grades                           | N/A              | N/A    | N/A    | 28                  | 34    | 37.59 | 43             | 42    | 41.91 | 18                    | 17    | 14.12 | 10                 | 7     | 6.38  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6  | 40               | 42    | 46.48 | 48                    | 49    | 40.85 | 13               | 9     | 12.68 |
| Grade 7  | 36               | 45    | 55.13 | 47                    | 45    | 39.10 | 17               | 11    | 5.77  |
| Grade 8  | 40               | 36    | 45.04 | 48                    | 40    | 43.62 | 13               | 25    | 11.35 |
| All Grades   | 39               | 41    | 49.09 | 47                    | 45    | 41.12 | 14               | 14    | 9.79  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6   | 36               | 49    | 44.17 | 49                    | 47    | 42.05 | 16               | 5     | 13.78 |
| Grade 7   | 49               | 53    | 58.33 | 40                    | 39    | 38.46 | 11               | 7     | 3.21  |
| Grade 8   | 39               | 41    | 49.65 | 48                    | 48    | 40.07 | 13               | 11    | 10.28 |
| All Grades  | 41               | 48    | 50.97 | 46                    | 45    | 40.14 | 13               | 7     | 8.89  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6   | 28               | 29    | 32.04 | 65                    | 68    | 62.68 | 7                | 4     | 5.28  |
| Grade 7   | 27               | 33    | 29.81 | 64                    | 61    | 65.71 | 9                | 6     | 4.49  |
| Grade 8   | 24               | 23    | 31.91 | 68                    | 65    | 63.83 | 9                | 12    | 4.26  |
| All Grades  | 26               | 28    | 31.21 | 66                    | 65    | 64.12 | 8                | 7     | 4.67  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6  | 40               | 52    | 47.18 | 55                    | 46    | 46.48 | 5                | 2     | 6.34  |
| Grade 7  | 41               | 46    | 53.53 | 47                    | 47    | 43.91 | 12               | 6     | 2.56  |
| Grade 8  | 38               | 39    | 50.71 | 53                    | 48    | 41.84 | 9                | 13    | 7.45  |
| All Grades   | 40               | 46    | 50.57 | 52                    | 47    | 44.08 | 8                | 7     | 5.35  |

**Conclusions based on this data:**

1. See additional data slides for analysis.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 6                                | 298                    | 321   | 296   | 291                  | 313   | 289   | 290                       | 313   | 289   | 97.7                          | 97.5  | 97.6  |
| Grade 7                                | 279                    | 306   | 321   | 268                  | 290   | 314   | 265                       | 290   | 314   | 96.1                          | 94.8  | 97.8  |
| Grade 8                                | 305                    | 276   | 297   | 298                  | 254   | 284   | 296                       | 253   | 284   | 97.7                          | 92    | 95.6  |
| All Grades                             | 882                    | 903   | 914   | 857                  | 857   | 887   | 851                       | 856   | 887   | 97.2                          | 94.9  | 97    |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 6                              | 2583.1           | 2593.6 | 2582.1 | 41                  | 46    | 40.48 | 29             | 28    | 28.03 | 21                    | 21    | 20.42 | 9                  | 5     | 11.07 |
| Grade 7                              | 2616.5           | 2622.5 | 2626.0 | 47                  | 50    | 46.18 | 25             | 26    | 35.03 | 19                    | 19    | 13.69 | 9                  | 5     | 5.10  |
| Grade 8                              | 2617.0           | 2639.0 | 2642.8 | 39                  | 51    | 54.58 | 26             | 21    | 17.61 | 22                    | 17    | 14.08 | 13                 | 11    | 13.73 |
| All Grades                           | N/A              | N/A    | N/A    | 42                  | 49    | 47.01 | 27             | 25    | 27.17 | 21                    | 19    | 16.01 | 10                 | 7     | 9.81  |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6  | 46               | 48    | 52.43 | 39                    | 39    | 30.90 | 15               | 13    | 16.67 |
| Grade 7  | 55               | 59    | 61.15 | 34                    | 32    | 30.89 | 11               | 9     | 7.96  |
| Grade 8  | 43               | 59    | 56.69 | 38                    | 25    | 27.11 | 18               | 16    | 16.20 |
| All Grades   | 48               | 55    | 56.88 | 37                    | 33    | 29.68 | 15               | 13    | 13.43 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6  | 40               | 45    | 39.79 | 47                    | 45    | 44.29 | 13               | 10    | 15.92 |
| Grade 7  | 54               | 54    | 50.64 | 38                    | 38    | 42.68 | 9                | 8     | 6.69  |
| Grade 8  | 39               | 52    | 56.34 | 50                    | 37    | 28.52 | 11               | 11    | 15.14 |
| All Grades   | 44               | 50    | 48.93 | 45                    | 40    | 38.67 | 11               | 10    | 12.40 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 6  | 44               | 45    | 41.87 | 47                    | 50    | 45.33 | 10               | 4     | 12.80 |
| Grade 7  | 49               | 54    | 47.77 | 44                    | 40    | 45.54 | 6                | 6     | 6.69  |
| Grade 8  | 41               | 49    | 54.23 | 50                    | 40    | 34.15 | 8                | 10    | 11.62 |
| All Grades   | 45               | 50    | 47.91 | 47                    | 44    | 41.83 | 8                | 7     | 10.26 |

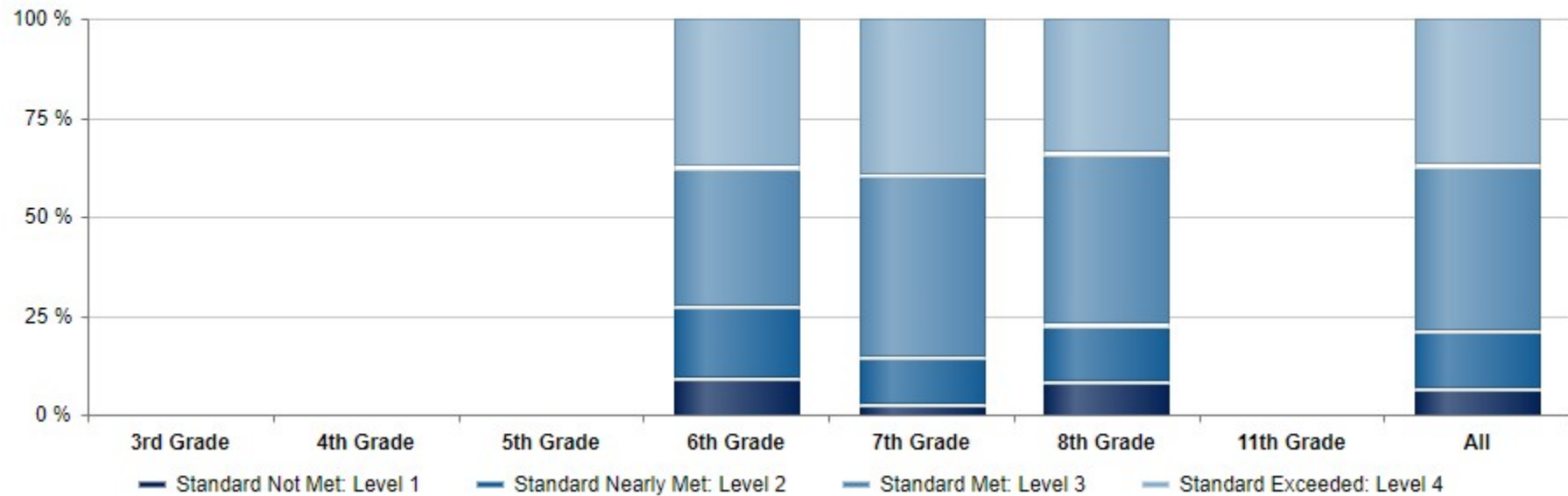
**Conclusions based on this data:**

1. See additional data slides for analysis.

## Other Student Performance Data Part 1

### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



#### Conclusions based on this data:

See additional data slides for analysis.



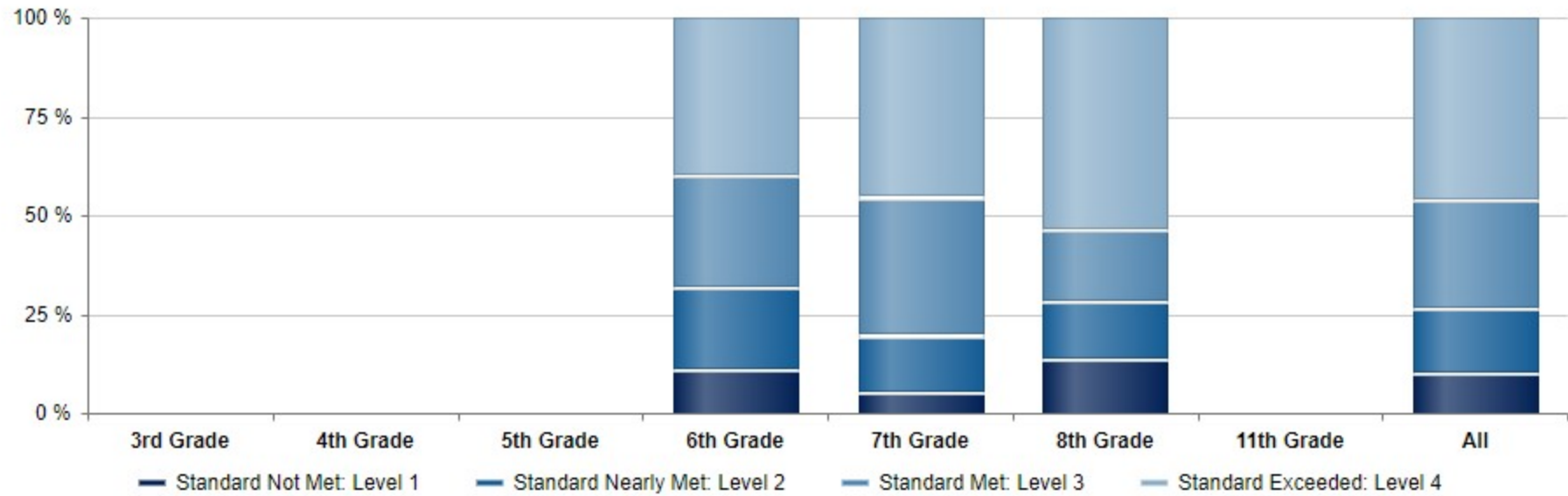
| AMS ELA Results, Over Time |                            | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |        |
|----------------------------|----------------------------|------------------|---------------------|--------------|-------------------|--------|
| All CA Students            |                            | 2016             | 28.00%              | 24.00%       | 29.00%            | 20.00% |
|                            |                            | 2017             | 28.35%              | 23.09%       | 28.44%            | 20.12% |
| All AMS Students           |                            | 2016             | 7.00%               | 17.00%       | 42.00%            | 34.00% |
|                            |                            | 2017             | 6.38%               | 14.12%       | 41.91%            | 37.59% |
| Race / Ethnicity           | African Americans          | 2016             | 18.00%              | 32.00%       | 36.00%            | 14.00% |
|                            |                            | 2017             | 8.33%               | 12.50%       | 66.67%            | 12.50% |
|                            | Asian                      | 2016             | 6.00%               | 15.00%       | 40.00%            | 39.00% |
|                            |                            | 2017             | 4.37%               | 10.92%       | 42.79%            | 41.92% |
|                            | Hispanic/Latino            | 2016             | 14.00%              | 19.00%       | 46.00%            | 21.00% |
|                            |                            | 2017             | 10.95%              | 22.63%       | 43.80%            | 22.63% |
|                            | White                      | 2016             | 4.00%               | 17.00%       | 41.00%            | 38.00% |
|                            |                            | 2017             | 4.57%               | 12.00%       | 38.86%            | 44.57% |
|                            | Multiracial                | 2016             | 7.00%               | 14.00%       | 44.00%            | 35.00% |
|                            |                            | 2017             | 8.55%               | 13.68%       | 43.59%            | 34.19% |
| Other                      | Disability                 | 2016             | 28.00%              | 40.00%       | 26.00%            | 5.00%  |
|                            |                            | 2017             | 37.10%              | 30.65%       | 30.65%            | 1.61%  |
|                            | Economically Disadvantaged | 2016             | 15.00%              | 26.00%       | 43.00%            | 16.00% |
|                            |                            | 2017             | 12.33%              | 21.23%       | 52.05%            | 14.38% |
|                            | English Learners           | 2016             | 21.00%              | 35.00%       | 40.00%            | 4.00%  |
|                            |                            | 2017             | 21.05%              | 28.57%       | 39.85%            | 10.53% |
| Sex                        | Female                     | 2016             | 5.00%               | 13.00%       | 40.00%            | 42.00% |
|                            |                            | 2017             | 4.22%               | 11.24%       | 38.58%            | 44.96% |
|                            | Male                       | 2016             | 9.00%               | 21.00%       | 43.00%            | 28.00% |
|                            |                            | 2017             | 8.43%               | 16.85%       | 44.12%            | 30.60% |

**Conclusions based on this data:**

See additional data slides for analysis.

## MATHEMATICS

### Achievement Level Distribution



#### Conclusions based on this data:

See additional data slides for analysis.

| AMS Distribution Over Time |                            | Standard<br>Not Met | Standard<br>Nearly Met | Standard<br>Met | Standard<br>Exceeded |        |
|----------------------------|----------------------------|---------------------|------------------------|-----------------|----------------------|--------|
| All CA Students            |                            | 2016                | 35.00%                 | 28.00%          | 20.00%               | 17.00% |
|                            |                            | 2017                | 35.86%                 | 26.59%          | 19.96%               | 17.60% |
| All AMS Students           |                            | 2016                | 7.00%                  | 19.00%          | 25.00%               | 49.00% |
|                            |                            | 2017                | 9.81%                  | 16.01%          | 27.17%               | 47.01% |
| Race / Ethnicity           | African Americans          | 2016                | 11.00%                 | 32.00%          | 32.00%               | 25.00% |
|                            |                            | 2017                | 8.33%                  | 20.83%          | 54.17%               | 16.67% |
|                            | Asian                      | 2016                | 4.00%                  | 15.00%          | 24.00%               | 57.00% |
|                            |                            | 2017                | 4.22%                  | 12.66%          | 26.16%               | 56.96% |
|                            | Hispanic/Latino            | 2016                | 15.00%                 | 29.00%          | 29.00%               | 26.00% |
|                            |                            | 2017                | 16.55%                 | 25.18%          | 30.94%               | 27.34% |
|                            | White                      | 2016                | 6.00%                  | 18.00%          | 23.00%               | 54.00% |
|                            |                            | 2017                | 7.76%                  | 13.22%          | 26.44%               | 52.59% |
|                            | Multiracial                | 2016                | 7.00%                  | 17.00%          | 31.00%               | 45.00% |
|                            |                            | 2017                | 16.24%                 | 17.95%          | 19.66%               | 46.15% |
| Other                      | Disability                 | 2016                | 45.00%                 | 31.00%          | 12.00%               | 12.00% |
|                            |                            | 2017                | 51.61%                 | 17.74%          | 17.74%               | 12.90% |
|                            | Economically Disadvantaged | 2016                | 15.00%                 | 29.00%          | 27.00%               | 29.00% |
|                            |                            | 2017                | 17.22%                 | 21.19%          | 32.45%               | 29.14% |
|                            | English Learners           | 2016                | 20.00%                 | 33.00%          | 20.00%               | 27.00% |
|                            |                            | 2017                | 22.46%                 | 23.19%          | 31.16%               | 23.19% |
| Sex                        | Female                     | 2016                | 6.00%                  | 21.00%          | 24.00%               | 49.00% |
|                            |                            | 2017                | 7.23%                  | 15.38%          | 29.84%               | 47.55% |
|                            | Male                       | 2016                | 8.00%                  | 18.00%          | 26.00%               | 48.00% |
|                            |                            | 2017                | 12.23%                 | 16.59%          | 24.67%               | 46.51% |

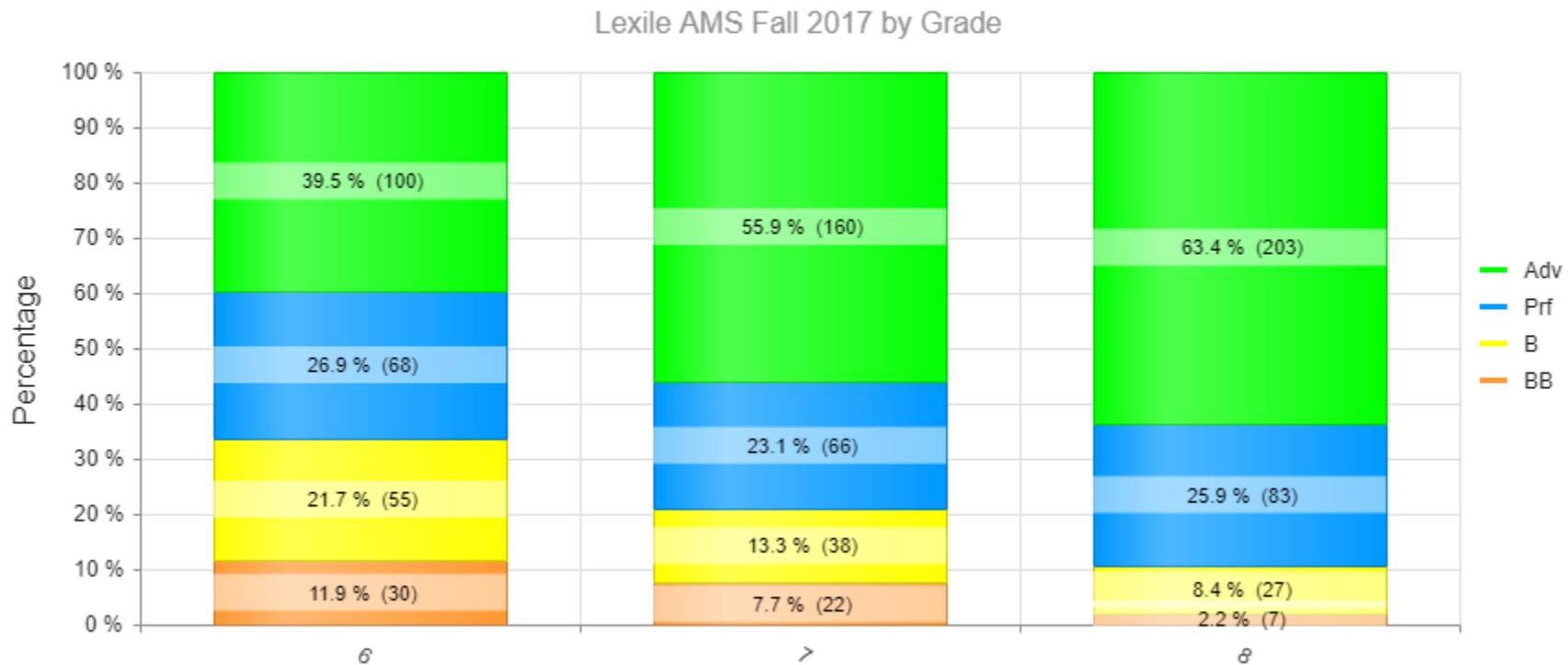
### Conclusions based on this data:

The SBAC data reflects a strong performance by our school when compared to the state of California. In English Language Arts, 79.5% of students met or exceeded standards, and that number goes to 93.62% if we include those who nearly met the standards. In Math, 74.18% of students met or exceeded the standards, which rises to 90.19% including those who nearly met the standards. This is far above the state of California as a whole, where 48.56% met or exceeded standards in English Language Arts and 37.56% met or exceeded standards in Math.

More significantly, are the gains we have made since last year. In both ELA and Math, our African American students have made great strides, with far more students meeting or exceeding standards (30% more in ELA and 14% more in Math). Most of our other subgroups that we have identified as growth areas have made strides, as well, showing increases of 1-7% of students meeting or exceeding standards.

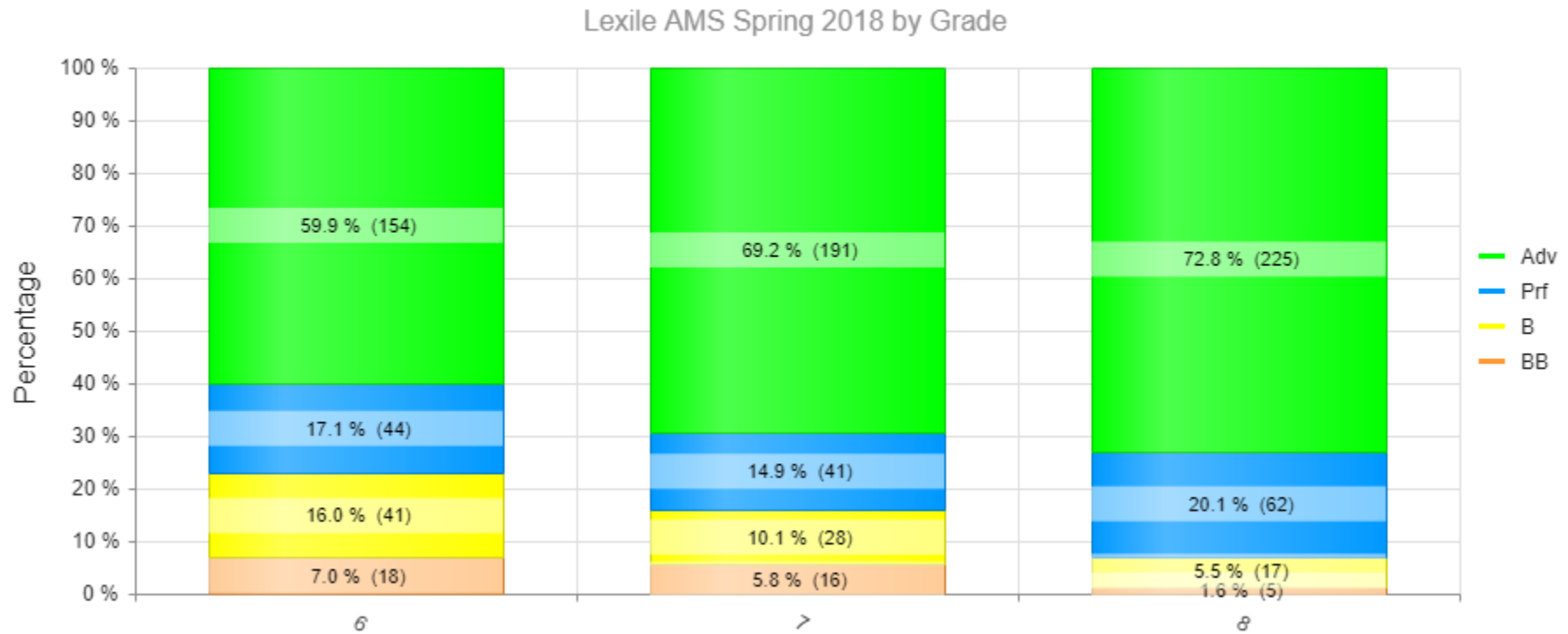
These groups are still performing under our majority subgroups, so we will continue to focus on narrowing that gap. One subgroup, students with more than one ethnicity, has shown a decrease in the percentage of students meeting or exceeding standards - 1.22% in ELA and 10.19% in Math.

Additionally, we are seeing lower percentages of students not meeting standards in ELA, both overall as a school and in most of our subgroups. In contrast, we have a higher percentage of students not meeting standards in Math, even though we have a small increase in students meeting or exceeding standards.



**Conclusions based on this data:**

## Other Student Performance Data Part 2



### Conclusions based on this data:

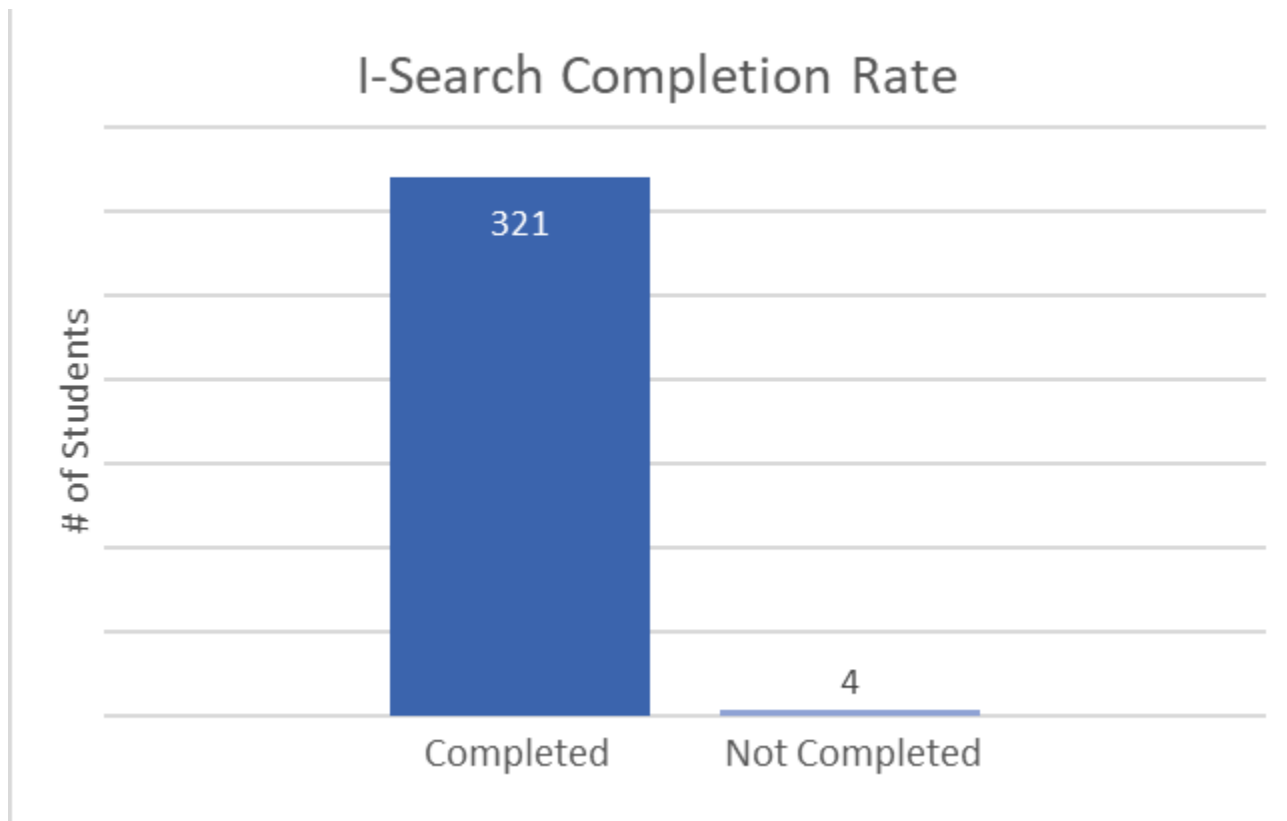
The Scholastic Reading Inventory (SRI) provides us with lexile reading scores for our students. It has the added benefit of providing the ability to administer the test regularly to monitor student progress. We administer it twice a year for all of our students and more often for our students in one of our Reading Support classes.

Following are our results for the SRI test from September, 2017 and again in April of 2018. Our students demonstrated appropriate growth as measured by the SRI. In the fall, 66.4% of our sixth graders were Proficient or Advanced, and in the spring 77% of our students were proficient or advanced. Seventh graders moved from 79% to 84.1% and Eighth graders moved from 89.3% to 92.9%.

| Grade Level | # of Students in the class | # of Students who moved proficiency bands |
|-------------|----------------------------|---|
| 6th Grade   | 13                         | 9   |
| 7th Grade   | 9                          | 4   |
| 8th Grade   | 4                          | 2   |

#### Conclusions based on this data:

For our reading intervention classes, we are experiencing a lot of success as measured by the Scholastic Reading Inventory (SRI). In 6th grade, of our 13 students enrolled, nine students made significant progress as measured by them moving proficiency bands. Our 7th and 8th graders are combined into one intervention class. In 7th grade, 4 out of 9 students moved proficiency band, and in 8th grade, 2 out of 4 did. The following chart displays how many students moved proficiency bands. SRI is just one snapshot of where a child is with regards to reading. It is also our belief that the earlier the intervention occurs, the more successful it is.

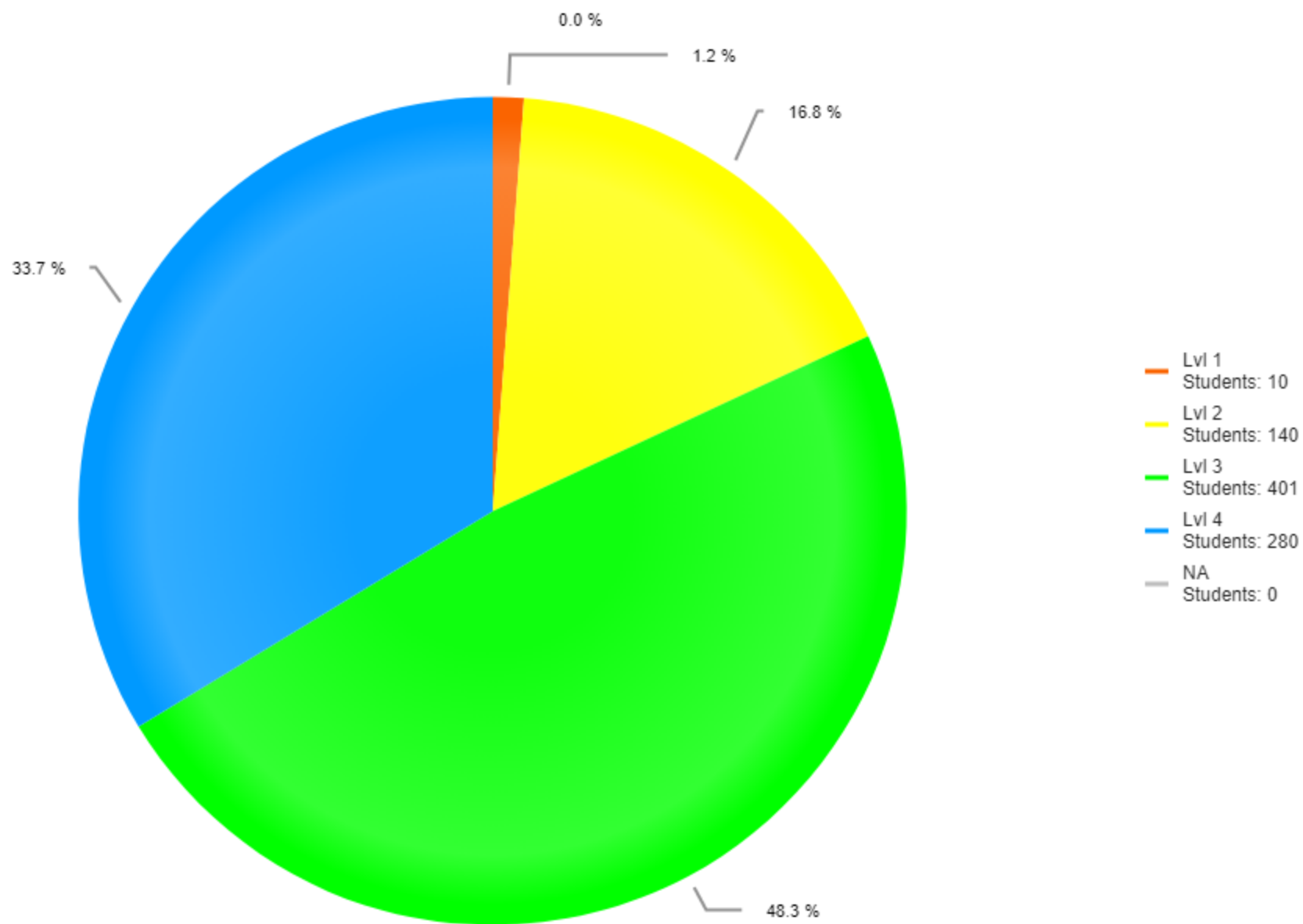


**Conclusions based on this data:**

We have been aligning our instruction of research skills with grades 6-8. Our 8th graders spend the third quarter doing a research project on a topic of their choosing, called the I-Search. This capstone project is an AMS tradition, with a well-articulated rubric. Our I-Search data is captured by the completion rate. The strong completion rates are in large part due to teachers scaffolding the assignment and diligently following-up with each student. Teachers also provided several Friday work parties with snacks and teacher-support. Also, AMS contracts with Writer's Coach so that each 8th grader can have a 1-to-1 coach to provide support throughout the I-Search. As a result of all of these supports, we have had a great deal of success getting a high rate of completion for this major research undertaking. Only four students out of our 8th grade class didn't complete the I-Search.



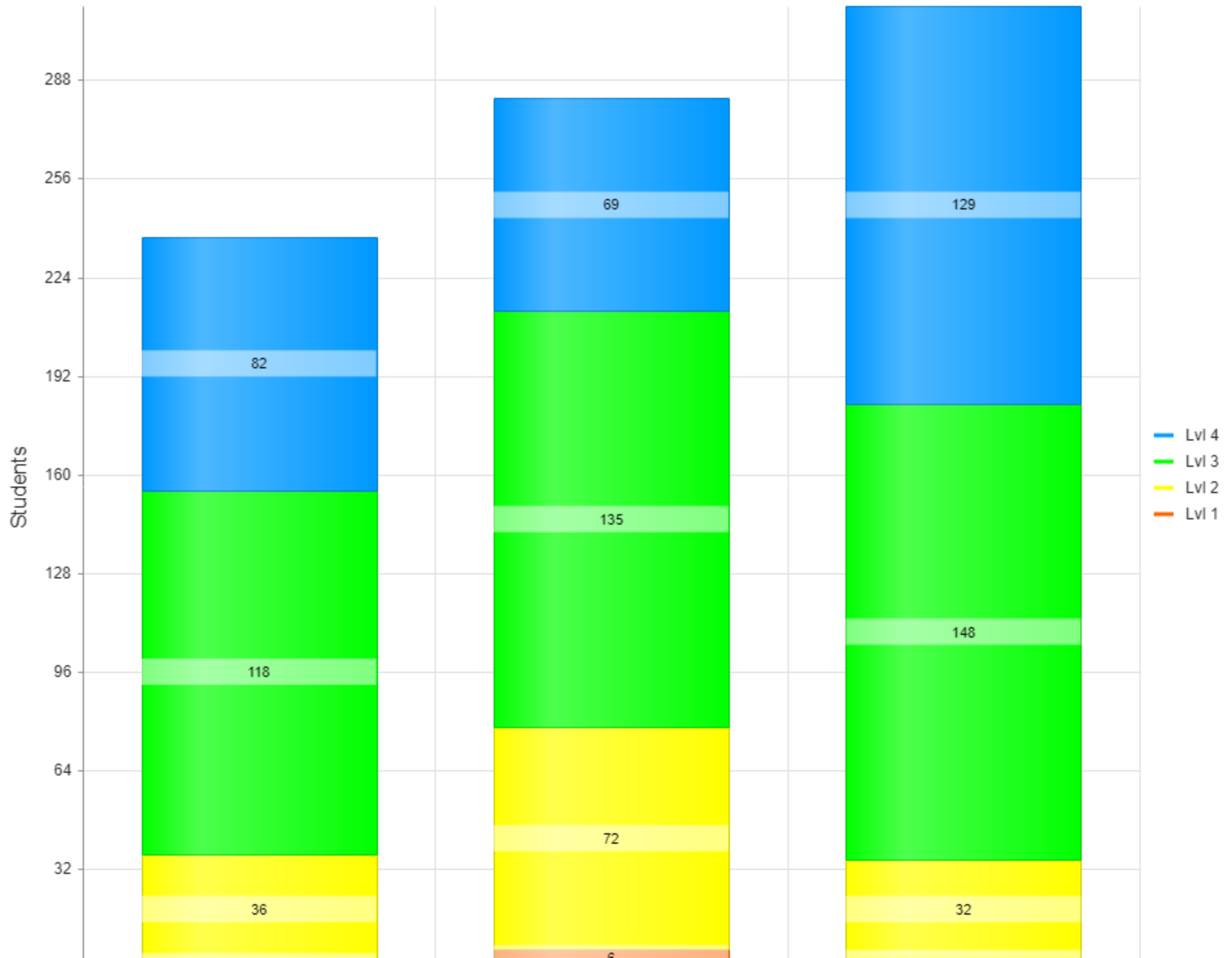
## AMS Spring 2018 Writing Assessment



**Conclusions based on this data:**

The second schoolwide language arts data point is our Writing Assessment. We have continued with the Argumentative Writing Assessment for grades 6-8 which follows a unit on argumentative writing. Each assessment was scored by the classroom teacher on a rubric from 1-4, with 3 and 4 being passing scores. Students' names are not on their papers, and the teachers aligned their scoring. 82% of students received a 3 or 4 this year.

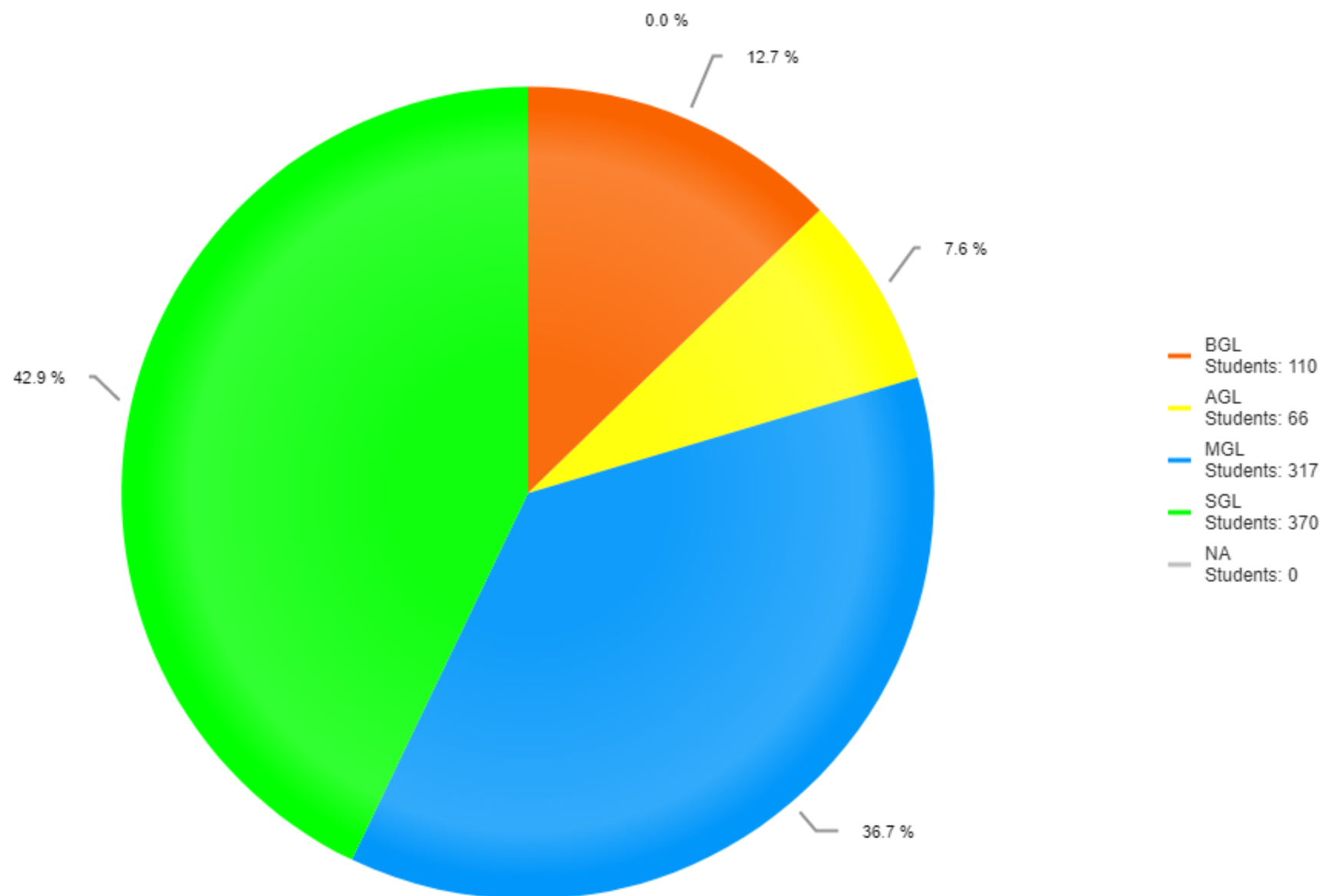
AMS Spring 2018 Writing Assessment by Grade



**Conclusions based on this data:**

**Other Student Performance Data Part 3**

## AMS Spring 2018 Math Assessment



**Conclusions based on this data:**

Our primary schoolwide assessment for Math is a mid-year benchmark assessment that was composed of some skill related questions as well as two performance tasks. The math benchmark is a chapter test that includes concepts from previous chapters up to that point. It is aligned with our College Preparatory Math (CPM) curriculum. The scores are in percentage bands that are associated with scores below. 79.6% of our students met grade level performance or showed strong grade level performance. If we include the approaching grade level contingent, that bumps our percentage to 87.2%. This is a strong performance. Next steps would be to analyze the group who are below grade level and compare that list against the rosters of our Math Support classes, and determine what more we can do to support the students who performed poorly but are not currently receiving support.

BGL = Below Grade Level

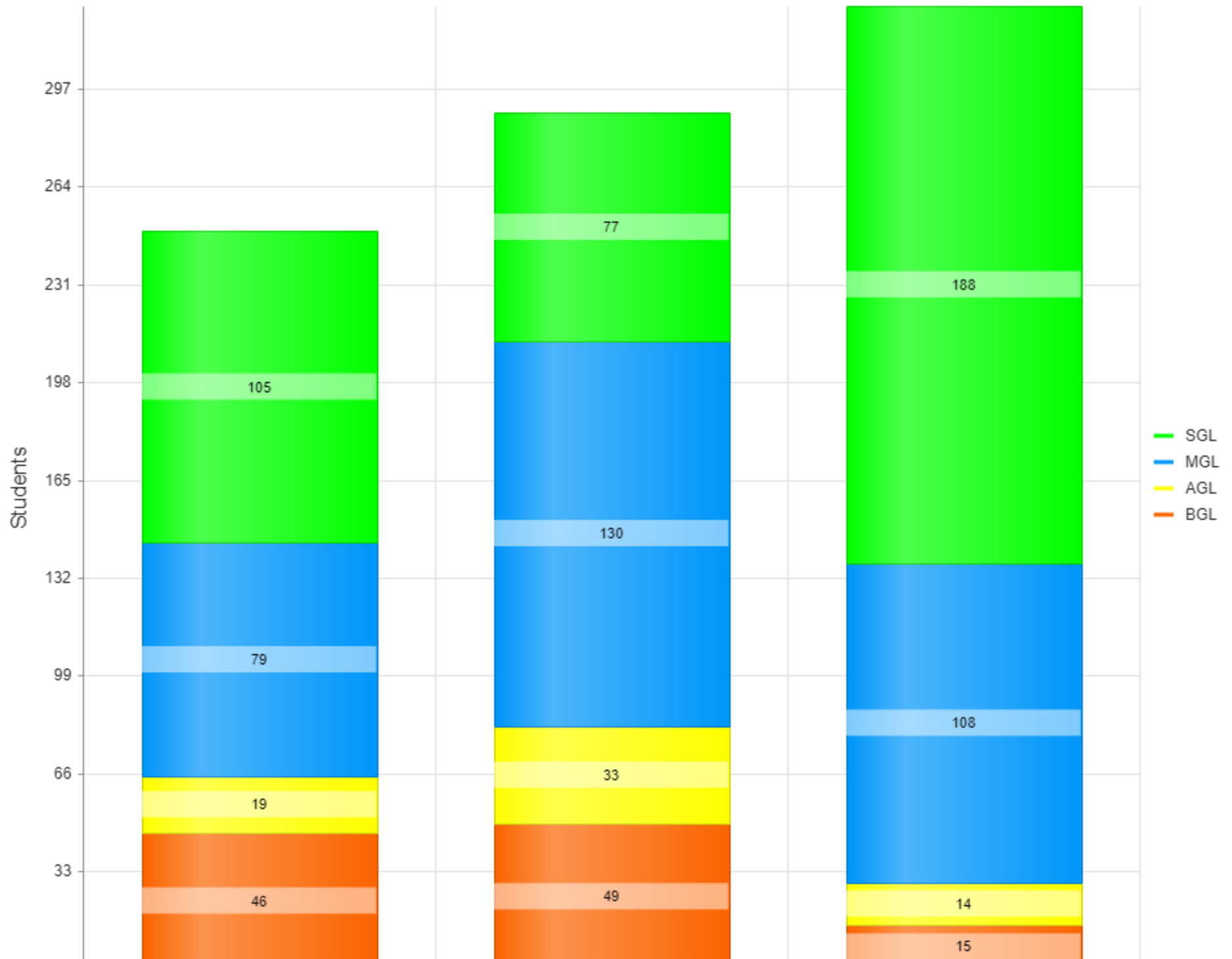
AGL = Approaching Grade Level

MGL = Meets Grade Level

SGL = Strong Grade Level Performance

NA = Not Applicable, or no score

AMS Spring 2018 Math Assessment by Grade



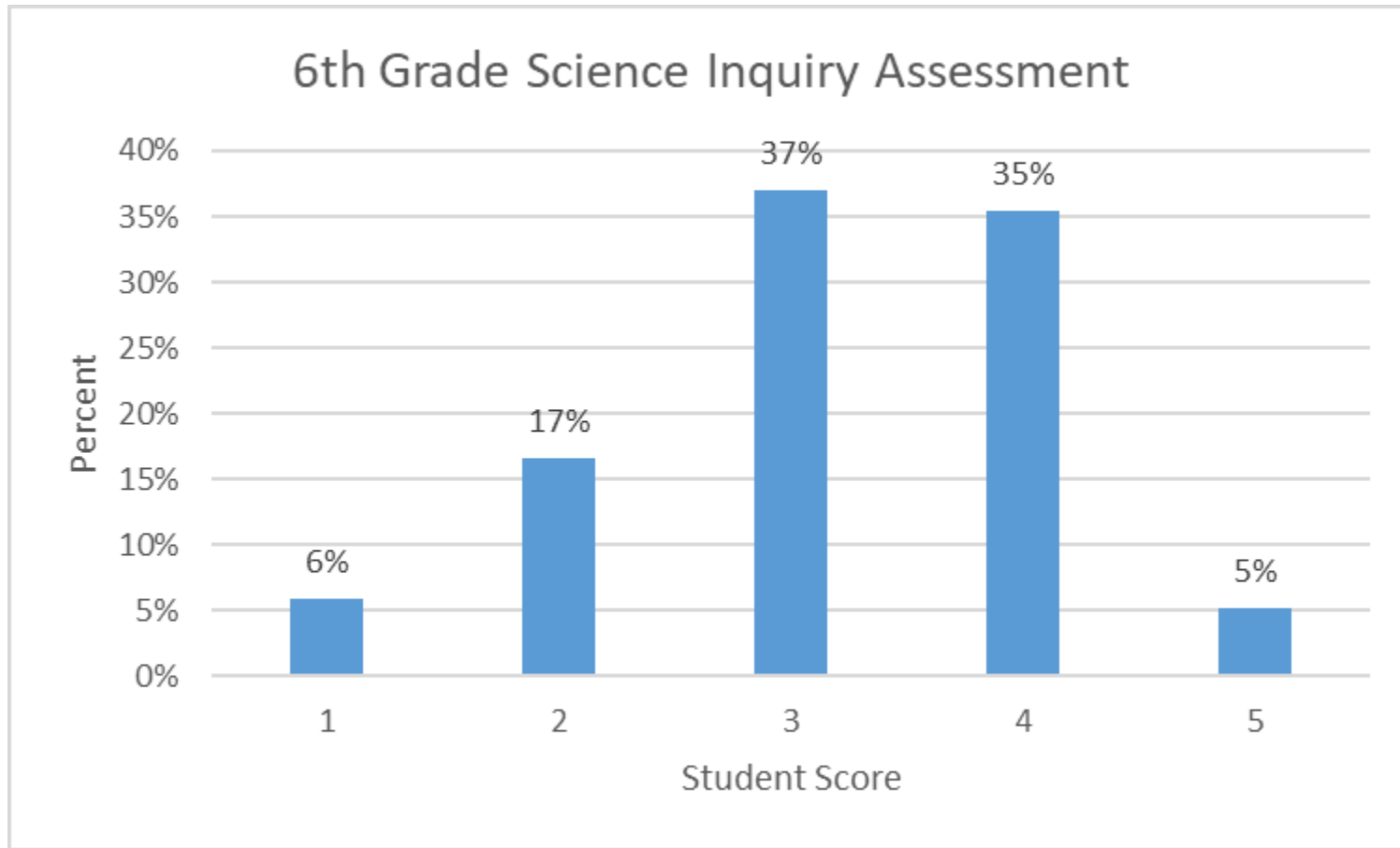


**Conclusions based on this data:**

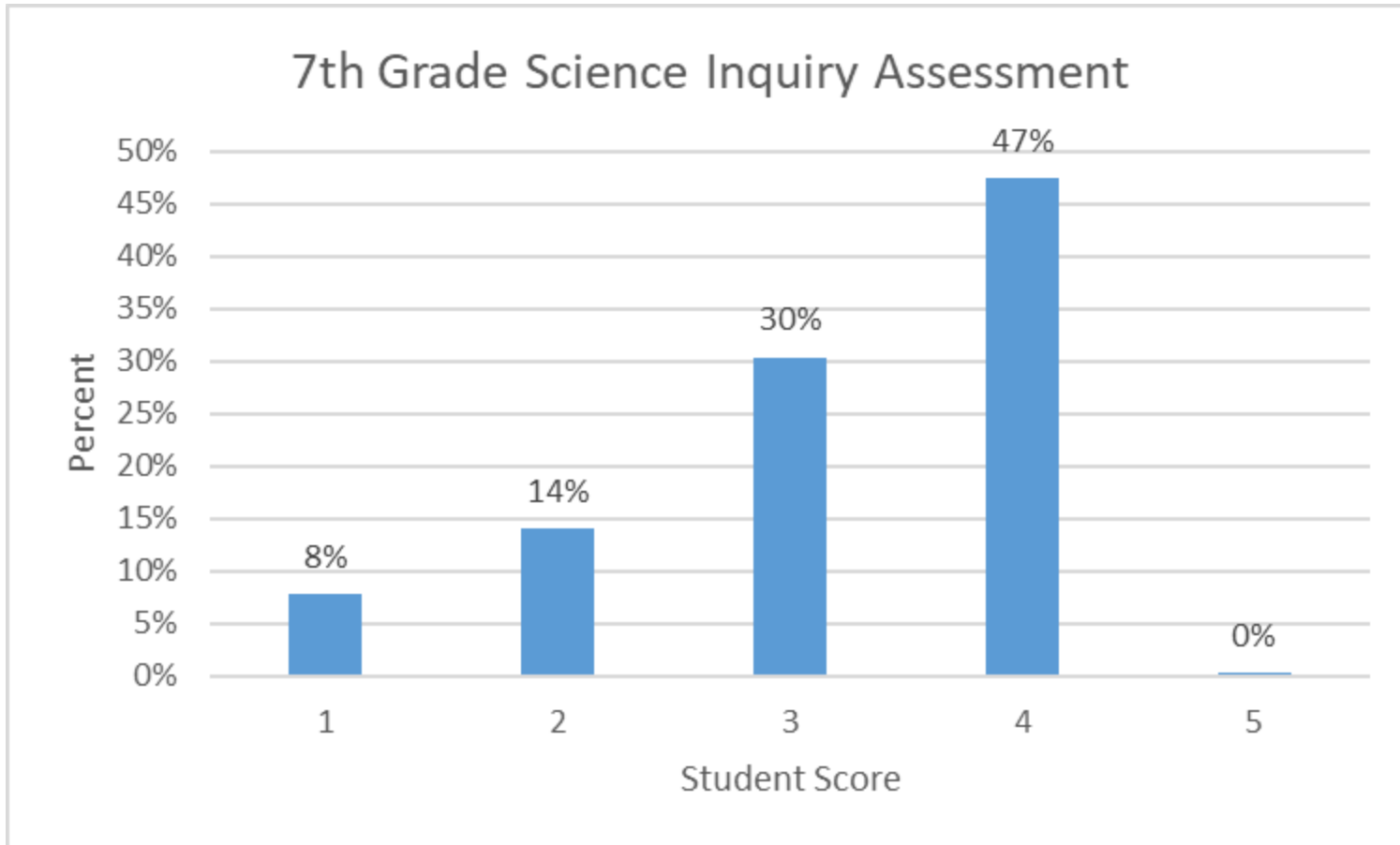
**Conclusions based on this data:**

**Conclusions based on this data:**

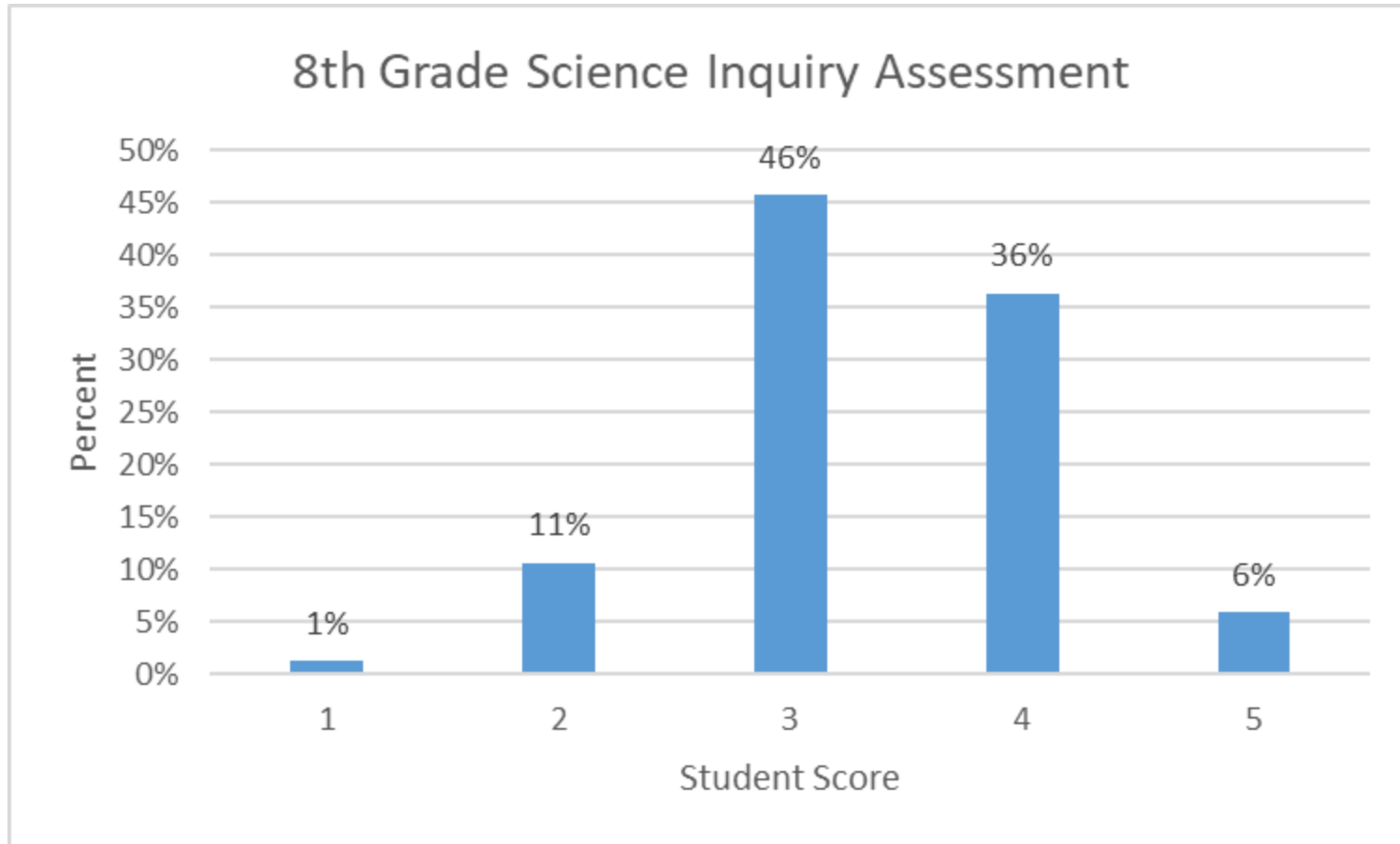
**Conclusions based on this data:**

**Other Student Performance Data Part 4**

Conclusions based on this data:



**Conclusions based on this data:**



**Conclusions based on this data:**

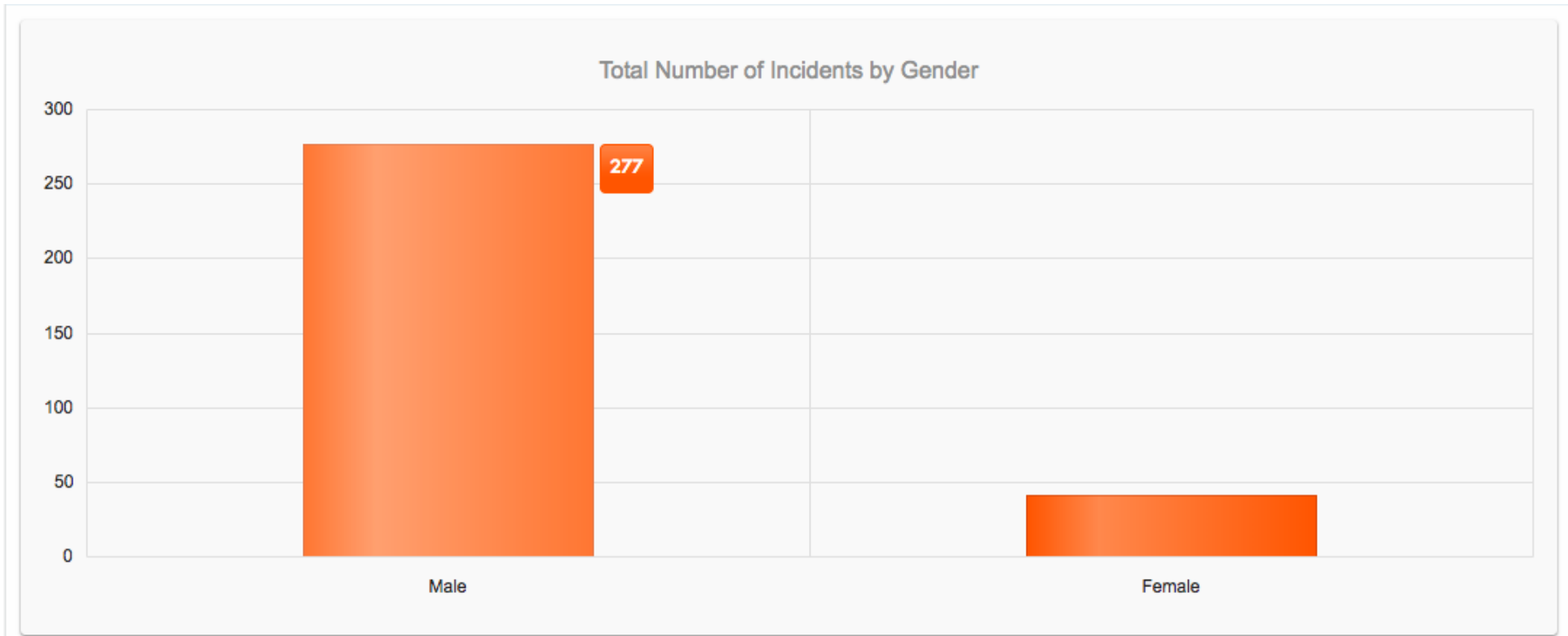
In Science, we have a couple of data points. We have the California Science Test (CAST) which is a computerized test designed to assess students with relation to the Next Generation Science Standards. Last year and this year have been field tests for the assessment, so we have not received any data.

We have continued our local assessment. All grade levels did Science Inquiry Projects that are scored with an articulated rubric. This project is aligned with the Next Generation Science Standards and with each grade levels content standards.

**Conclusions based on this data:**

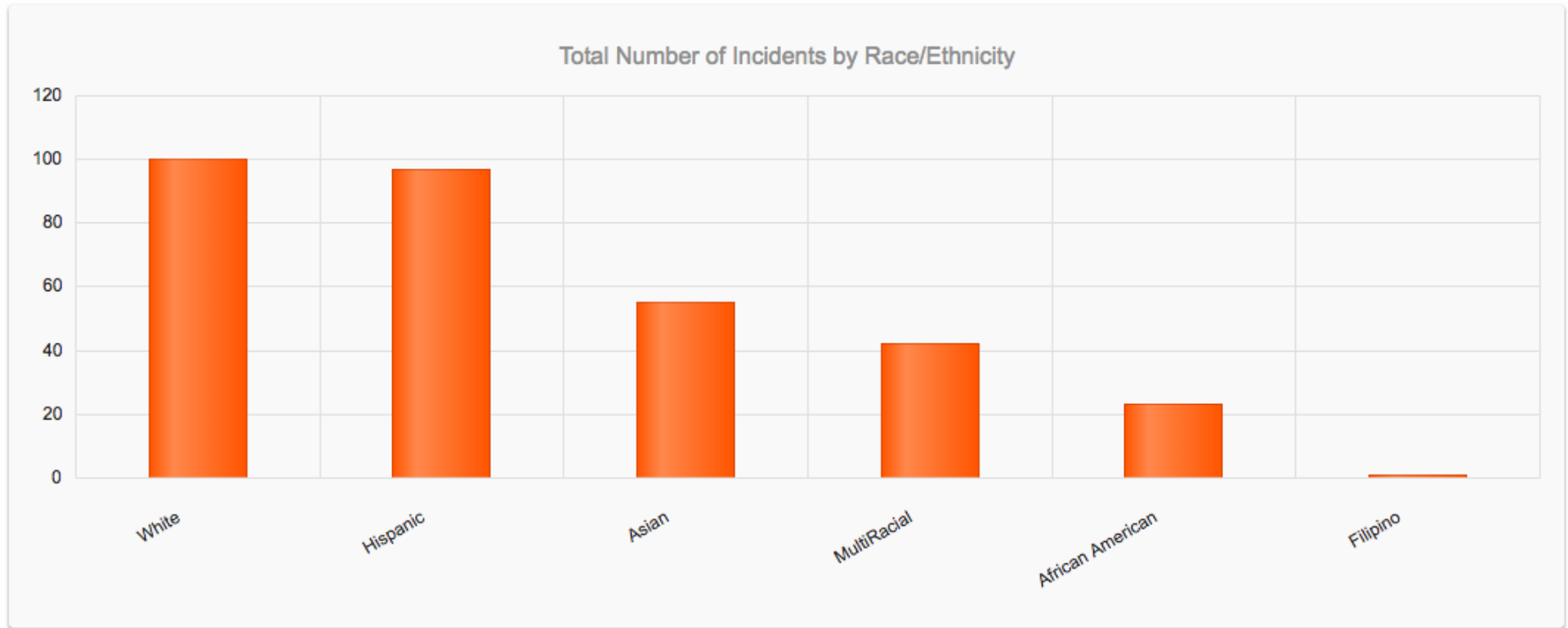
**Conclusions based on this data:**

## Other School Performance Data



### Conclusions based on this data:

When we look at discipline data by gender, it gives us pause about how we can best set up classroom and school environments for student success to meet the needs of our male students. We will continue to work together as a staff to look for ways to shift the structure of the traditional classroom in ways that might increase success and support for our male students. We also hope that anger-management groups, increasing restorative practices, and adapting our classroom practices will better meet the needs of male students thus reducing the amount of referrals for male students.



#### Conclusions based on this data:

AMS students are currently 35.7% Caucasian, 24.4% Asian, 18.8% Hispanic/Latino, 16.7% Multi-racial, 2.5% African-American, and .5% Filipino/Pacific Islander. The referral data shows that our Asian, Multi-racial, and White students are under-referred while our Hispanic and African American students were disproportionately referred. We will continue to study what is causing this discrepancy and continue to work on shifting factors within our control. For example, we have been working on implementing culturally responsive teaching practices and restorative practices to ensure that all students feel connected and supported in the school environment. In addition, we are committed to learning more about implicit bias and how increasing awareness of our own biases can help to foster an equitable school environment for all of our students. In addition, we hope that continuing to increase restorative practices will support healthy relationships among students and teachers.

|                              | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018     |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|
| <b>Number of Referrals</b>   | 603       | 424       | 454       | 314       | 186       | 367       | 311 (to date) |
| <b>Number of Suspensions</b> | 55        | 34        | 65        | 47        | 35        | 108       | 49 (to date)  |
| <b>% Male</b>                | 66.8      | 80.6      | 76        | 78        | 83        | 87        |               |

**Conclusions based on this data:**

School discipline data shows that behavioral referrals have declined since the 2011-2012 school year yet there was a significant increase in suspensions in the 2016-2017 school year. Despite the one year spike in suspensions, this year suspensions are returning closer to the average number over the past 6 years.

**Conclusions based on this data:****Conclusions based on this data:**



## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade        | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|              | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|              | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| <b>6</b>     | 10  | 28    | 31    | 60             | 60    | 47    | 13           | 8     | 9     | 3                  |       | 3     | 13        | 4     | 9     |
| <b>7</b>     | 31  | 17    | 42    | 42             | 55    | 53    | 19           | 10    |       | 8                  | 14    |       |           | 3     | 5     |
| <b>8</b>     | 24  | 17    | 38    | 24             | 39    | 46    | 24           | 39    | 4     | 19                 | 4     | 8     | 10        |       | 4     |
| <b>Total</b> | 21  | 21    | 36    | 44             | 52    | 48    | 18           | 18    | 5     | 9                  | 6     | 4     | 8         | 3     | 7     |

#### Conclusions based on this data:

1. These scores often represent different groups of students as our students shift throughout the year.
2. We continue to make gains moving our students up levels from year to year.

## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: Student Academic Outcomes</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Assessing and Increasing Student Success.  |
| <b>SCHOOL GOAL #1:</b>   |
| Improve student achievement for all students, with a special focus on those students in the achievement gap (African American, Latino, Multi-Racial, Low socioeconomic, ELD, and special education students).  |
| <b>Data Used to Form this Goal:</b>  |
| Data Sources: 1) Local Academic Assessments for Writing, Reading, Math, and Science, 2) D/F List, GPA Data, 3) SBAC data   |
| <b>Findings from the Analysis of this Data:</b>  |
| When looking at this data we find that students perform well overall on our local assessments which mirrors what we see in the SBAC. However, for the most part the students on the D/F list in the beginning of the year remain on this list despite our interventions. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Monitor local assessments as well as the annual SBAC data.   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible  | Proposed Expenditure(s) |        |
|--|-------------------------|--|-------------------------|--------|
|  |                         |  | Description             | Amount |
| 1. We will review the data of all students who are not meeting standards on local assessments and on the SBAC. We will identify those who need additional support and identify what support they are already receiving at AMS. | August, 2018-June, 2019 | English & Math Department Teachers, Teachers on Special Assignment and Site Administrators |                         |        |
| 2. We will analyze our local and SBAC assessment data broken down by our achievement gap populations and take action steps to work towards closing the gap.  | August, 2018-June, 2019 | Teachers, TSAs, Assistant Principal, and Principal   |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline                          | Person(s) Responsible  | Proposed Expenditure(s) |        |
|--|-----------------------------------|--|-------------------------|--------|
|  |                                   |  | Description             | Amount |
| 3. We will provide parent-teacher-counselor conferences for at-risk students to gather information, explore strategies for success, and agree on action steps.                                     | October 2018-February/March, 2019 | Counselors, Teachers, Assistant Principal and Principal                              |                         |        |
| 4. We will follow up on the goals developed at these conferences   | August, 2018-June, 2019           | Counselors   |                         |        |
| 5. We will utilize agendas for conferences, SSTs, 504s, and IEPs to help them efficiently fulfill their purpose. We will provide training so that teachers know what to expect from these agendas. | August, 2018-June, 2019           | Counselors, Special Education Teachers, and Site Administrators                      |                         |        |
| 6. We will provide a Common Core State Standards-based English Language Arts curriculum at each grade level.   | August, 2018-June, 2019           | English Department Teachers, Teachers on Special Assignment, and Site Administrators |                         |        |
| 7. We will provide a Common Core State Standards-based Math curriculum at each grade level.  | August, 2018-June, 2019           | Math Department Teachers, Teachers on Special Assignment, and Site Administrators    |                         |        |
| 8. We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners per the CELDT.            | August, 2018-June, 2019           | English Language Development Teachers, Paraprofessionals, and Site Administrators    |                         |        |
| 9. We will provide a daily sheltered English, History, Science, and Math-Language Support instructional program for 'Beginning' English Language Learners.   | August, 2018-June, 2019           | English Language Development Teachers, Paraprofessionals, and Site Administrators    |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible   | Proposed Expenditure(s) |        |
|--|-------------------------|---|-------------------------|--------|
|  |                         |   | Description             | Amount |
| 10. We will provide a supplemental math intervention class (6th, 7th, and 8th) for students whose skills are significantly below grade level.  | August, 2018-June, 2019 | Math Intervention Teacher   |                         |        |
| 11. We will provide a supplemental ELA intervention class (6th and 7/8th) for students whose reading skills are significantly below grade level.   | August, 2018-June, 2019 | ELA Intervention Teacher  |                         |        |
| 12. We will provide Science curriculum aligned with the Next Generation Science Standards by finalizing the implementation of the integrated model.  | August, 2018-June, 2019 | Science Teachers  |                         |        |
| 13. Departments will use their essential standards and develop a minimum of one common formative assessment per quarter and work towards having one for each essential standard.   | August, 2018-June, 2019 | All Teachers, Teachers on Special Assignment, and Site Administrators                             |                         |        |
| 14. The Eighth Grade English Department will contract with the Writer Coach Connection program to provide each 8th grade student a coach for their I-Search project.   | August, 2018-June, 2019 | Eighth Grade English Teachers, Writer Coach Connection Leadership, Administrators, and Volunteers |                         |        |
| 15. Teacher Librarian and Library Technician will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration. The Teacher Librarian and Library Technician will also engage students in lifelong literacy skills, connecting students with good book matches, during lunch and throughout the day. | August, 2018-June, 2019 | Credentialed Librarian, Library Technician, Teachers  |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible   | Proposed Expenditure(s) |        |
|--|-------------------------|---|-------------------------|--------|
|  |                         |   | Description             | Amount |
| 16. We will incorporate the instruction of computer skills including online research, word processing, slideshow, Google Suite, and other relevant instructional software. | August, 2018-June, 2019 | Credentialed Librarian, Computer Science Teacher, Teachers      |                         |        |
| 17. Teachers will communicate regularly with parents and students by keeping Aeries grade and attendance up to date.   | August, 2018-June, 2019 | Teachers, IT Department Technicians                             |                         |        |
| 18. Teachers will agree upon and instruct all AMS students on particular Academic Behaviors that we feel are critical to student success.                                  | August, 2018-June, 2019 | All Teachers, Safe and Inclusive Schools Coordinator, Principal |                         |        |

## Planned Improvements in Student Performance

### School Goal #2

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

|   |
|---|
| <b>SUBJECT: "Supporting the Whole Child"</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| School Climate, Student Well-Being, and Student Engagement  |
| <b>SCHOOL GOAL #2:</b>  |
| We will provide a safe and engaging environment, in which each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.  |
| <b>Data Used to Form this Goal:</b>   |
| Data Sources: 1) CHKS Data, Discipline Data, Club and Athletic Participation Rates, Action Snapshot Campaign, Local Surveys, Meeting Agendas and Minutes  |
| <b>Findings from the Analysis of this Data:</b>   |
| We showed a lot of improvement in the past school year on the CHKS. Our discipline data also shows that the only discrepancies with discipline referrals is that white students are over-referred Asian students are under-referred. We have a huge number of students who participate in various school programs, such as clubs and athletics. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Provide a safe and engaging environment, in which each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.  |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible  | Proposed Expenditure(s) |        |
|---|------------------------|--|-------------------------|--------|
|   |                        |  | Description             | Amount |
| 1. We will continue to implement and refine a series of school-wide lessons and activities, presented in many of our weekly 20 minute advisory periods. Lessons will cover topics related to school-climate, bullying prevention, diversity awareness, and digital citizenship. | August 2018- June 2019 | Assistant Principal, Teachers & Site Staff, Safe and Inclusive Schools Coordinator |                         |        |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible  | Proposed Expenditure(s) |        |
|---|------------------------|--|-------------------------|--------|
|   |                        |  | Description             | Amount |
| 2. We will solicit student and staff input to continue to improve the engagement and articulation of our advisory lessons.  | August 2018- June 2019 | Site Administrators, Teachers & Site Staff, Parents and Students, Safe and Inclusive Schools Coordinator |                         |        |
| 3. We will continue to implement the concepts and strategies outlined in the "BEST Behavior" program.   | August 2018- June 2019 | Teachers & Site Staff, Safe and Inclusive Schools Coordinator  |                         |        |
| 4. We will continue to implement the concepts and strategies outlined in the "Safe School Ambassadors" program.   | August 2018- June 2019 | Site Administrators, Teachers & Site Staff, Safe and Inclusive Schools Coordinator                       |                         |        |
| 5. We will maintain systems of positive recognition including the daily Cobra Caught-Cha Tickets, Cobra of the Month, Positive Postcards, and a variety of individual classroom activities.   | August 2018- June 2019 | Administrators, Teachers & Site Staff, Safe and Inclusive Schools Coordinator                            |                         |        |
| 6. We will share out and analyze the results of the California Healthy Kids Survey with teachers and with parents. We will pick one area for growth and create a corresponding action plan to work on over the next two school years. | August 2018- June 2019 | District Office Staff, Safe and Inclusive Schools Coordinator, Site Staff                                |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline               | Person(s) Responsible                                | Proposed Expenditure(s) |        |
|--|------------------------|--|-------------------------|--------|
|  |                        |  | Description             | Amount |
| 7. We will implement and refine our new school behavior matrix that incorporates traditional consequences as well as restorative practices.  | August 2018- June 2019 | Assistant Principals, Counselors, Site Staff Members |                         |        |
| 8. We will continue to support teachers on implementing restorative practices in the classroom.  | August 2018- June 2019 | Principal, Assistant Principal, Counselors           |                         |        |
| 9. Approximately 20 students (grade 8) will participate in the AMS Peers Educating Albany's Kids (PEAK) program to deliver school-climate related lessons to sixth grade classrooms. | August 2018- June 2019 | Safe and Inclusive Schools Coordinator               |                         |        |
| 10. We will pilot an 8th to 6th grade mentorship program for some of our African American students   | August 2018- June 2019 | Administrators, Teacher Coordinators                 |                         |        |
| 11. We will continue to provide clubs and activities that increase student engagement and provide opportunities for students to connect with others who share similar interests.     | August 2018- June 2019 | Site Administrators & Staff, Parent Volunteers       |                         |        |
| 12. We will continue to provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.           | August 2018- June 2019 | ASB Staff Coordinator, Administrators, ASB Secretary |                         |        |
| 13. We will continue to provide a structured noontime activities program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.  | August 2018- June 2019 | AMS Staff  |                         |        |



| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible   | Proposed Expenditure(s) |        |
|---|------------------------|---|-------------------------|--------|
|   |                        |   | Description             | Amount |
| 14. We will continue to provide and facilitate structured staff time to focus on specific at-risk students and develop behavior support plans for those students.                         | August 2018- June 2019 | Safe and Inclusive Schools Coordinator                              |                         |        |
| 15. We will continue our tradition of having a Unity Week at our school that brings focus to the idea of celebrating differences while being one community that looks out for each other. | August 2018- June 2019 | AMS Staff, Safe and Inclusive Schools Coordinator                   |                         |        |
| 16. We will look at and analyze discipline data, broken down by ethnicity and gender, and create action steps to support the students with multiple referrals.                            | August 2018- June 2019 | Administrators, Teachers  |                         |        |
| 17. We will pilot using eighth grade aides in sixth grade reading and math support classes in academic mentorship relationships.  | August 2018- June 2019 | Administrators, Counselors, Support Class Teachers                  |                         |        |
| 18. We will continue to provide Comprehensive Sexual Education and Health Education to all 7th graders.   | August 2018- June 2019 | Administrators, Teacher Coordinators                                |                         |        |
| 19. We will continue to provide opportunities for all 8th graders to engage in a community service project with a service learning component for 14 hours in and out of school.           | August 2018- June 2019 | 8th Grade English Teachers  |                         |        |
| 20. Students will be taught key concepts related to Digital Citizenship, how to use internet and social media safely and respectfully, articulated between grade levels.                  | August 2018- June 2019 | Safe and Inclusive Schools Coordinator, Teacher Librarian, Teachers |                         |        |

## Planned Improvements in Student Performance

### School Goal #3

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

|   |
|---|
| <b>SUBJECT: "Communicating and Leading Together."</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Professional Development, Collaboration, and Communication  |
| <b>SCHOOL GOAL #3:</b>  |
| Professional development and collaboration time will be structured to support teachers in all areas that support our student outcomes. There will be clear communication throughout the levels of our school to work towards meeting our goals. |
| <b>Data Used to Form this Goal:</b>   |
| Meeting Agendas and Minutes, Professional Development Surveys, Teacher Surveys  |
| <b>Findings from the Analysis of this Data:</b>   |
| Our end of year survey shows that many teachers benefited from our professional development and have ideas about what types of professional development would be most effective in the coming year. We are using that data to form plans.       |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| There will be clear communication throughout the levels of our school to work towards meeting our goals.  |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible  | Proposed Expenditure(s) |        |
|---|------------------------|------------------------|-------------------------|--------|
|   |                        |                        | Description             | Amount |
| 1. A professional development survey will be put out to teachers in the spring of the 2018-19 school year and used to guide planning for the 2019-20 school year. | August 2018- June 2019 | Principal and Teachers |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline               | Person(s) Responsible   | Proposed Expenditure(s) |        |
|--|------------------------|---|-------------------------|--------|
|  |                        |   | Description             | Amount |
| 2. Leadership and Teachers on Special Assignment will work with the principal to plan professional development throughout the year.  | August 2018- June 2019 | Principal, Assistant Principal, Teachers on Special Assignment, Leadership Team |                         |        |
| 3. A determination about a school-wide intervention system will be made in the 2018-19 school year to implement anything decided upon in the 2019-20 school year.                          | August 2018- June 2019 | All teachers, Principal, Assistant Principal                                    |                         |        |
| 4. Professional development will be provided on topics relating to equity and cultural competency, and help prepare staff to facilitate conversations around areas such as LGBTQ and race. | August 2018- June 2019 | Principal, Teachers on Special Assignment, Office of Curriculum and Instruction |                         |        |
| 5. Professional Learning Community opportunities will be provided to staff.  | August 2018- June 2019 | All teachers, Principal, Assistant Principal                                    |                         |        |
| 6. A weekly staff newsletter will keep staff informed of important school-wide information.  | August 2018- June 2019 | Principal   |                         |        |
| 7. Daily announcements, write-ups of important events, and a regular principal updates will be sent out to keep parents and community informed of important school-wide information.       | August 2018- June 2019 | Principal   |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline               | Person(s) Responsible                                       | Proposed Expenditure(s) |        |
|--|------------------------|---|-------------------------|--------|
|  |                        |   | Description             | Amount |
| 8. Our staff will continue to work on developing our professional knowledge of restorative justice and our related school practices. | August 2018- June 2019 | Principal, Assistant Principal, Campus Supervisor, Teachers |                         |        |
| 9. Our staff will explore instructional strategies and school structures to better meet the behavioral needs of our male students    | August 2018- June 2019 | Principal, Teachers   |                         |        |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Becky Berkowitz                             |           | X                 |                    |                            |                    |
| Deborah Brill                               | X         |                   |                    |                            |                    |
| Kelly Britton                               |           |                   | X                  |                            |                    |
| Toni Costantino                             |           | X                 |                    |                            |                    |
| Jessica Cross                               |           |                   |                    | X                          |                    |
| Greg Downs                                  |           |                   |                    | X                          |                    |
| Jennifer Duran                              |           | X                 |                    |                            |                    |
| Adriana Hernandez                           |           | X                 |                    |                            |                    |
| Tatiana Lira                                |           |                   |                    |                            | X                  |
| Sara Marcelino                              |           |                   |                    | X                          |                    |
| Teresa Munoz                                |           |                   |                    | X                          |                    |
| Theresa Parini                              |           | X                 |                    |                            |                    |
| Adrian Randal                               |           |                   |                    | X                          |                    |
| Chris Rigney                                |           | X                 |                    |                            |                    |
| Oliver Rosenthal                            |           |                   |                    |                            | X                  |
| Colette West                                |           |                   |                    | X                          |                    |
| Selina Yong                                 |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>6</b>          | <b>1</b>           | <b>6</b>                   | <b>3</b>           |

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

|  |  |   |
|--|--|---|
| Deborah Brill<br><hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Typed Name of School Principal | <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature of School Principal | <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date |
| Becky Hopwood<br><hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Typed Name of SSC Chairperson  | <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Signature of SSC Chairperson  | <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> Date |

# The Single Plan for Student Achievement

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

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

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

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

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

## Table of Contents

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



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

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

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

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

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

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

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

## School Vision and Mission

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

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

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

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

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

## School Profile

### Albany Community

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

### Albany High School

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

Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. Based on the available 2017-18 enrollment data the school's approximately 1140 students are composed of approximately 35% White, 27% Asian/Pacific Islander, 3.5% African-American, 17% Hispanic/Latino, and 14% Two or More Races. Around 20% of the students qualify for the Free/Reduced Price Lunch Program. The Albany High student population has stabilized over the past 5 years, from a high of 1,273 in 2009, to our current enrollment of 1138. We do anticipate an increase of around 50 students in 2018-19. We have 8.7% English Learners and 25.3% fluent-English proficient students.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

California Healthy Kids Survey, staff professional development feedback surveys, Albany Coming Together school culture surveys, and the Wellness Committee start time survey.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

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

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

Instructional materials are available to all student groups.

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

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

### Parental Involvement

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

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

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

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

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

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

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

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

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

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

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

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

**Conclusions based on this data:**

1. Participation rates for Smarter Balanced summative assessments did not improve despite efforts to rearrange the Advanced Placement testing schedule.
2. When we look at all scores in every category, the number of students who scored above, at, or nearly at standard for ELA achievement rose slightly from 2016 to 2017, and we saw a decrease in the number of students who did not meet standard in overall achievement. We also see we need to address ongoing achievement drops with research and inquiry skills as indicated by the drop in the number of students who scored above and the increase in students who did not meet standard for this assessed area.
3. The number of students who score below standard decreased slightly overall in the sub categories of reading, writing, and listening. There was a slight increase in the number of students scoring below standard for research and inquiry.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

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

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

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

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

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

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

#### Conclusions based on this data:

1. Students scoring above standard in overall achievement decreased slightly from 2016 to 2017. Subcategory results indicate relative gains in concepts/procedures and communicating reasoning while students scoring above standard for problem solving/data analysis increased and students scoring below standard also increased slightly.

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

## School and Student Performance Data

### CELDT (Annual Assessment) Results

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

#### Conclusions based on this data:

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



## Planned Improvements in Student Performance

### School Goal #1

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

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

| Actions to be Taken to Reach This Goal  | Timeline           | Person(s) Responsible                | Proposed Expenditure(s)  |  |
|---|--------------------|--------------------------------------|--|--|
|   |                    |                                      | Description  | Amount                                 |
| <p>1. Identify target students in the achievement gap at the start of the school year so teachers can plan interventions and monitor student progress. Provide classroom support.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-GPA, attendance, discipline data of all target students</li> <li>-Department and professional development meeting agendas</li> <li>-Recruitment and support strategies; achievement data of participating students</li> <li>-Step-to-College enrollment, attendance and achievement data.</li> <li>-Tiered interventions for students with D/F grades</li> </ul> | Aug 2018-Jan 2019  | Administrators, counselors, teachers | <p>Teacher allocations (LCFF Supplemental):</p> <p>0.4 Sheltered English</p> <p>0.8 ELD classes</p> <p>0.2 ELD Coordinator</p> <p>0.2 at-risk counselor</p> <p>teacher collaborative planning (GF)</p> | 185,000                                |
| <p>2. Provide support classes, programs and peer tutoring to at-risk students.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-FLEX Tutoring: After school tutoring</li> <li>-Freshman Math Intervention class</li> <li>-Sophomore Math Intervention Class</li> <li>Junior Math intervention strategies</li> <li>-Homework Lab</li> <li>College Basics, field trips to colleges</li> </ul>   | Aug 2018-June 2019 | Administrators, counselors, teachers | <p>Paid Tutors (LCFF Supplemental)</p> <p>0.8 FTE Allocation (LCFF Supplemental)</p> <p>Field trips to colleges</p>  | <p>2,000</p> <p>90,000</p> <p>1000</p> |

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

| Actions to be Taken to Reach This Goal   | Timeline           | Person(s) Responsible                | Proposed Expenditure(s)   |                         |
|--|--------------------|--------------------------------------|---|-------------------------|
|  |                    |                                      | Description   | Amount                  |
| <p>4. Develop protocols for using positive behavioral intervention and support. Develop a school wide commitment to and understanding of social justice and social emotional competencies.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Agendas and minutes from department and professional development meetings</li> <li>-Positive Discipline Referrals</li> <li>-Analysis of discipline data</li> <li>-Analysis of California Healthy Kids Survey data</li> <li>-Social Justice/Social Emotional competencies integrated into course syllabi and instructional practices.</li> <li>-Professional development focused on implementation of these competencies.</li> <li>Revised Behavior Matrix</li> </ul> | Aug 2018-June 2019 | Administrators, counselors, teachers | <p>Collaborative Planning Time (Site Funds)</p> <p>.20 TSA for Social Emotional/Social Justice competencies</p> | <p>1,000</p> <p>.20</p> |

| Actions to be Taken to Reach This Goal  | Timeline                        | Person(s) Responsible                | Proposed Expenditure(s)  |        |
|---|---------------------------------|--------------------------------------|--|--------|
|   |                                 |                                      | Description  | Amount |
| <p>5. Evaluate and develop additional resources to increase the presence of racial, ethnic or cultural backgrounds in all course content.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Lists of revised curriculum and resources</li> <li>-Results of teacher focus group study</li> <li>-Analysis of California Healthy Kids Survey data</li> <li>-Department meeting agendas</li> </ul>   | Aug 2018-June 2019              | Administrators, counselors, teachers | Collaborative Planning Time (Site Funds) 21,000<br>Ethnic studies course (General Fund)  |        |
| <p>6. Support the continued development of educational options such as online learning, independent study, credit for community service and internships, and dual enrollment with the MacGregor High School.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>-Enrollment and achievement data of students dually enrolled in AHS and MacGregor</li> <li>-FLEX, BYU and Independent Study: student enrollment data; articulation of program purpose and use</li> </ul> | Aug 2018-June, 2019             | Administrators, counselors, teachers | Coordinator of Alternative Education (General Fund) 200,000<br>0.2 Flex Counselor (LCFF Supplemental)<br>Independent Study teachers<br>BYU Online Courses (College Readiness Grant)<br><br>AHS Flex tutors (College Readiness Grant) 1,000 |        |
| <p>7. Increase graduation rate for ELL students and add counseling services for these students.</p>   | Aug 2018-June 2019 and at BTSN. | Administrators, counselors, teachers | Classroom supports (Site Funds) 1,000<br>1.0 ELD staff noted in Action 1<br>Funds for translation services to communicate grad requirements.   |        |

| Actions to be Taken to Reach This Goal   | Timeline           | Person(s) Responsible                | Proposed Expenditure(s) |        |
|--|--------------------|--------------------------------------|-------------------------|--------|
|  |                    |                                      | Description             | Amount |
| <p>8. Review freshmen impact areas in order to increase engagement, self-directed learning opportunities and academic preparedness.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• -Agendas and minutes from department and professional development meetings</li> <li>• Freshman Forum outcomes</li> <li>• Feedback from freshman orientation activities</li> <li>• Grade outcomes from Math1/1+ course</li> <li>• IHS syllabus</li> </ul> | Aug 2018-June 2019 | Administrators, counselors, teachers | No Cost                 | 0      |

## Planned Improvements in Student Performance

### School Goal #2

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

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

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



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

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

## Planned Improvements in Student Performance

### School Goal #3

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

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

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

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

## Planned Improvements in Student Performance

### School Goal #4

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

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

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

| Actions to be Taken to Reach This Goal  | Timeline           | Person(s) Responsible                    | Proposed Expenditure(s) |        |
|---|--------------------|--|-------------------------|--------|
|   |                    |  | Description             | Amount |
| <p>3. Increase community awareness and understanding of the implications of social justice/social emotional competencies on teaching and learning at AHS.</p> <p>As measured by:</p> <ul style="list-style-type: none"> <li>• -Information posted on AHS website, letters emailed to parents</li> <li>• -PD and staff meeting agenda</li> <li>• Student surveys</li> <li>• Discipline data</li> <li>• Mental health referral information</li> <li>• Social media usage and content (AHS and student)</li> </ul> | Aug 2018-June 2019 | Administrators, teachers, and counselors | No additional cost      |        |
| Increase communication via "In Touch" program and add a system or program that would provide feedback of those families that are not receiving important information and messages regularly.  | Aug 2018-June 2019 | Administrators, teachers, and counselors | No additional costs     |        |
| 4. Allocate hourly funds for data analysis mining and other data requests made by staff.  | Aug 2018-June 2019 | Administrators, teachers, and counselors | Hourly pay              | 1000   |



**Summary of Expenditures in this Plan****Total Expenditures by Goal**

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 295,000.20                |
| <b>Goal 3</b>      | 1,000.00                  |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

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

## Recommendations and Assurances

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

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

Attested:

Alexia Ritchie

Typed Name of School Principal

Signature of School Principal

Date

Liz Reimuller

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# The Single Plan for Student Achievement

**School:** MacGregor High School  
**CDS Code:** 0161127/0130294  
**District:** Albany Unified School District  
**Principal:** Darren McNally  
**Revision Date:** October 24, 2017

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

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

**Contact Person:** Darren McNally  
**Position:** Principal  
**Phone Number:** (510) 558-3750 x 2604  
**Address:** 603 Key Route Blvd  
 Albany, CA 94706  
**E-mail Address:** dmcnally@ausdk12.org

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

## Table of Contents

|  |    |
|--|----|
| Single Plan for Student Achievement Executive Summary..... | 3  |
| School Vision and Mission .....                            | 5  |
| School Profile.....  | 5  |
| Comprehensive Needs Assessment Components .....            | 5  |
| Data Analysis .....  | 5  |
| Surveys .....  | 5  |
| Analysis of Current Instructional Program .....            | 6  |
| Description of Barriers and Related School Goals .....     | 6  |
| Other Student Performance Data Part 1 .....                | 7  |
| Other School Performance Data.....                         | 11 |
| Planned Improvements in Student Performance .....          | 13 |
| School Goal #1 .....                                       | 13 |
| School Goal #2 .....                                       | 15 |
| School Goal #3 .....                                       | 17 |
| School Goal #4 .....                                       | 19 |
| School Site Council Membership .....                       | 21 |
| Recommendations and Assurances.....                        | 22 |

## Single Plan for Student Achievement Executive Summary

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

The MacGregor community made many significant first steps during the 2017-2018 school year.

During the 2017-2018 year, MacGregor Single Plan for Student Achievement goals were to:

1. Refine academic instructional techniques to be more personalized and student-centered, build academic confidence, and reinforce skills applicable to post-secondary opportunities.
2. Create a stronger culture and sense of community and support in MacGregor in order to increase student engagement as well as meet as many student social-emotional needs as possible.
3. Build more of a team-centered approach to all students by increasing student-centered collaboration among staff and create more methods to engage parents.

These goals were a departure from the goals that had been articulated in the 2017-2018 and earlier SPSAs, reflecting a change in leadership, and a more clearly defined role for MacGregor in the broader question of secondary education quality in Albany.

MacGregor has seen improvements in the classroom environment, now that we have more clearly defined space within the Albany High School campus. In addition, the MacGregor teachers continue to all be Albany High School teachers as well, but there are now fewer teachers, each with more sections of MacGregor classes, which creates a smaller, more cohesive team. MacGregor teachers have made strides in adapting their means of instruction to students. We have also begun work to develop common systems to track credits for our students.

MacGregor has continued work to create a more significant culture and community among our students and staff. MacGregor students continue to report greater feelings of connectedness, and often identify their MacGregor teachers as their favorites. MacGregor teachers also report having much stronger relationships with students. While MacGregor students have higher social-emotional needs, our staff has already done significant work to address these needs. However, there is a need for more formal training and planning to create fully effective systems of intervention in this area.

We continue to create more connections with community and families in our efforts to better serve our students. For example, we created a special MacGregor portion of the Back-to-school night in the Fall of 2017. However, this remains an area of growth, as our staff have focused more on our other goal areas.

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

Our highest measure of success is the success of our students, in that they are able to leave high school with a better sense of themselves and mastery of their futures.

By qualitative measure, such as the perception of their experiences, 2017-2018 was an improvement over previous years. Students and staff felt better seen and cared for, and the foundations of a school culture that was student-centered and looking to find the root causes of students' past failures was put into place.

While some numbers, such as credit completion, chronic absenteeism, and exclusionary discipline have improved compared to previous years, there is still work that needs to be done to improve in these areas as well.

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

All of the successes and failures - which have been invaluable learning experiences - of the 2017-2018 school year are directly informing the choices we are making going forward. All of the goals in the plan for the next year are the result of the evolution in our understanding of the needs of our students that comes with a year's experience.

## School Vision and Mission

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

The school mission and vision remain unchanged since their previous revision in the Spring of 2016. Currently, they are:

MacGregor High School is a small, dynamic, alternative educational setting that serves a diverse student population for students ages 16 and older. MacGregor offers students a safe campus with high academic standards and a caring staff. The founding goals are to:

Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills, personal goal setting, and resiliency.

Promote student success through individually-tailored interventions in an alternative school setting.

Deliver education, social and career development services to students based on individual, Site, District, and State goals.

## School Profile

MacGregor High School continues to be a key part of the educational options for Albany. Since the school's inception, MacGregor has served a high-need population that often has not experienced success in more traditional academic settings. Legally classified as a continuation school, MacGregor's students are those in Albany who may not graduate due to a variety of circumstances. MacGregor pays particular attention to students who have had credit and/or attendance challenges, those whose work schedules preclude them from attending the comprehensive school, and those whose lifestyles and/or personal situations prevent them from succeeding in the structure of a large school setting. Our response to these students is to build a personalized program that attempts to meet as many of the needs of the student as possible, beyond narrow definitions of academic success. All MacGregor students are enrolled voluntarily, and AUSD does not currently use the school as an alternative placement. Students or their families can choose to disenroll at any time.

Starting in the 2014-2015 school year, MacGregor moved to the campus of Albany High, and has formed a symbiotic relationship with Albany High. MacGregor has a dedicated classroom on the Albany High campus, follows the same bell schedule, and all MacGregor staff also have roles within Albany High. This unique relationship allows MacGregor and Albany High to form a continuum of support services for not only MacGregor, but also Albany High, students. Students can utilize the more flexible and personalized services of MacGregor while also taking advantage of many of the programs and options of a comprehensive high school. The staff continues to look for ways to leverage this unique relationship to the benefit of both schools, and all students.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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



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

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

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

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

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

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

Our teachers rely exclusively on their own assessments to determine student needs. The only state assessment data that is available is 8th grade SBAC and 11th grade SBAC (seniors only), and then only in the subjects of Math and English Language Arts.

Due to the smaller class sizes, MacGregor teachers' instruction is informed also by a highly personal knowledge of each students' strengths, interests, and needs.

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

MacGregor shares all instructional materials with Albany High. Students have available to them the same materials as any other AUSD student, which have all been aligned with the Common Core State Standards and Next Generation Science Standards.

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

In addition to the materials stated above, MacGregor teachers also use additional materials to support and differentiate student learning. These include online platforms to target instruction, problem- and project-based learning strategies, and personalization of learning strategies. In addition, MacGregor teachers utilize a variety of behavior intervention strategies in order to support student learning.

### **Parental Involvement**

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

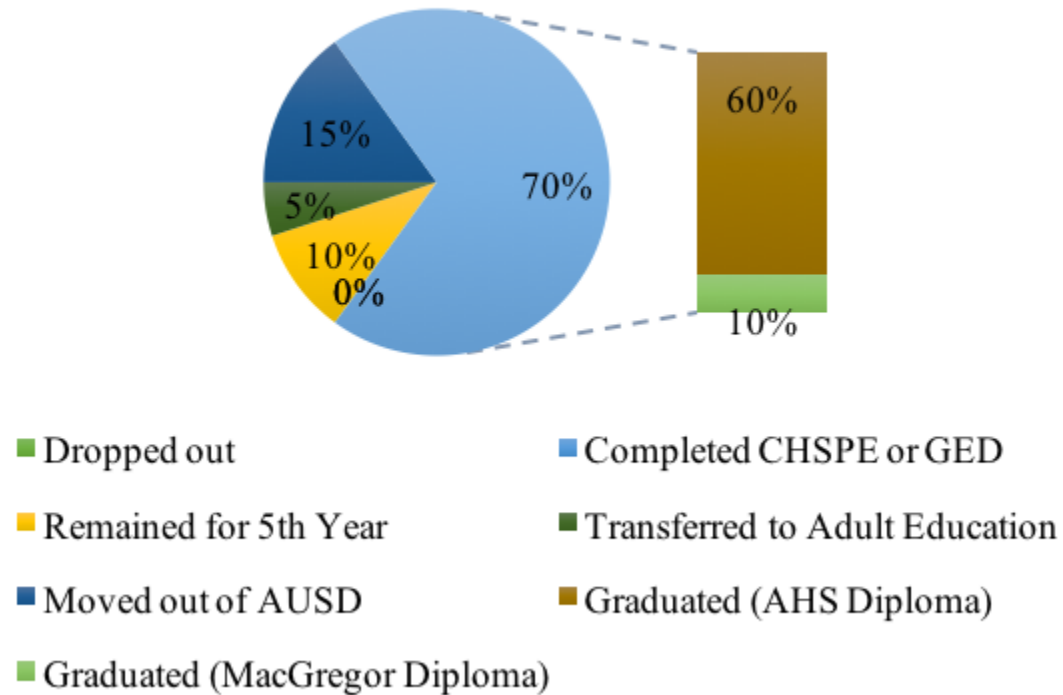
All of the resources available to Albany High students are also available to MacGregor students.

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

Our greatest barrier is often the depth of the needs for our students. MacGregor students are often placed with us so that we can provide them with the greatest amount of support possible. Cognitively, MacGregor students are the equivalent of their Albany High peers, and their area of need is usually in the realm of the social and emotional. It is often difficult for a school to compensate for a need that is based in broken relationships and traumatic experiences. In order to address these unmet needs in our students, our goals for the 2017-2018 school year are about addressing these needs in our students, and attempting to create the "village" environment that is necessary for students to develop into adults.

## Other Student Performance Data Part 1

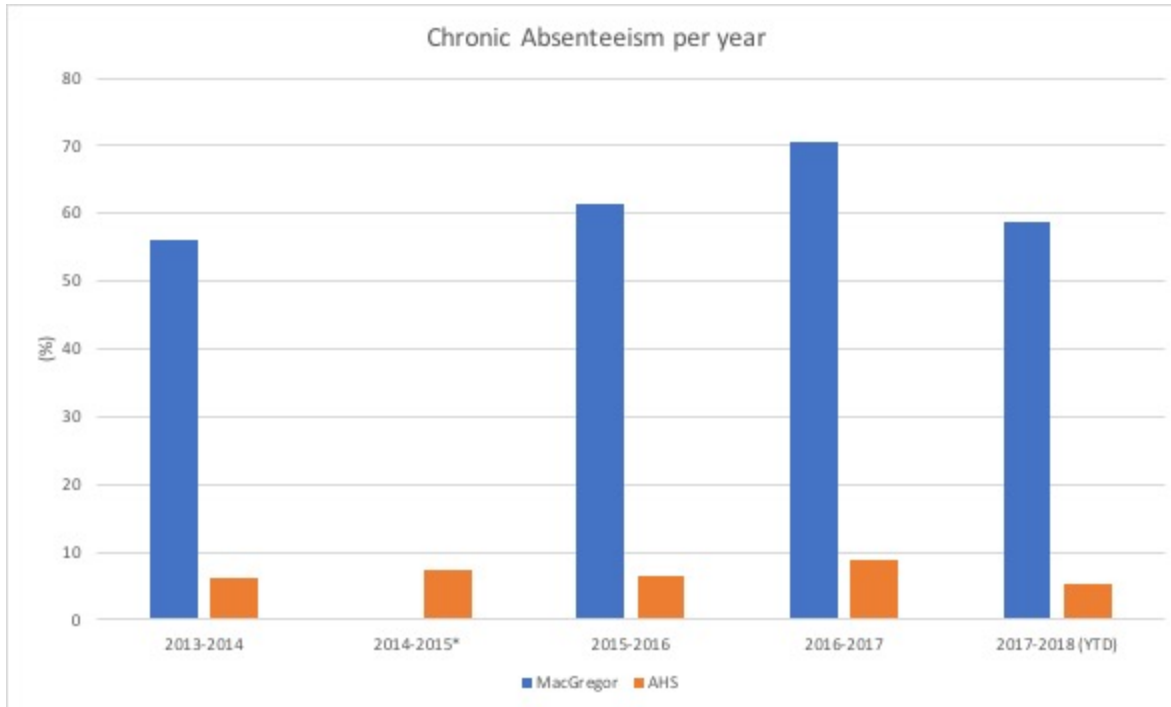
### Class of 2017 Cohort Outcomes



#### Conclusions based on this data:

The following data is for any student enrolled at any time with MacGregor, who was anticipated to graduate in 2017 based on their start of high school. This also includes students who completed their secondary education by June 2017, even if that was a year or more ahead of schedule. Students enrolled in a majority of Albany High classes their final semester may elect to receive an Albany High diploma.

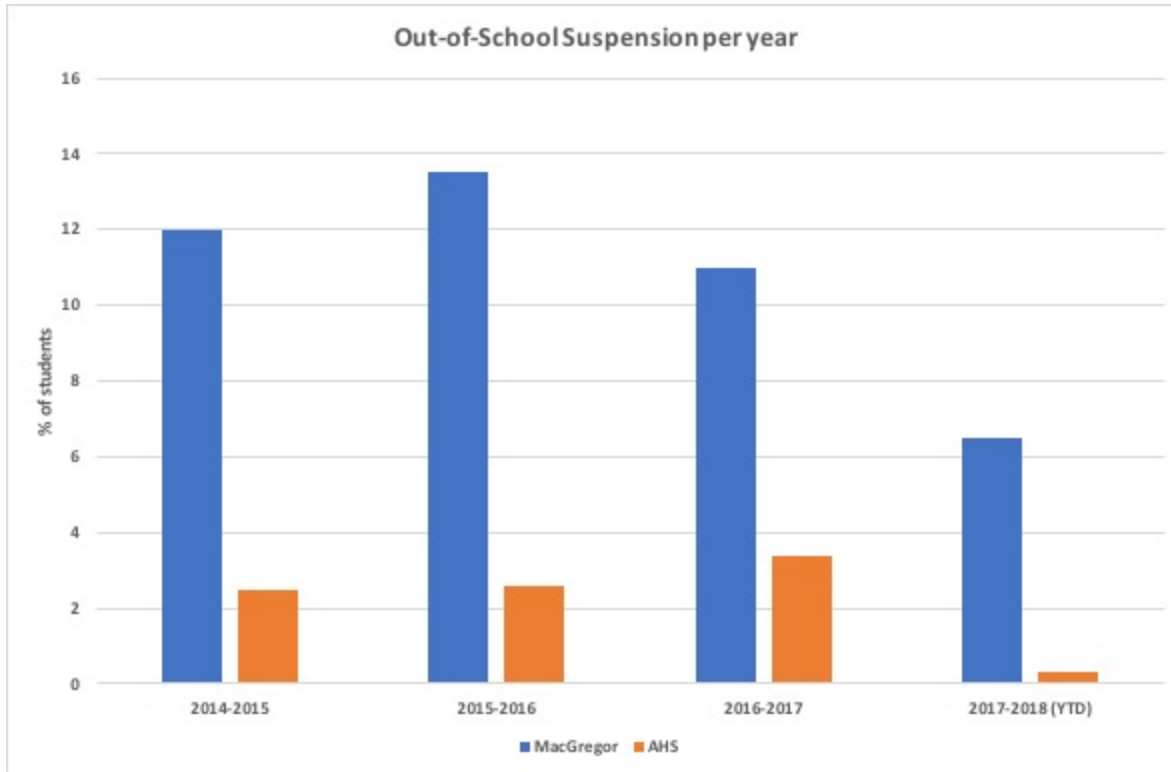
70% of students in the MacGregor High School Class of 2017 cohort graduated on time from Albany or MacGregor High Schools. An additional 15% graduated on time through alternative means.



**Conclusions based on this data:**

California defines a student as chronically absent if they miss 10% of school days or more for any reason, including a valid excuse such as illness.

For the 2017-2018 school year to date, 58.8% of MacGregor students were chronically absent. This is a decrease compared to previous years, and the lowest since MacGregor moved to the AHS campus. However, the rate is significantly higher than AHS or what is considered acceptable.



#### Conclusions based on this data:

During the 2016-2017 and 2017-2018 school years MacGregor faculty and staff have had sustained discussions around behavior management for all students. One of the overall goals was to reduce the number of students who were suspended from school by using more proactive solutions and addressing the root cause of student behaviors. However, MacGregor has followed the same discipline grid as Albany High. Both MacGregor and Albany High School have attempted to reduce the use of exclusionary discipline.

Because of the relatively small size of MacGregor, we are not disaggregating any of the numbers because the student populations are not of a statistically significant size. Instead, staff can look at the individual students and their situations to induce trends in behavior and students' needs.

There were no expulsions of MacGregor students during the 2017-2018 school year, and there have not been any in the preceding 4 school years.

#### Conclusions based on this data:

**Conclusions based on this data:**

## Other School Performance Data

### Conclusions based on this data:

#### Impressions of Students and Staff

The following are impressions of the experiences of MacGregor students and staff. These were all collected through informal interviews with students and staff.

- Almost all MacGregor students have a poor self-concept about academics, and often about other aspects of their lives. Many students have a conflicted or stigmatized feeling about being with MacGregor, feeling concerned that they may be seen as having intellectual deficits or that they are “bad” people.
- Many MacGregor students report feelings of “not belonging at Albany High.” During the 2016-2017 and 2017-2018 school years there seemed to be a shift in students’ perception from “not belonging at Albany High” to “belonging at MacGregor.” When the racial hate speech incidents occurred at Albany High in the Spring of 2017, students found a stronger identification with MacGregor.
- For the first time since moving to the AHS campus, MacGregor has a dedicated classroom for the 2017-2018 school year. This has created greater connections and community for students and staff.
- MacGregor faculty have found several opportunities as well as challenges with smaller class sizes.
  - o Teachers are able to build instructional activities that reinforce student choice and independence, which has increased engagement.
  - o Assessment in MacGregor classrooms is often far more flexible and personalized to students’ strengths.
  - o While there are more opportunities to personalize instruction, teachers feel they need support to improve their classroom systems to teach in that way. While there are many “best practices” that could be developed and deployed across all classes, we have not done so yet.
  - o MacGregor has been able to become a “one-to-one” school with all students having access to a computer during class time.
- MacGregor teachers’ perceptions of students’ is that most are cognitively at the same level as their Albany High peers, but have much higher socio-emotional needs. Similarly, teachers feel that students are often far more interested in forming relationships than they commonly find in Albany High students.
- All MacGregor students and staff have access to a shared space that serves multiple roles, such as an informal meeting and gather space, a location for students in crisis, and a safe space.
- MacGregor students report feeling seen and known by MacGregor teachers and counselor, as well as the MacGregor administrator and secretary. Some students have used words such “unity” and “family” to describe the climate they experience.
- Teachers find a tension between the students’ focus on earning credit towards graduation and the desire to create student-centered lessons. Students are often hesitant to engage in activities that they cannot explicitly link to earning credit. Teachers do not want to reinforce this behavior, but find that it is often very effective to motivate students through awarding specific credits.

**Conclusions based on this data:**

**Conclusions based on this data:**

**Conclusions based on this data:**

**Conclusions based on this data:**

## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: Curriculum &amp; Instruction</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment, and academic growth so that all students will achieve their fullest potential.  |
| <b>SCHOOL GOAL #1:</b>   |
| Refine academic instructional techniques to be more personalized and student-centered, build academic confidence, and reinforce skills applicable to post-secondary opportunities.   |
| <b>Data Used to Form this Goal:</b>  |
| <ul style="list-style-type: none"> <li>• Qualitative and quantitative student performance information</li> <li>• Teacher feedback and impressions regarding their own training as compared to student needs</li> <li>• Assessment of student academic capabilities versus actual performance</li> </ul>  |
| <b>Findings from the Analysis of this Data:</b>  |
| Instruction needs to be better matched both to the needs of students, as well as the environment of MacGregor, as compared to AHS.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| <ul style="list-style-type: none"> <li>• MacGregor/AHS Master Schedules</li> <li>• Optimal use of MacGregor-assigned classroom spaces</li> <li>• Wednesday meeting schedules</li> <li>• Meeting agendas</li> <li>• Improvement in instructional techniques</li> <li>• Instructional technology deployment</li> <li>• Teacher lesson plans</li> <li>• Students' perceptions of classroom environments</li> <li>• Weekly binders or similar system</li> <li>• Meetings involving all staff and students to set expectations</li> <li>• Community college visits</li> <li>• Guest speakers</li> <li>• Assessment alignment with community college placement test</li> </ul> |



| Actions to be Taken to Reach This Goal  | Timeline                         | Person(s) Responsible                    | Proposed Expenditure(s)         |        |
|---|----------------------------------|--|---------------------------------|--------|
|   |                                  |  | Description                     | Amount |
| Maintain campus spaces that are specific to MacGregor (offices, classrooms, etc.)   | Throughout 2018-2019 school year | MacGregor & AHS administrators           | Classroom supplies (site funds) | 150    |
| Use “Crossover” meetings for all faculty to collaborate on best practices and instructional techniques                            | Throughout 2018-2019 school year | All MacGregor faculty and administrators |                                 |        |
| Maintain access to computers for all students for all class periods, and leverage their use for more student-centered instruction | Perpetual                        | MacGregor and district administrators    |                                 |        |
| Refine systems for regular feedback between teachers and other staff about students   | Throughout 2018-2019 school year | All MacGregor staff                      | Supplies (site funds)           | 50     |
| Align lessons and activities to post-secondary opportunities  | Throughout 2018-2019 school year | MacGregor faculty                        | Field trip costs (site funds)   | 100    |
| Create and align practices between all MacGregor classes for awarding credit for assignments                                      | Summer and Fall 2018             | MacGregor teachers                       | Teacher hourly (site funds)     | 500    |
| Have more frequent meetings with students and staff to develop goals and refine the MacGregor program                             | Throughout 2018-2019 school year | All MacGregor staff and students         |                                 |        |
| Create systems for more informal staff collaboration (e.g. eating lunch together, check-in meetings)                              | Throughout 2018-2019 school year | All MacGregor staff                      |                                 |        |

## Planned Improvements in Student Performance

### School Goal #2

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

|   |
|---|
| <b>SUBJECT: Social and Emotional Learning</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.   |
| <b>SCHOOL GOAL #2:</b>  |
| Create a stronger culture and sense of community and support in MacGregor in order to increase student engagement as well as meet as many student social-emotional needs as possible.   |
| <b>Data Used to Form this Goal:</b>   |
| <ul style="list-style-type: none"> <li>• Student performance and outcomes</li> <li>• Student attendance data</li> <li>• Student, faculty, mental health and classified impressions of student needs</li> <li>• Instructional programs of MacGregor and Albany High Schools</li> </ul>   |
| <b>Findings from the Analysis of this Data:</b>   |
| The greatest asset that MacGregor has to offer students is a more personalized experience that is consciously addressing the students' social and emotional needs. Social and emotional factors have often been the primary reason that MacGregor students were not successful in the past.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| <ul style="list-style-type: none"> <li>• All-MacGregor lunch parties to recognize individual student successes.</li> <li>• Each MacGregor teacher identifying behaviors to recognize and reward</li> <li>• Plan regular fieldtrips and off-site experiences for students</li> <li>• Revise the discipline grid and incorporate restorative practices into behavior management systems.</li> <li>• Articulate behavior management systems across grades 6-12</li> <li>• Set behavioral norms across all MacGregor classes through teacher collaboration and consistent practices and communications</li> <li>• Professional development plans</li> <li>• Workshops, conference, or other learning opportunities</li> <li>• Work to improve MacGregor/AHS SART and AUSD SARB processes</li> <li>• Integrate attendance data into systems of counseling/mental health referrals</li> </ul> |

| Actions to be Taken to Reach This Goal  | Timeline                                 | Person(s) Responsible               | Proposed Expenditure(s)                |        |
|---|--|-------------------------------------|--|--------|
|   |  |                                     | Description                            | Amount |
| Create more community and personal opportunities to recognize and celebrate student growth  | Throughout 2018-2019 school year         | All MacGregor staff                 | Behavior Incentives (site funds)       | 250    |
| All-MacGregor field trips and opportunities for students to form a community through shared experiences   | Throughout 2018-2019 school year         | All MacGregor staff                 | Field trip costs (site funds)          | 250    |
| Continue revisiting behavior management systems to address community needs, reinforce improvements in behavior, and addressing root causes of student behavior                | Revision and implementation in Fall 2018 | MacGregor faculty and administrator |  |        |
| Provide professional development to MacGregor staff on effective forms of behavior management   | Throughout 2018-2019 school year         | MacGregor faculty and administrator | Workshop/conference costs (site funds) | 300    |
| Decrease the rates of chronic absenteeism by improving systems for truant/chronically absent students and utilizing resources to address the root cause of attendance issues. | Throughout 2018-2019 school year         | MacGregor administrator             |  |        |

## Planned Improvements in Student Performance

### School Goal #3

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

|   |
|---|
| <b>SUBJECT: Community Connections</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| All stakeholders will collaborate and communicate about decisions that guide the sites and district.  |
| <b>SCHOOL GOAL #3:</b>  |
| Build more of a team-centered approach to all students by increasing student-centered collaboration among staff and create more methods to engage parents.  |
| <b>Data Used to Form this Goal:</b>   |
| <ul style="list-style-type: none"> <li>• Attendance and parent contact information</li> <li>• Teacher feedback</li> <li>• Students' descriptions of their experience and needs</li> <li>• Availability of quantitative data systems</li> </ul>  |
| <b>Findings from the Analysis of this Data:</b>   |
| While students feel more connected to the MacGregor community, we have not been able to fully translate this connectedness to improved performance. We have also not worked to connect more with families, or to engage in problem solving that involves all stakeholders in a student's success.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| <ul style="list-style-type: none"> <li>• Provide food and/or childcare in order to remove some of the barrier to families attending</li> <li>• Develop specific systems to communicate with parents</li> <li>• Meeting schedules/agendas</li> <li>• Identify and deploy a tool to measure SEL</li> <li>• MacGregor family representation at PTSA, other parent groups</li> <li>• Share the results with the MacGregor community and identify means to improve growth areas</li> </ul> |

| Actions to be Taken to Reach This Goal   | Timeline   | Person(s) Responsible                 | Proposed Expenditure(s)               |        |
|--|--|---------------------------------------|---------------------------------------|--------|
|  |  |                                       | Description                           | Amount |
| Increase family participation at school events   | Back to School Night (Fall 2018)<br>Throughout 2018-2019 school year | MacGregor administrator               | Food and other logistics (site funds) | 200    |
| Identify and implement direct communication systems other than traditional email and mail to increase family and student engagement. | Fall 2018  | MacGregor administrator and faculty   |                                       |        |
| Develop and implement an assessment tool to track students' SEL needs and growth   | By the end of 2018-2019 school year                                  | MacGregor and district administrators |                                       |        |

## Planned Improvements in Student Performance

### School Goal #4

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

|   |  |
|---|--|
| <b>SUBJECT:</b>   |  |
| <b>LEA/LCAP GOAL:</b>   |  |
| <p>All Stakeholders will Collaborate and Communicate about decisions that guide the sites and the district.</p> <ul style="list-style-type: none"> <li>We will collaboratively plan professional development and meeting time that responds to current needs.</li> <li>We will make proactive and effective decisions.</li> <li>We will communicate effectively throughout the district.</li> </ul> |  |
| <b>SCHOOL GOAL #4:</b>  |  |
| Engage in collaborative discussion to clarify the roles and responsibilities of the MacGregor administration, faculty, and staff and determine the larger vision for the MacGregor program while it shares a site with Albany High School.  |  |
| <b>Data Used to Form this Goal:</b>   |  |
| Teacher, parent and student surveys, WASC Visitation Committee recommendation   |  |
| <b>Findings from the Analysis of this Data:</b>   |  |
| <p>Students and parents are generally satisfied with MacGregor's move to Albany High.</p> <p>Clearer vision of MacGregor within Albany High School needs to be discussed and created. MacGregor currently is limited to a credit recovery role, but student Alternative Education needs could be greatly expanded.</p>  |  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |  |
| Scheduled District, AHS, and MacGregor stakeholder committee meetings.  |  |

| Actions to be Taken to Reach This Goal                       | Timeline                         | Person(s) Responsible              | Proposed Expenditure(s) |        |
|--|----------------------------------|------------------------------------|-------------------------|--------|
|  |                                  |                                    | Description             | Amount |
| Calendared District, AHS, and MacGregor stakeholder meetings | Throughout 2018-2019 school year | District, AHS, and MacGregor Admin |                         |        |

| Actions to be Taken<br>to Reach This Goal                                   | Timeline                            | Person(s)<br>Responsible    | Proposed Expenditure(s) |        |
|---|-------------------------------------|-----------------------------|-------------------------|--------|
|   |                                     |                             | Description             | Amount |
| Plan expanded options for MacGregor students beyond credit recovery courses | By the end of 2018-2019 school year | MacGregor Admin and faculty |                         |        |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Darren McNally                              | X         |                   |                    |                            |                    |
| Diane Peterson                              |           |                   | X                  |                            |                    |
| Felina Tambakos                             |           |                   | X                  |                            |                    |
| Anniejae Fishburg                           |           | X                 |                    |                            |                    |
| Marian Luoma                                |           |                   |                    | X                          |                    |
| Chris Knight                                |           | X                 |                    |                            |                    |
| Aidan Gilmore-Hogan                         |           |                   |                    | X                          |                    |
| Joseph Delaney                              |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>2</b>          | <b>2</b>           | <b>2</b>                   | <b>2</b>           |

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



## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on April 23, 2018.

Attested:

Darren McNally

Typed Name of School Principal

Signature of School Principal

Date

Chris Knight

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date