

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 SESSION ON SCHOOL PLANS FOR STUDENT ACHIEVEMENT- SECONDARY

ALBANY CITY HALL

1000 San Pablo
Albany, CA 94706

Tuesday, May 28, 2019

5:15 p.m. – 6:30 p.m.

AGENDA

<u>Meeting Norms</u>														
<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><div>I. OPENING BUSINESS</div><div>5:15 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 & DISCUSSION</div><div>5:20 p.m.</div><div>A) School Plans for Student Achievement -</div><div>Secondary----- (pg.3)</div><div>• Albany Middle School----- (pg.7)</div><div>• Albany High School----- (pg.49)</div><div>• MacGregor High School----- (pg.85)</div></div><div><div>IV. ADJOURNMENT</div><div>6:30 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 28, 2019</td><td>7:30 – 10:00 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 11, 2019</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 25, 2019</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr></table></div></div>	Date	Time	Location	May 28, 2019	7:30 – 10:00 p.m.	Albany City Hall	June 11, 2019	7:00 – 9:30 p.m.	Albany City Hall	June 25, 2019	7:00 – 9:30 p.m.	Albany City Hall
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<div>All Regular meetings are videotaped. (To view the videos, visit www.ausdk12.org)</div>														

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**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

**Work-Study Session
May 28, 2019**

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

**PREPARED BY: MARIE WILLIAMS
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE:

The purpose of this item is for the Governing Board to review and discuss the School Plans for Student Achievement for Albany Middle School, Albany High School, and MacGregor High School.

BACKGROUND INFORMATION:

In accordance with California Education Code Section 64001, schools that receive funds through the Consolidated Application and Reporting System (CARS) must develop a School Plan for Student Achievement (SPSA). The District currently receives Title I, Title II and Title III funds through CARS, and Title I and Title III funds are allocated to staffing certificated personnel at the school sites. Title II funds are allocated districtwide for professional development and support the District's Induction (new teacher support) program.

California Department of Education recently updated its SPSA template in an effort to align School Plans for Student Achievement to the Local Control and Accountability Plan.

School Plans for Student Achievement are a required part of school planning that must be developed in conjunction with the School Site Council and approved on an annual basis by the district's governing board.

DETAILS:

The presentation of the SPSA during a work-study session provides an opportunity for sites to share information with the Governing Board regarding areas of celebration and challenge in implementing their site plans, school-wide initiatives and goals, and needed supports.

Through this work-study session, the Governing Board is able to observe District-wide trends and patterns, evaluate the alignment of District level goals and plans, and determine District-wide priorities for resource allocation.

The overarching questions that guide the discussion of the SPSAs are:

- 1. *How well did we do implementing this year's plan?***
- 2. *How do we know if we were successful or not successful?***
- 3. *How has this knowledge influenced your plans for next year?***

Additional discussion questions are provided in Appendix A.

The following information is also important to note when reviewing the School Plans for Student Achievement:

- State indicators reported on the California School Dashboard are unavailable at MacGregor High School, due to the number of students identified with a primary enrollment of MacGregor High School. The 2018 California School Dashboard reports twelve students were primarily enrolled at MacGregor High School in 2017-2018 (ie. students took the majority of their classes at MacGregor High School). MacGregor High School has provided local assessment data.
- Due to the cohort size, the suspension rate indicator reported on the California School Dashboard for MacGregor High School, appears disproportionately high. The suspension rate is reported as 23.5%. Out of a total of 17 students who had a primary enrollment of MacGregor at any time during the reporting year, four (4) students were suspended. MacGregor High School has included local assessment data regarding suspension to provide a more accurate accounting of the school's suspension rate.
- At Albany High School, the academic indicators for English language arts and mathematics are reported as stand alone indicators for the first time on the 2018 California School Dashboard. Previously, Smarter Balanced Summative Assessment scores were incorporated into the College/Career indicator. While the 2018 English language arts and mathematics indicators show a decline in Smarter Balanced Summative assessment performance, overall performance (measured as distance from standard) remains high and received a color-coded performance level of green. Additionally, students take Smarter Balanced Summative assessments only once in high school, at grade eleven, so scores cannot be used to measure student/cohort performance and progress over time.
- The participation rate for Albany High School students on both the English language arts and mathematics Smarter Balanced Summative assessments increased significantly from 2017 to 2018. In 2017, 88% of students eligible Albany High School students (i.e. 11th graders) took the English language arts Smarter Balanced Summative assessment and 87% of eligible Albany High School students (i.e. 11th graders) took the mathematics Smarter Balanced Summative assessment. In 2018, 97% of eligible Albany High School students (i.e. 11th graders) took the English language arts Smarter Balanced Summative assessment and 97% of eligible Albany

High School students (i.e. 11th graders) took the mathematics Smarter Balanced Summative assessment. Beginning with the 2018 California School Dashboard, schools and districts that do not meet their required participation rate of 95%, on both the English language arts and mathematics Smarter Balanced Summative assessments, receive a point deduction penalty on the English language arts and mathematics indicators.

FINANCIAL INFORMATION:

Funds allocated to school sites through the Consolidated Application and Reporting System (CARS) and supplemental funds allocated to sites through the Local Control and Accountability Plan are included in the School Plans for Student Achievement. Additionally, each school site is allocated discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose; restricted lottery funds may only be used for instructional materials and supplies. Site funds are allocated based on projected student enrollment at each school site. For the 2019-2020 school year, in order to address the District's structural deficit, site discretionary budgets will be reduced by 10%.

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 SCHOOL PLANS FOR STUDENT ACHIEVEMENT FOR ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND MACGREGOR HIGH SCHOOL.

Appendix A
School Plan for Student Achievement
Discussion Guide

Time	Topic	Discussion Questions
5:15	Welcome and Introductions	
5:20	How well did we do implementing this year's plan?	<ul style="list-style-type: none"> ● What were the greatest successes and challenges in implementing this year's plan? <ul style="list-style-type: none"> ○ Highlight a stand out moment or story ● What systems, structures and resources supported/hindered the work? ● What, if any, unforeseen situations arose during the implementation of this year's plan? ● What, if any, patterns, trends or themes emerge? ●
5:35	How do we know if we were successful or not successful?	<ul style="list-style-type: none"> ● What data/metrics/measurable outcomes demonstrate the extent to which we were successful? ● What information is, and is not, provided in state assessment data? ● What information is, and is not, provided in local assessment data? ● What other information is useful to consider? ● What hunches/insights/questions are prompted by local and state assessment data? ●
6:00	How has this knowledge influenced your plans for next year?	<ul style="list-style-type: none"> ● What revisions are being made to the SPSA for the upcoming school year? ● What are the key learnings from this year's plan implementation? ● What and how will current systems be leveraged to build on this past year's successes? ● What supports are needed? ● What are some anticipated challenges in implementing next year's plan? ● How will next year's plan be monitored throughout the school year? ●
6:25	Closure	
6:30	Adjourn	

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Albany Middle School
Address	1250 Brighton Ave. Albany CA 94706
County-District-School (CDS) Code	01-61127-6090161
Principal	Deborah Brill
District Name	Albany Unified School District
SPSA Revision Date	4/30/2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 32.9% Caucasian, 26.8% Asian, 17.6% Hispanic/Latino, 3.0% African-American, and 0.9% Filipino/Pacific Islander. 15% of our students are multi-ethnic. 9.56% of our students are special education students. 9.21% of our students are English language learners, and 38.34% 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. We will be getting access in this coming year to four classrooms, a drama performance space, and a technology lab in the Annex that is being completed across the street. This should alleviate some of the sharing of classrooms. 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. We plan to convert the technology lab to a science laboratory for this next

school year. There is no funding to put in gas, sinks, and lab tables, but there will be a fourth space to use, which we hope will provide a very positive impact on our ability to provide quality science instruction. Finally, we would like to see 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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council meets about six times throughout the school year and provides input into the SPSA. Additionally, other staff members and students are consulted about key items.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
880	19.1%	9.8%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	9.8%
Homeless	1	0.1%
Socioeconomically Disadvantaged	168	19.1%
Students with Disabilities	80	9.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	2.4%
Asian	221	25.1%
Filipino	5	0.6%
Hispanic	168	19.1%
Two or More Races	118	13.4%
Pacific Islander	3	0.3%
White	317	36.0%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



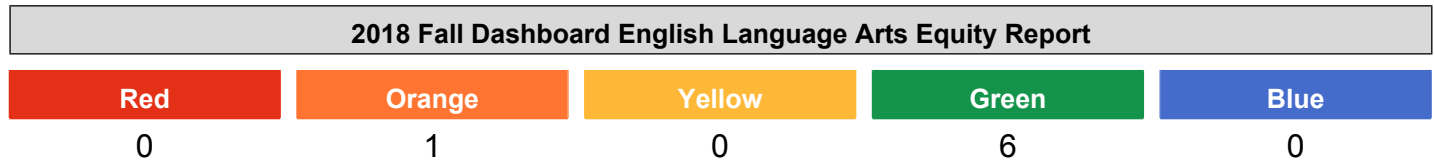
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 52.9 points above standard Declined -11.4 points 838 students	 Green 22.6 points above standard Declined -13.6 points 202 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 12.5 points above standard Declined -11.4 points 163 students
		Students with Disabilities		
		 Orange 45.2 points below standard Declined -25.6 points 91 students		

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 5 points below standard Declined -33.7 points 19 students	American Indian  No Performance Color 0 Students	Asian  Green 71 points above standard Declined -4.2 points 214 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Green 18.3 points above standard Declined -16 points 160 students	Two or More Races  Green 42.8 points above standard Declined -14.8 points 117 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 65.4 points above standard Declined -11.1 points 312 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 43.7 points below standard Declined -10 points 52 students	Reclassified English Learners 45.5 points above standard Declined -23.3 points 150 students	English Only 56.2 points above standard Declined -12.5 points 529 students
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Conclusions based on this data:

1. There have been declines across the board this year. The three groups that declined enough to move into a different performance level are Asian, Two or More Races, and White. We will need to carefully monitor this to see if it is a trend.
2. We rate significantly above the standards for all subgroups except African American which is slightly below and English Learners, which is logical on an English test.

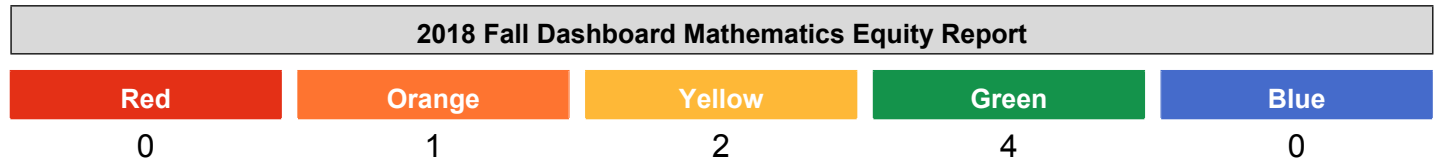
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 36.4 points above standard Declined -12.3 points 832 students	English Learners  Green 19.5 points above standard Declined -8.3 points 203 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Yellow 2.8 points below standard Declined -12.2 points 164 students	Students with Disabilities  Orange 75.7 points below standard Declined -23.7 points 88 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 33.9 points below standard Declined -40.5 points 19 students	American Indian  No Performance Color 0 Students	Asian  Green 75.7 points above standard Declined -4.8 points 211 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Yellow 8.3 points below standard Declined -14.8 points 160 students	Two or More Races  Green 18.2 points above standard Declined -14.8 points 115 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Green 42.8 points above standard Declined -13.6 points 311 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 39.2 points below standard Increased 6.2 points 53 students	Reclassified English Learners 40.3 points above standard Declined -22.1 points 150 students	English Only 33.1 points above standard Declined -14.8 points 523 students
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Conclusions based on this data:

1. There have been declines across the board this year. The two groups that declined enough to move into a different performance level are Asian and White. We will need to carefully monitor this to see if it is a trend.
2. We rate significantly above the standard for all subgroups except socioeconomically disadvantaged, African American, and students with disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
61	55.7%	29.5%	9.8%	4.9%

Conclusions based on this data:

1. Due to the fact that the English Learner Proficiency Assessments for California (ELPAC) was administered for the first time in Spring, 2018, we cannot comment on improvements or declines; however over 50% of all students tested scored at the highest performance level possible (well-developed) on the initial administration of the test.
2. When comparing our initial scores with statewide performance, 30.6% of all students statewide scored at the highest performance level possible (well-developed) compared with 55.7% of AUSD students.
3. The District continues to implement a robust TK-12 ELD program.

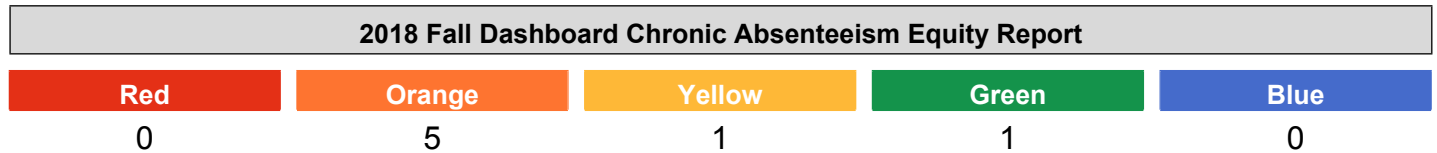
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5% chronically absent Increased 2.4% 903 students	English Learners  Orange 6.4% chronically absent Increased 5.8% 94 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 7.3% chronically absent Increased 3.4% 193 students	Students with Disabilities  Orange 14.3% chronically absent Increased 8.6% 91 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 4.3% chronically absent Increased 0.5% 23 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  Green 2.1% chronically absent Increased 0.9% 242 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic  Orange 9.5% chronically absent Increased 5.6% 168 students	Two or More Races  Orange 5.8% chronically absent Increased 3.5% 138 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 4.6% chronically absent Increased 1.6% 324 students

Conclusions based on this data:

1. This is the first year that chronic absenteeism has been reported on the CA School Dashboard with performance levels, which provides an opportunity for looking at the data.
2. Rates of chronic absenteeism increased for all student groups; however, African American and Asian students experienced less than one percent increase in chronic absenteeism from the prior reporting period. Students with disabilities experienced the greatest increases in chronic absenteeism rates from the prior reporting period.
3. This year, Student Services supported the implementation of districtwide truancy processes and procedures. Improving attendance rates will continue to be an area of focus.

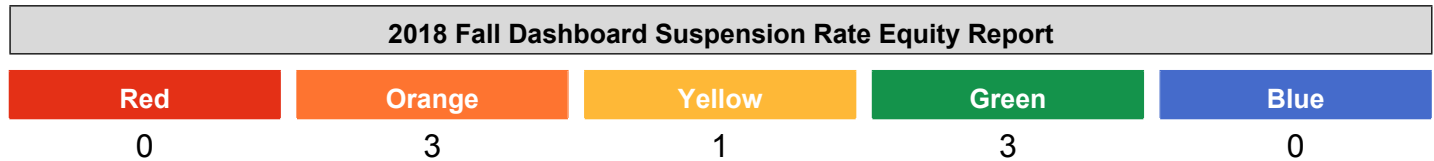
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 5.7% suspended at least once Declined -1.4% 906 students	English Learners  Green 6.4% suspended at least once Declined -3.1% 94 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  Yellow 9.8% suspended at least once Declined -3% 193 students	Students with Disabilities  Orange 15.4% suspended at least once Declined -7.1% 91 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13% suspended at least once Increased 1.5% 23 students	 No Performance Color 0 Students	 Green 2.5% suspended at least once Declined -1.8% 242 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.2% suspended at least once Increased 1.4% 170 students	 Orange 6.5% suspended at least once Increased 2.6% 138 students	 No Performance Color Less than 11 Students - Data 3 students	 Green 4.6% suspended at least once Declined -3.9% 325 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.3% suspended at least once	7.1% suspended at least once	5.7% suspended at least once

Conclusions based on this data:

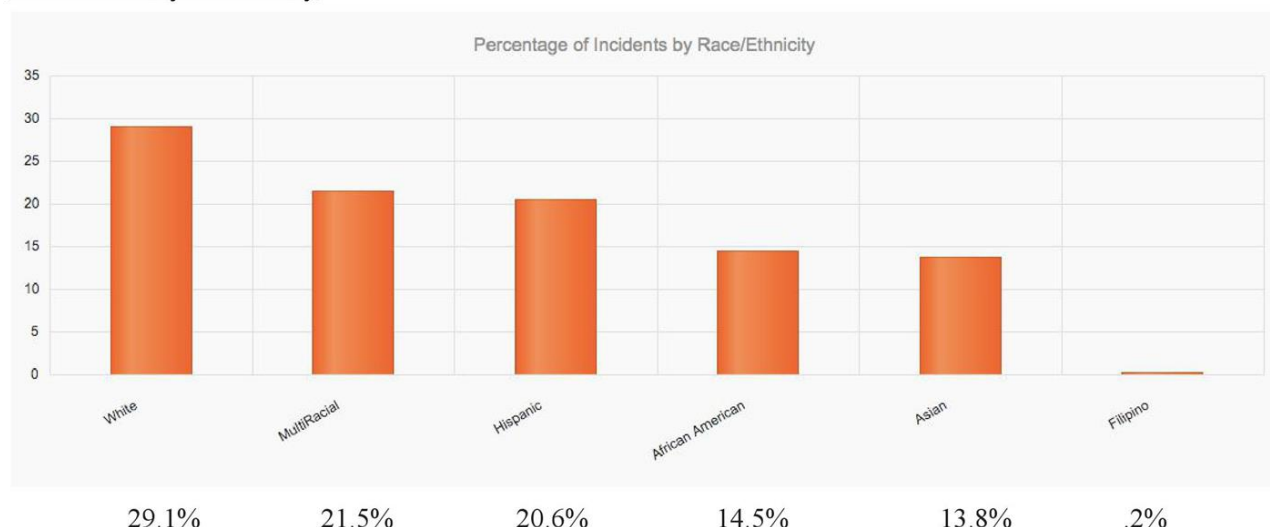
1. There is an overall decline in our suspension rates, including a 7% decrease in suspensions with students with disabilities.
2. The changes broken down by race and ethnicity are small changes.
3. There are higher rates of suspension for students with disabilities, socioeconomically disadvantaged, Hispanic, and African American students.

School and Student Performance Data

Local Assessment Data

Albany Middle School: 2018-2019 Student Discipline Report

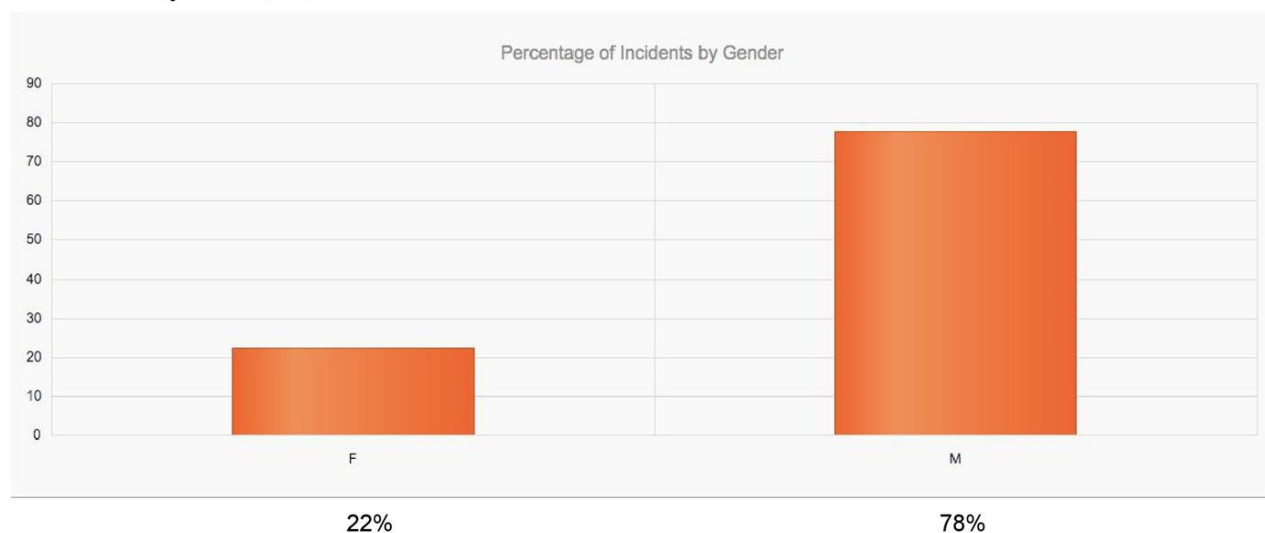
Referrals by Ethnicity



AMS students are currently 33.3% Caucasian, 24.8% Asian, 17.8% Hispanic/Latino, 18.1% Multi-racial, 3.1% African-American, 2.2% Unknown and .7% Filipino/Pacific Islander.

The referral data shows that our Asian, Filipino, 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 learning more about trauma informed practices to ensure that all students feel connected and supported in the school environment. In addition, we are committed to examining how our own biases foster an (in)equitable school environment for all of our students. In addition, we hope that continuing to increase restorative practices and increase the amount of social-emotional learning will support healthy relationships among students and teachers.

Referrals by Gender

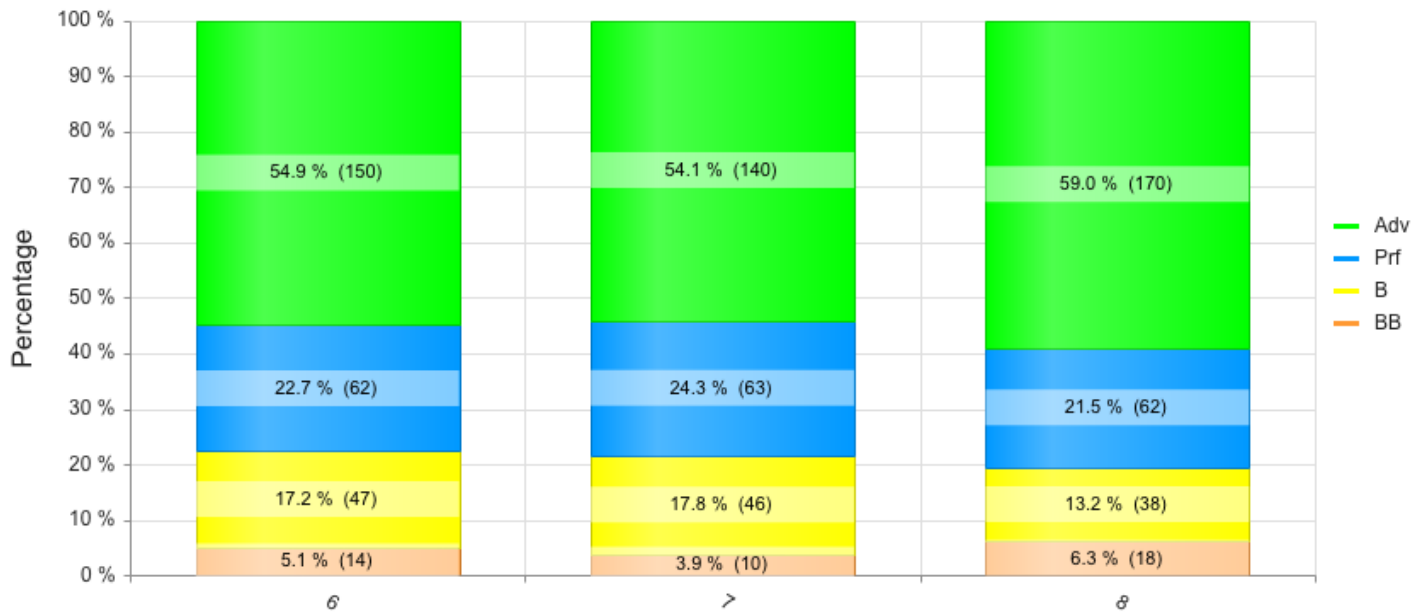


This year, AMS is 55% male and 45% female. We can also look at discipline data by gender, which gives us pause about how we can best set up classroom and school environments for student success to meet the needs of our male students. We will continue to work together as a staff to look for ways to shift 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.

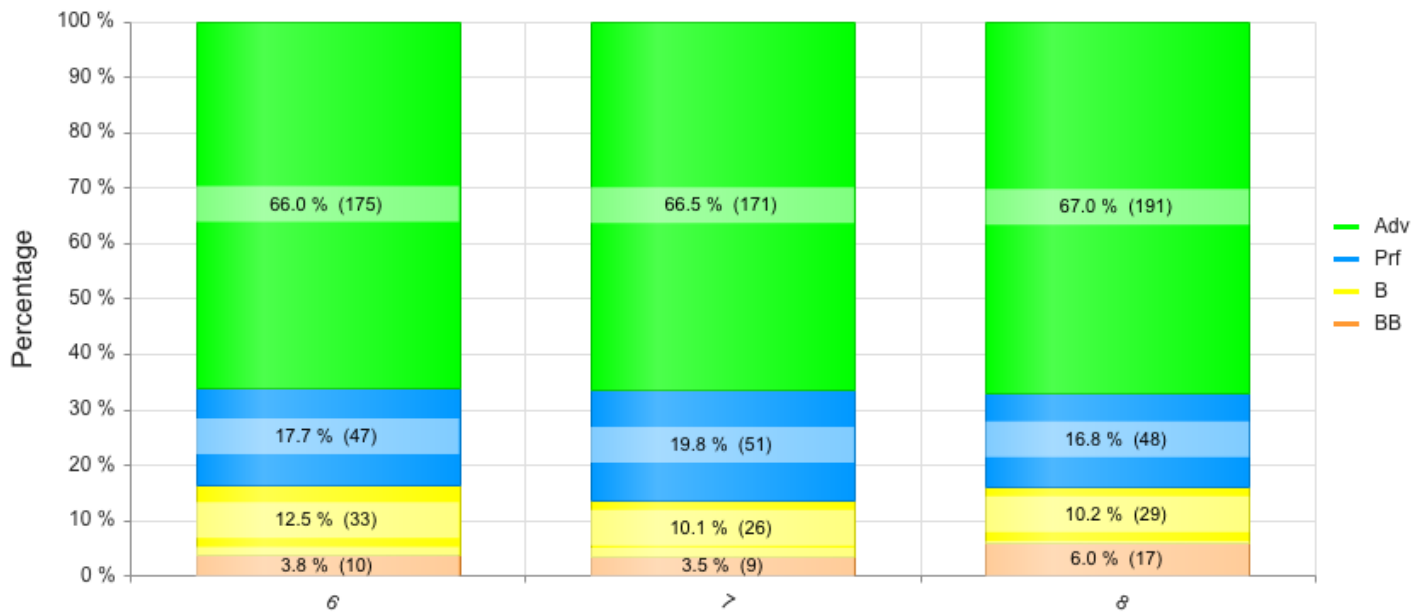
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Referrals	603	424	454	314	186	367	414	432 (to date)
Number of Suspensions	55	34	65	47	35	108	74	79 (to date)

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. There has been an overall uptick in suspensions over the past three school years.

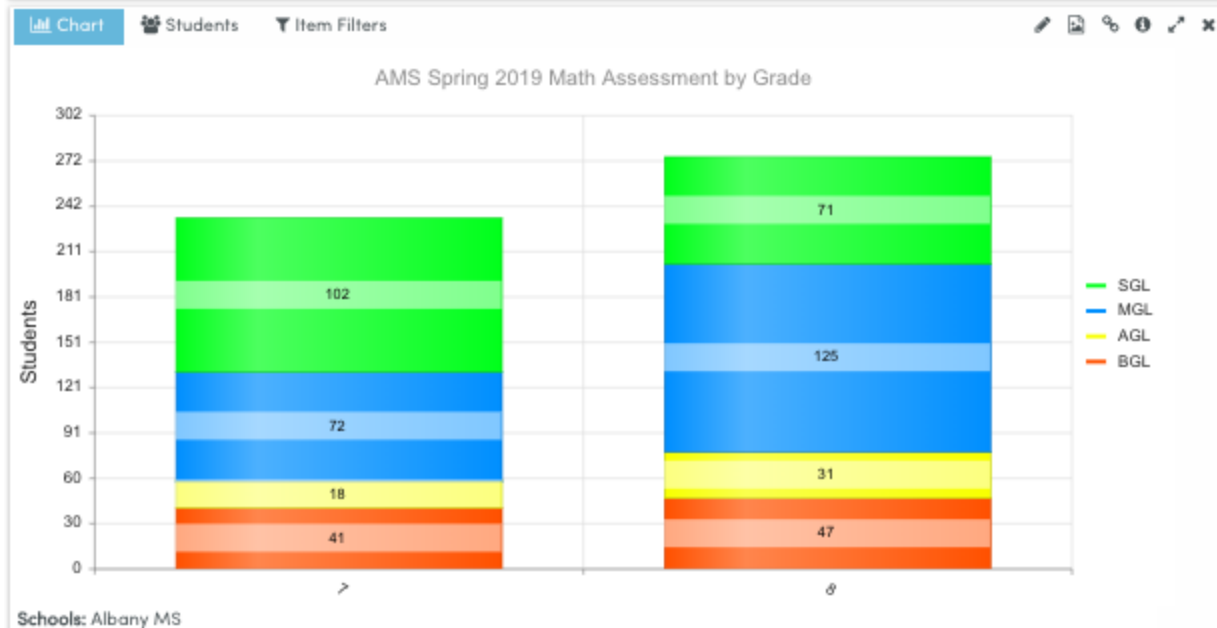
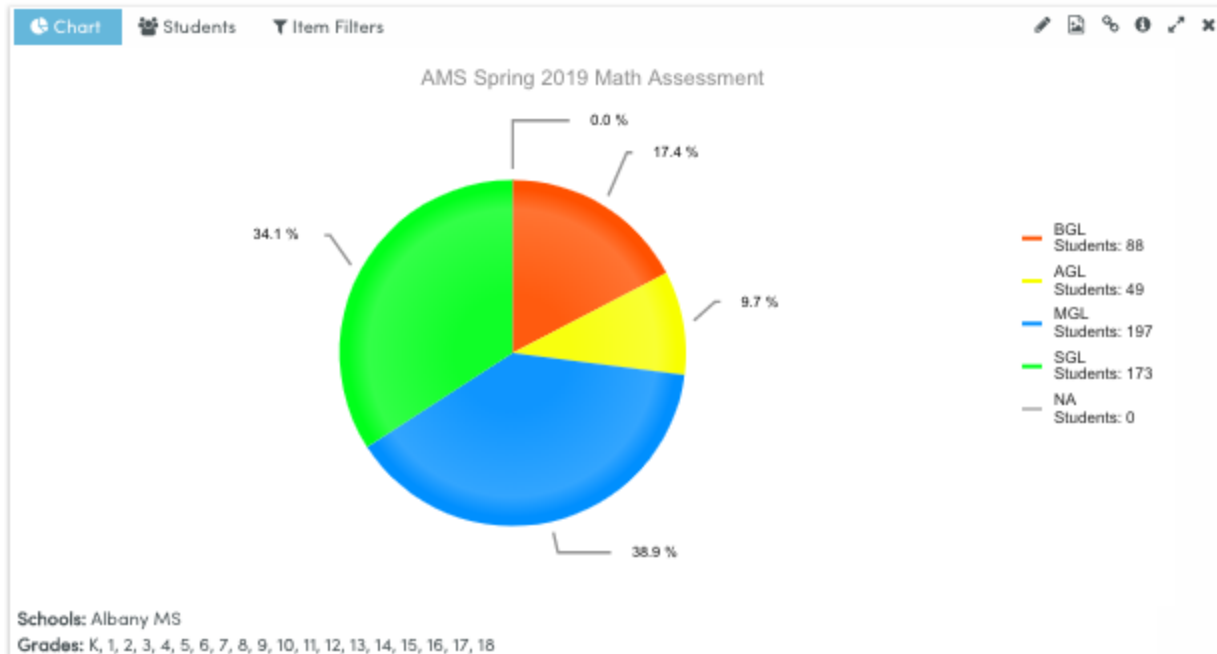
Lexile AMS Fall 2018 by Grade



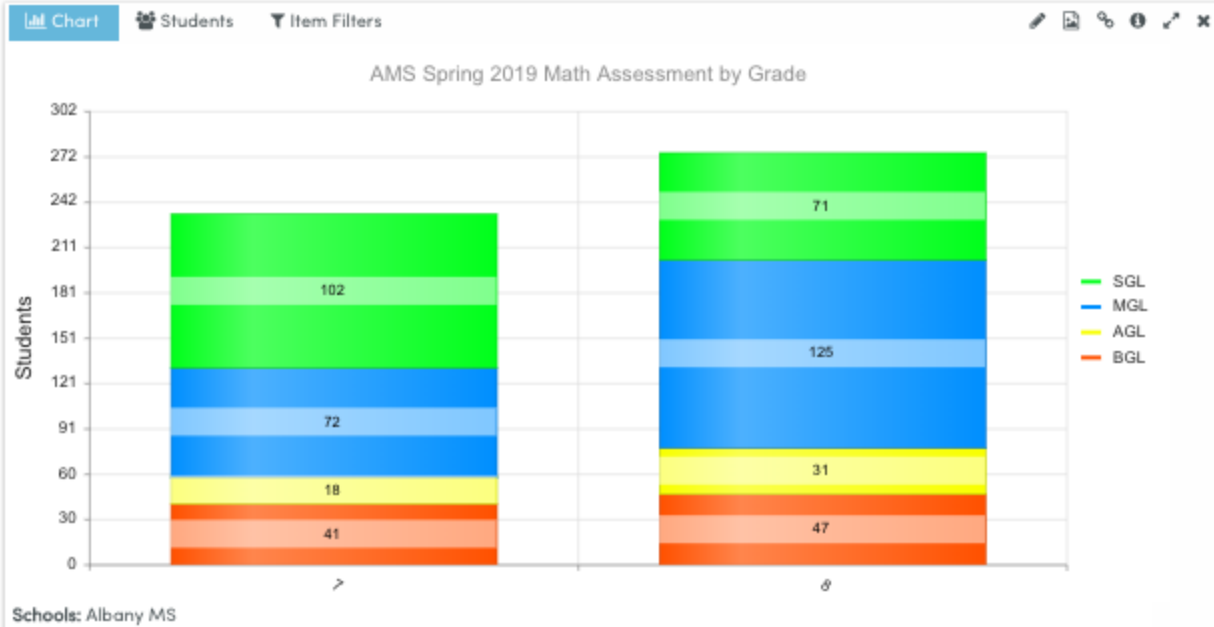
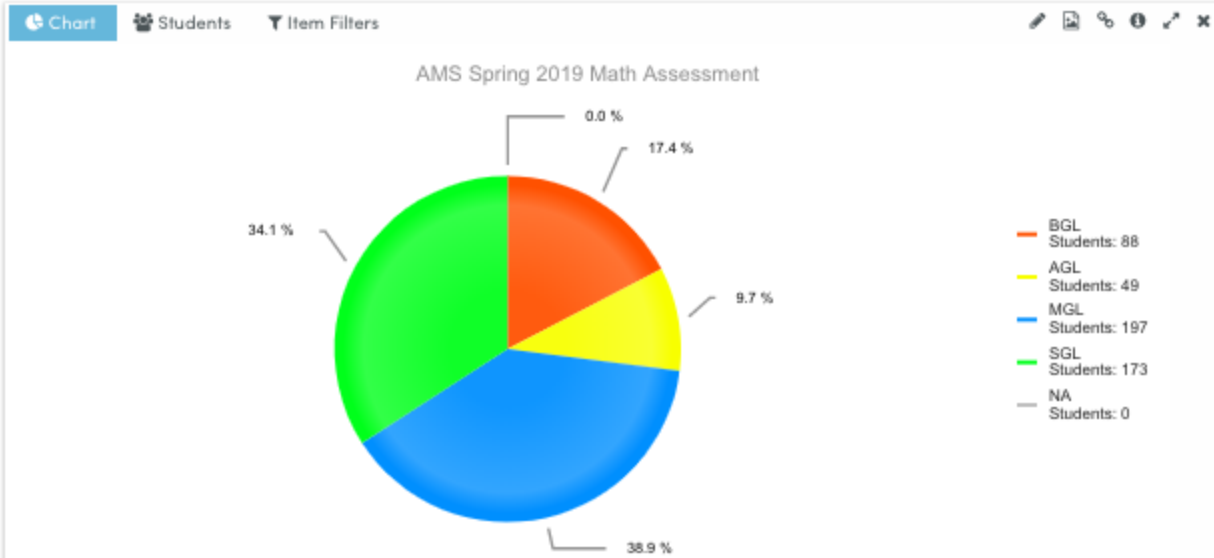
Lexile AMS Spring 2019 by Grade



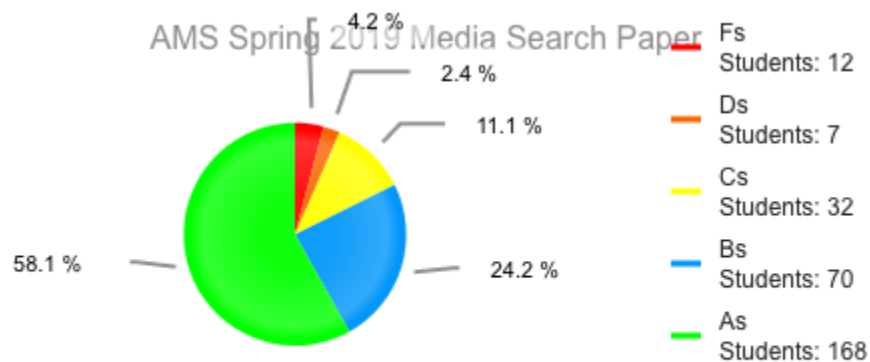
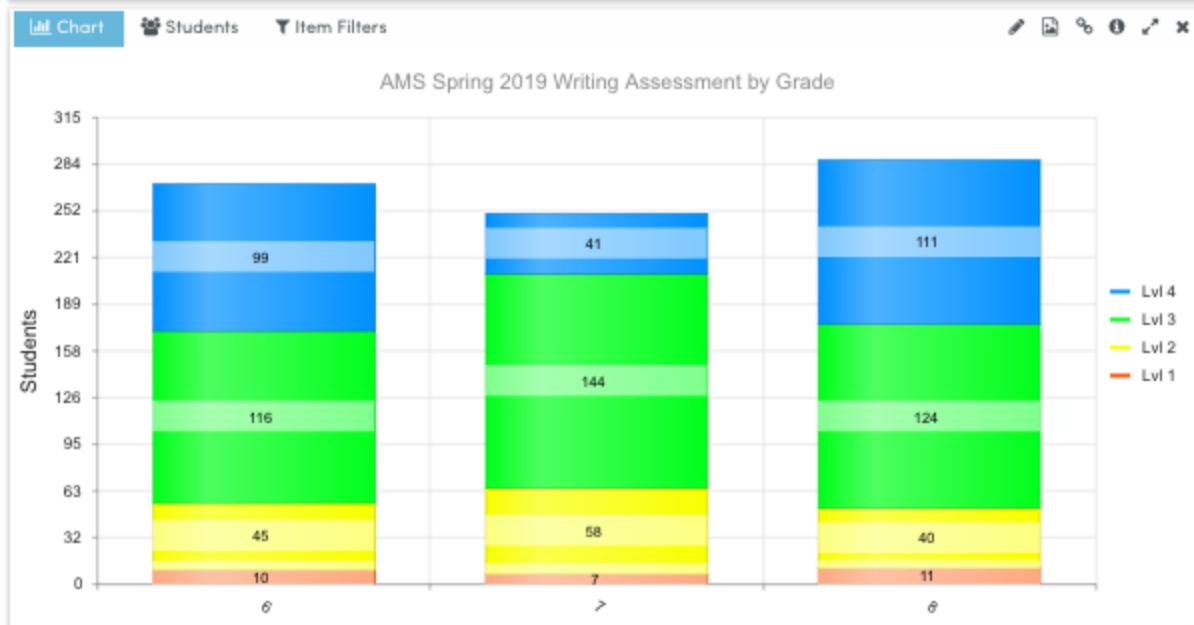
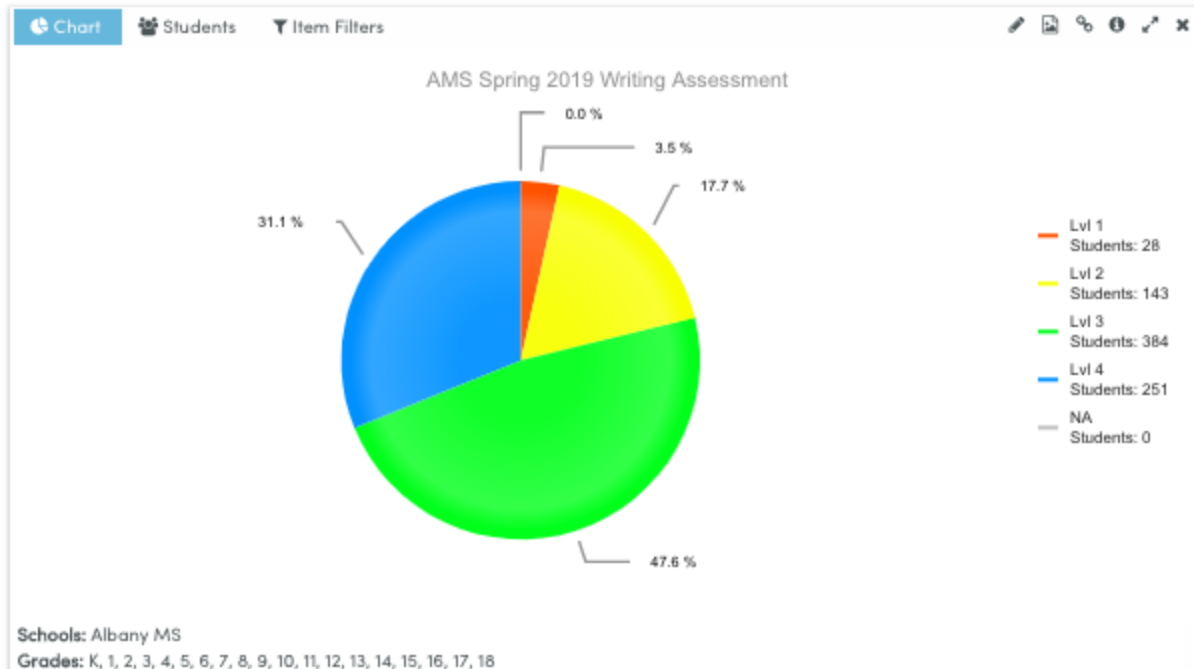
AMS Spring 2019 Math Assessment



AMS Spring 2019 Math Assessment



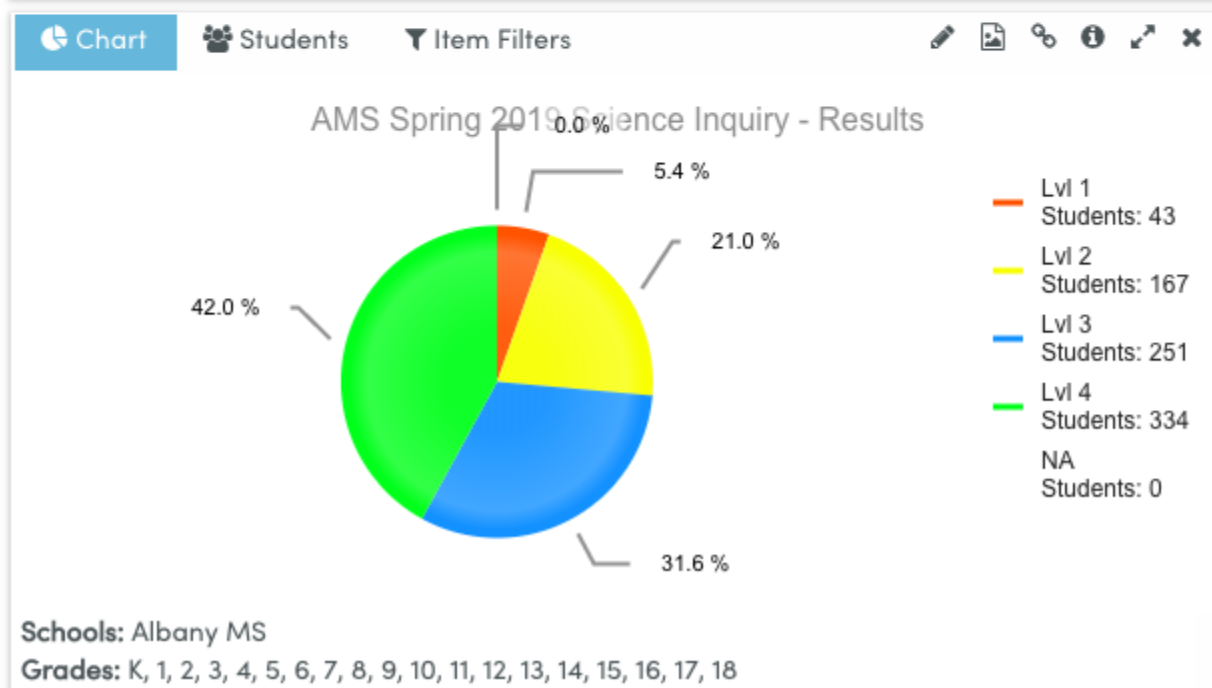
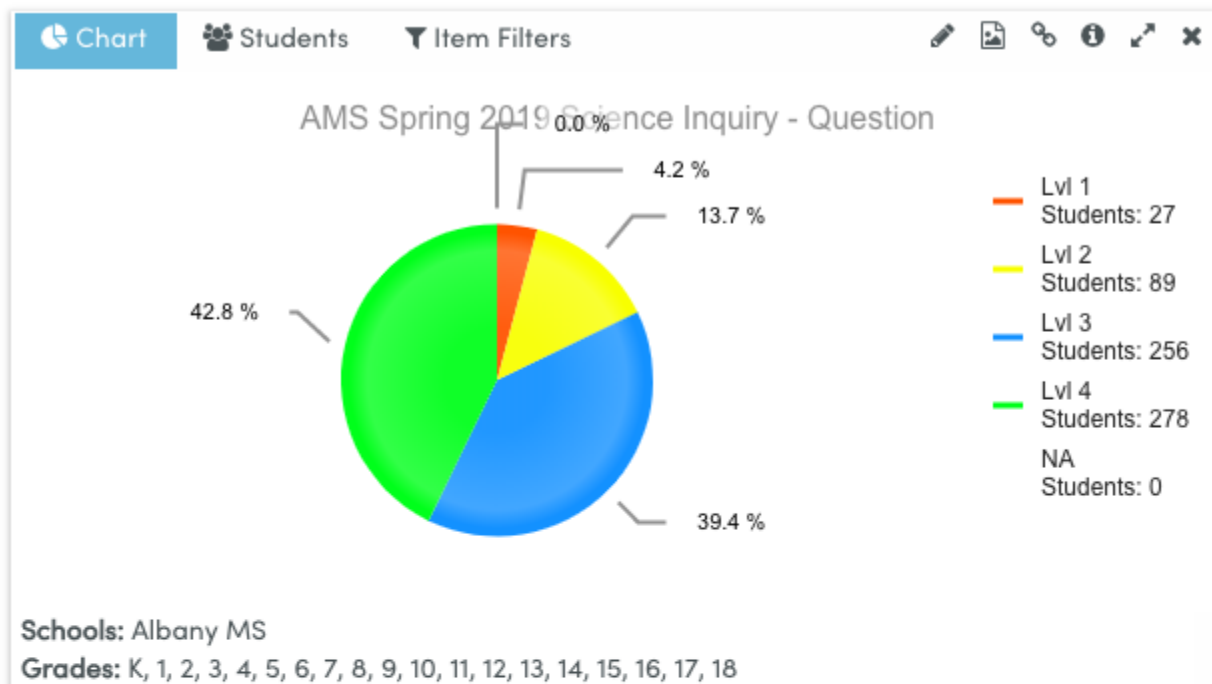
AMS Spring 2019 Writing Assessment

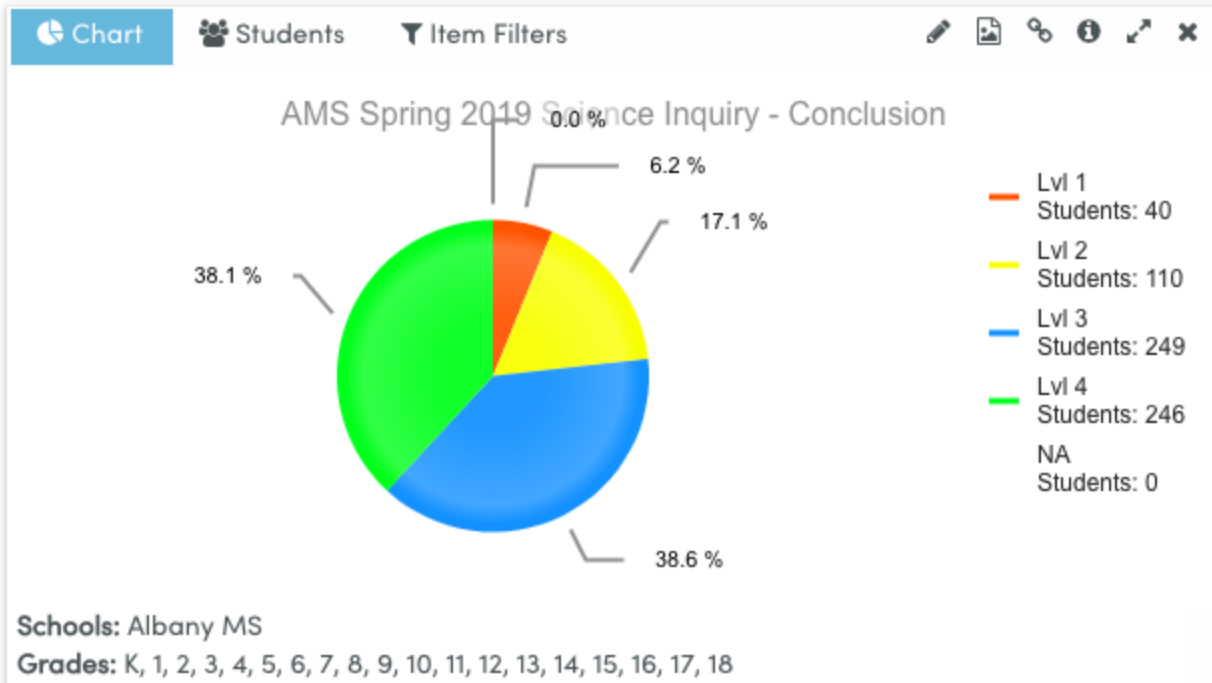
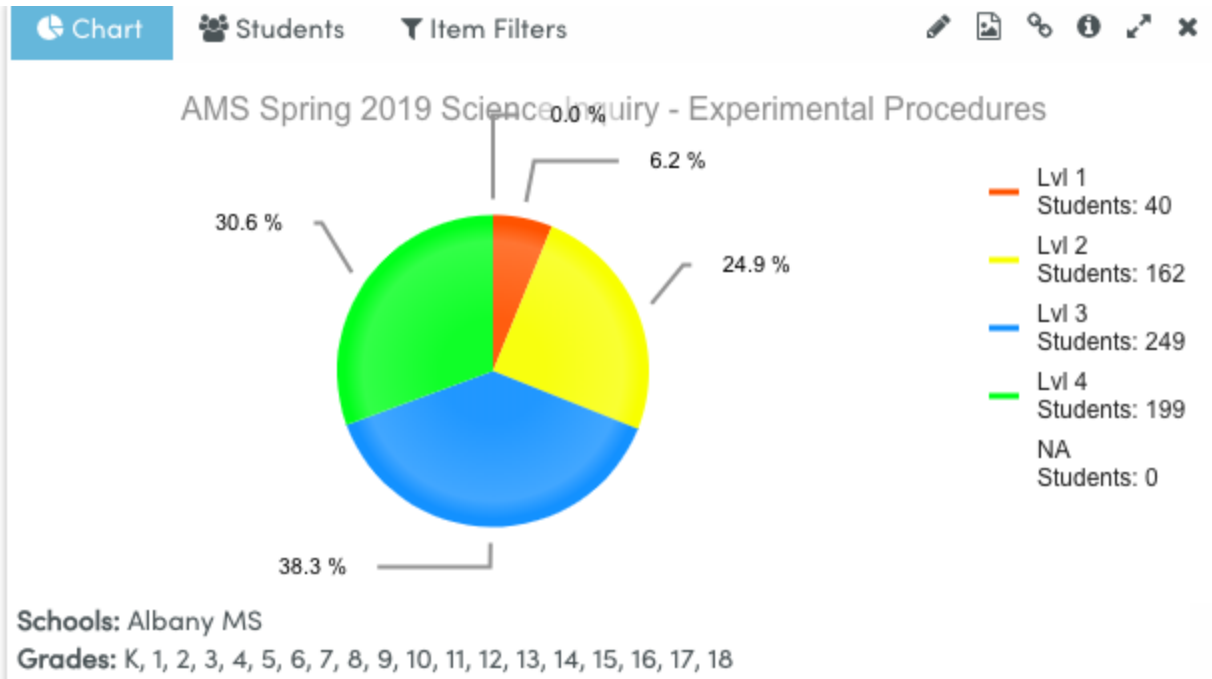


Schools: Albany MS

Grades: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

AMS Spring 2019 Science Inquiry Project





Conclusions based on this data:

1. Comparisons of fall and spring Lexile reading level shows that for all three grade levels, the percentage of students scoring below basic and basic on an assessment of grade level reading declined from fall to spring.
2. Spring mathematics data shows that 73% of students are meeting or exceeding grade level performance expectations. Spring writing data shows that 79% of students are meeting or exceeding grade level performance expectations.
3. Overall, the majority of students meet or exceed standards in the area of science inquiry.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Academic Outcomes

Goal Statement

Improve student achievement for all students, with a special focus on those students in the achievement gap (African American, Latinx, Multi-Racial, Low socioeconomic, ELD, and special education students).

LCAP Goal

Assessing and Increasing Student Success.

Basis for this Goal

Data Sources: 1) Local Academic Assessments for Writing, Reading, Math, and Science, 2) D/F List, GPA Data, 3) SBAC data

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Teachers and Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Teachers, Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

We will provide parent-teacher-counselor conferences for at-risk students to gather information, explore strategies for success, and agree on action steps.

Students to be Served by this Strategy/Activity

Timeline

October 2019 & March, 2020

Person(s) Responsible

Counselors, Teachers, Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	35,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	At-Risk Counselor (.5 FTE)

Strategy/Activity 4

We will follow up on the goals developed at these conferences.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

We will utilize agendas for conferences, SSTs, 504s, and IEPs to help them efficiently fulfill their purpose.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Special Education Teachers, and Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

We will provide a Common Core State Standards-based English Language Arts curriculum at each grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Department Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

We will provide a Common Core State Standards-based Math curriculum at each grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Math Department Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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 ELPAC.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Language Development Teachers

Proposed Expenditures for this Strategy/Activity

Amount

32,000

Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE English Learner Development

Strategy/Activity 9

We will provide a daily sheltered English, History, Science, and Math-Language Support instructional program for 'Beginning' English Language Learners.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

English Language Development Teachers

Proposed Expenditures for this Strategy/Activity

Amount	32,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE ELD
Amount	16,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE ELD

Strategy/Activity 10

We will provide a supplemental math intervention class (6th, 7th, and 8th) for students whose skills are significantly below grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Math Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	0.2 FTE Intervention
Amount	25,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE Intervention

Strategy/Activity 11

We will provide a supplemental ELA intervention class (6th and 7/8th) for students whose reading skills are significantly below grade level.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

ELA Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	8,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE Intervention
Amount	16,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 FTE Intervention

Strategy/Activity 12

We will provide Science curriculum aligned with the Next Generation Science Standards integrated model.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Science Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

Departments will administer a minimum of one common formative assessment per quarter and discuss the data with the goal of improving teaching and learning.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Eighth Grade English Teachers, Writer Coach Connection Leadership and Volunteers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

The 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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Credentialed Librarian, Library Technician, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

We will incorporate the instruction of computer skills including online research, word processing, slideshow, Google Suite, and other relevant instructional software.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Credentialed Librarian, Computer Science Teacher, Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 17**

Teachers will keep Aeries grade and attendance up to date weekly.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 18**

Teachers will agree upon and instruct all AMS students on particular Academic Behaviors that we feel are critical to student success.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

All Teachers, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

"Supporting the Whole Child"

Goal Statement

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.

LCAP Goal

School Climate, Student Well-Being, and Student Engagement

Basis for this Goal

Data Sources: 1) CHKS Data, Discipline Data, Club and Athletic Participation Rates, Action Snapshot Campaign, Local Surveys, Meeting Agendas and Minutes

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 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. Opportunities for input along the way will be provided.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Teachers, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

We will provide lessons and schoolwide activities on the risks of cigarette use and vaping as well as a look at strategies of the advertising campaigns by training a group of peer educators.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Science Teachers, Counselors, Leadership Advisor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

We will continue to implement the concepts and strategies outlined in the “BEST Behavior” program and do a refresher training with our teaching staff.

Students to be Served by this Strategy/Activity

Timeline

August 2019- June 2020

Person(s) Responsible

Teachers, Safe and Inclusive Schools Coordinator, All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

We will continue to implement the concepts and strategies outlined in the “Safe School Ambassadors” program.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, Teacher Leaders, Advisory Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

All Teachers & Site Staff, Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

We will continue to implement and refine our school behavior matrix that includes both traditional consequences as well as restorative practices.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Assistant Principals, Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

We will continue to support teachers on implementing restorative practices in the classroom.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal, Counselors, Safe and Inclusive School Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

We will run a mentorship program where 8th grade African American students mentor 6th grade African American students.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Teacher Coordinators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 10**

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.

Students to be Served by this Strategy/Activity**Timeline**

August 2019- June 2020

Person(s) Responsible

Teachers, Counselors, and Site Administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 11**

We will continue to provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

ASB Staff Coordinator, Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 12**

We will continue to provide a structured noontime activities program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Noontime Coordinators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, SSA Family Group Leaders

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Assistant Principal, Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Description

N/A

Strategy/Activity 15

We will use eighth grade aides in sixth grade reading and math support classes in academic mentorship relationships and offer them specific training.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Counselors, Support Class Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

We will continue to provide Comprehensive Sexual Education and Health Education to all 7th graders.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Health Teacher

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 17**

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.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

8th Grade English Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 18**

Students will be taught key concepts related to Digital Citizenship, how to use internet and social media safely and respectfully, articulated between grade levels.

Students to be Served by this Strategy/Activity**Timeline**

August 2019- June 2020

Person(s) Responsible

Safe and Inclusive Schools Coordinator, Teacher Librarian, Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 19****Students to be Served by this Strategy/Activity****Timeline****Person(s) Responsible****Proposed Expenditures for this Strategy/Activity**

Description

N/A

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

"Communicating and Leading Together."

Goal Statement

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.

LCAP Goal

Professional Development, Collaboration, and Communication

Basis for this Goal

Meeting Agendas and Minutes, Professional Development Surveys, Teacher Surveys

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

A professional development survey will be put out to teachers in the spring of the 2019-20 school year and used to guide planning for the 2020-21 school year.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

The leadership team will work with the principal to plan professional development throughout the year.

Students to be Served by this Strategy/Activity

Timeline

August 2019- June 2020

Person(s) Responsible

Principal, Assistant Principal, Leadership Team

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Professional development will be provided on topics relating to equity and cultural competency, to prepare teachers to facilitate conversations around areas such as LGBTQ and race.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Principal, Teacher leaders, Office of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Professional Learning Community opportunities will be provided to staff.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

All teachers, Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

A weekly staff newsletter will keep staff informed of important school-wide information.

Students to be Served by this Strategy/Activity**Timeline**

August, 2019-June, 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Our staff will continue to work on developing our professional knowledge of restorative justice and our related school practices.

Students to be Served by this Strategy/Activity

Timeline

August, 2019-June, 2020

Person(s) Responsible

Principal, Assistant Principal, Campus Supervisor, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Our school will explore trauma informed practices and look at ways to integrate those into our school and classroom practices.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal, Office of Curriculum and Instruction

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

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:

- 1 School Principal
- 6 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Deborah Brill	Principal
Kelly Britton	Other School Staff
Jon Destin	Parent or Community Member
Greg Downs	Parent or Community Member
Jennifer Duran	Classroom Teacher
Colette Kolodny	Secondary Student
Teresa Munoz	Parent or Community Member
Chris Rigney	Classroom Teacher
Taner Sen	Parent or Community Member
Foroozan Toofan	Parent or Community Member
Jennifer Tutass	Classroom Teacher

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.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Albany High School
Address	603 Key Route Blvd. Albany, CA 94706
County-District-School (CDS) Code	01-61127-0130450
Principal	Alexia Ritchie
District Name	Albany Unified School District
SPSA Revision Date	4/15/19
Schoolsite Council (SSC) Approval Date	4/13/19
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 \$85,458, and the median home price in Albany is \$973,000. 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 1158 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 principal, 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 2018-19 enrollment data the school's approximately 1158 students are composed of approximately 36% White, 28% Asian/Pacific Islander, 3.2% African-American, 16% Hispanic/Latino, 17% American Indian, 35% Pacific Islander, 1.12% Filipino and 13.73% Two or More Races. Around 20% of the students qualify for the Free/Reduced Price Lunch Program. We have 8.7% English Learners and 25.3% fluent-English proficient students. The Albany High student population has decreased over the past few years. There is a current initiative to actively recruit inter-district transfer students to grades 9 and 11 next year.

Albany High School is currently offering a seven period schedule to students with ample opportunities to fulfill graduation requirements that include fine and applied art coursework. In 2018-19, we offered 13 ROP courses in fields such as Photography, Engineering and Design, Culinary Arts and Sports Medicine. Our FLEX services offer alternative education opportunities such as tutoring, independent study and online learning. We are currently building a new wing which includes 6 general purpose classrooms, one larger learning space and one CTE designed maker's space which will house the expanded Engineering and Design pathway. There are a minimum of 10 different Advanced Placement

courses offered in science, English, world language, computer science, and art. We offer academic support for students via courses in Math 1, 2 and a Math 3 Advisory, homework lab, lunch and after-school tutoring in math, science and world languages. We have robust mental health services for students that include individual and group supports and 4.4FTE counselors that focus on both general and intervention counseling services.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Albany High School went through an extensive self-study WASC process in 2018-2019. This afforded staff, students and family stakeholders the opportunity to examine site goals, student data and academic achievement factors in areas where we thrive and where we still have challenges. Beginning in the spring of 2018 and continuing up to the WASC visit in March of 2019, the school improvement goals, which are aligned with AUSD LCAP and strategic plan, were reviewed by staff and our School Site Council, PTSA and Instructional Improvement Council. We worked hard to align our WASC, and Student Plan goals with those outlined in the AUSD LCAP.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,129	21.7%	9.1%	0.1%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.







2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	9.1%
Foster Youth	1	0.1%
Homeless	4	0.4%
Socioeconomically Disadvantaged	245	21.7%
Students with Disabilities	81	7.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	3.6%
American Indian	1	0.1%
Asian	338	29.9%
Filipino	18	1.6%
Hispanic	187	16.6%
Two or More Races	121	10.7%
Pacific Islander	4	0.4%
White	406	36.0%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		
College/Career  Green		

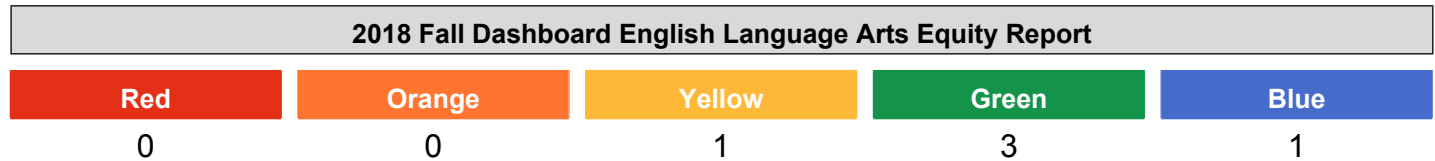
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 60.9 points above standard Declined -30.9 points 271 students		 No Performance Color 32.8 points below standard Declined -38.7 points 33 students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students		 Yellow 13.7 points above standard Declined -44.6 points 68 students		 No Performance Color 102.4 points below standard Declined -57.1 points 12 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 17.5 points below standard 12 students	American Indian  No Performance Color 0 Students	Asian  Green 75.9 points above standard Declined -32.9 points 82 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Blue 41.1 points above standard Increased 22.8 points 46 students	Two or More Races  Green 79.8 points above standard Declined -19.2 points 31 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 63.9 points above standard Declined -50.3 points 88 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 49.6 points below standard Declined -49.3 points 22 students	Reclassified English Learners 0.6 points above standard Declined -12 points 11 students	English Only 63.2 points above standard Declined -35.1 points 169 students
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Conclusions based on this data:

- Overall, AHS students are meeting and exceeding standards with our Hispanic subgroup seeing particular, positive growth.
- Overall and within subgroups, we observe a decline and wonder what the statistical significance of these declines and the true causes.
- We notice two subgroups with lowest performance are SES and African American students. We wonder what extra supports for ELA are provided and how the diversification of curriculum impacts this.

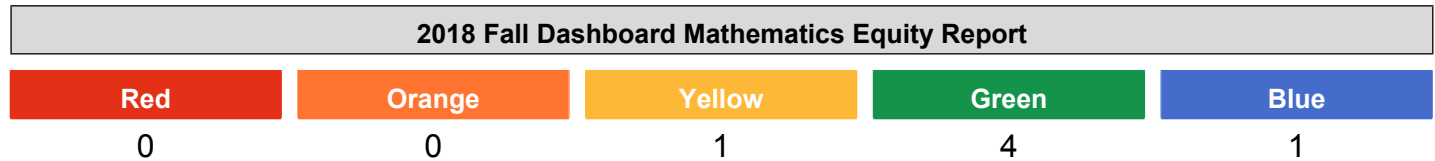
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 42.5 points above standard Declined -21 points 272 students	English Learners  Green 24.6 points below standard Increased 5.1 points 33 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Yellow 7.9 points below standard Declined -34.6 points 68 students	Students with Disabilities  No Performance Color 143.9 points below standard Declined -21.6 points 12 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 64.2 points below standard 12 students	American Indian  No Performance Color 0 Students	Asian  Blue 90.1 points above standard Maintained 2.5 points 82 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Green 9.7 points below standard Increased 11.6 points 47 students	Two or More Races  Green 61 points above standard Declined -10.6 points 32 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 34.5 points above standard Declined -55.1 points 87 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 15.4 points below standard Increased 36.3 points 22 students	Reclassified English Learners 43 points below standard Declined -43.9 points 11 students	English Only 39.1 points above standard Declined -26.8 points 170 students
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Conclusions based on this data:

1. Concerned about performance of African American students. Current English Learners increased performance by 36.3 points.
2. We would like to see data of this cohort from 8th grade.
3. Wondering if low scores can be attributed to students stopping math after 10th grade because graduation requirement is satisfied?

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
44	45.5%	15.9%	20.5%	18.2%

Conclusions based on this data:

1. Significant portion of EL students are scoring at the highest level.
2. We do not have information on student's progress and length of time as EL students.
3. We recommend the SPSA provide more data on our EL population with the goal of more meaningful recommendations.

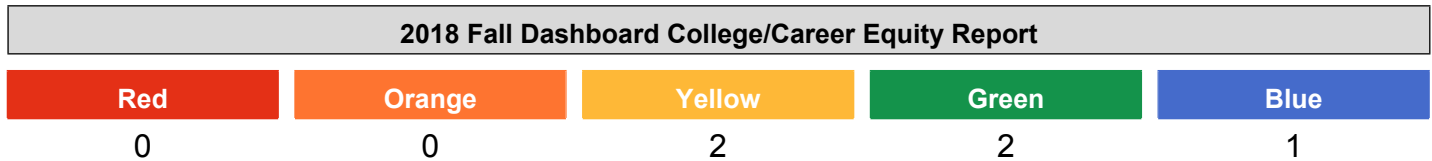
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 69.1% prepared Maintained 1.6% 282 students	English Learners  No Performance Color 22.6% prepared Declined -18.2% 31 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Yellow 51.7% prepared Maintained -1.9% 87 students	Students with Disabilities  No Performance Color 15% prepared Declined -6.2% 20 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 72.5% prepared Declined -4% 80 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 48.9% prepared Increased 2% 47 students	 Yellow 68.8% prepared Declined -4.6% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 80.2% prepared Increased 6.6% 106 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
59.2% Prepared	67.5 Prepared	69.1 Prepared
17% Approaching Prepared	10.9 Approaching Prepared	10.3 Approaching Prepared
23.8% Not Prepared	21.5 Not Prepared	20.6 Not Prepared

Conclusions based on this data:

1. Students with disabilities have significantly lower rate (15% vs all students 69%)
2. Groups of socio-economically and all students maintained level of preparedness. Overall trend is increasing levels of preparedness 2016-18
3. Two or more races are yellow with 68% prepared while Latinx/Hispanic group is green with 48%.

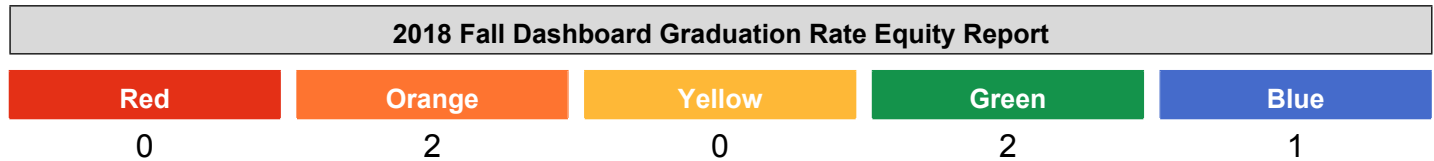
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 92.9% graduated Maintained +0.2% 282 students	English Learners  No Performance Color 83.9% graduated Increased +2.4% 31 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 89.7% graduated Declined -1.8% 87 students	Students with Disabilities  No Performance Color 75% graduated Declined -3.8% 20 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 93.8% graduated Increased +1.2% 80 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.4% graduated Declined -2.5% 47 students	 Blue 96.9% graduated Maintained +0.2% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 92.5% graduated Maintained -0.1% 106 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
92.7% graduated	92.9% graduated

Conclusions based on this data:

1. The percentages among the groups is high across the board. AHS is doing a good job and should continue doing whatever they are doing.
2. It was surprising to see that the 89.7% that the SES received was in the "orange" zone. This number seems high to us.
3. It would be helpful to see data for the African American group although we do understand that if there are not enough students included in the data set, the information cannot be included statistically. How did those students do?

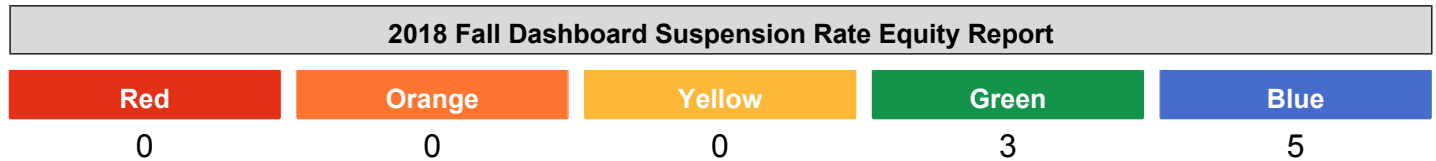
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.9% suspended at least once Declined -2.6% 1164 students	English Learners  Green 0.9% suspended at least once Maintained 0% 117 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 3 students
Homeless  No Performance Color Less than 11 Students - Data Not 5 students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least once Declined -3% 268 students	Students with Disabilities  Green 4.5% suspended at least once Declined -4.1% 89 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0% suspended at least once Declined -5.9% 42 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0.3% suspended at least once Declined -1.5% 352 students	Filipino  No Performance Color 5.6% suspended at least once Increased 5.6% 18 students
Hispanic  Blue 1% suspended at least once Declined -4.3% 196 students	Two or More Races  Green 1.5% suspended at least once Maintained 0% 135 students	Pacific Islander  No Performance Color Less than 11 Students - Data 4 students	White  Blue 1% suspended at least once Declined -3.2% 416 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

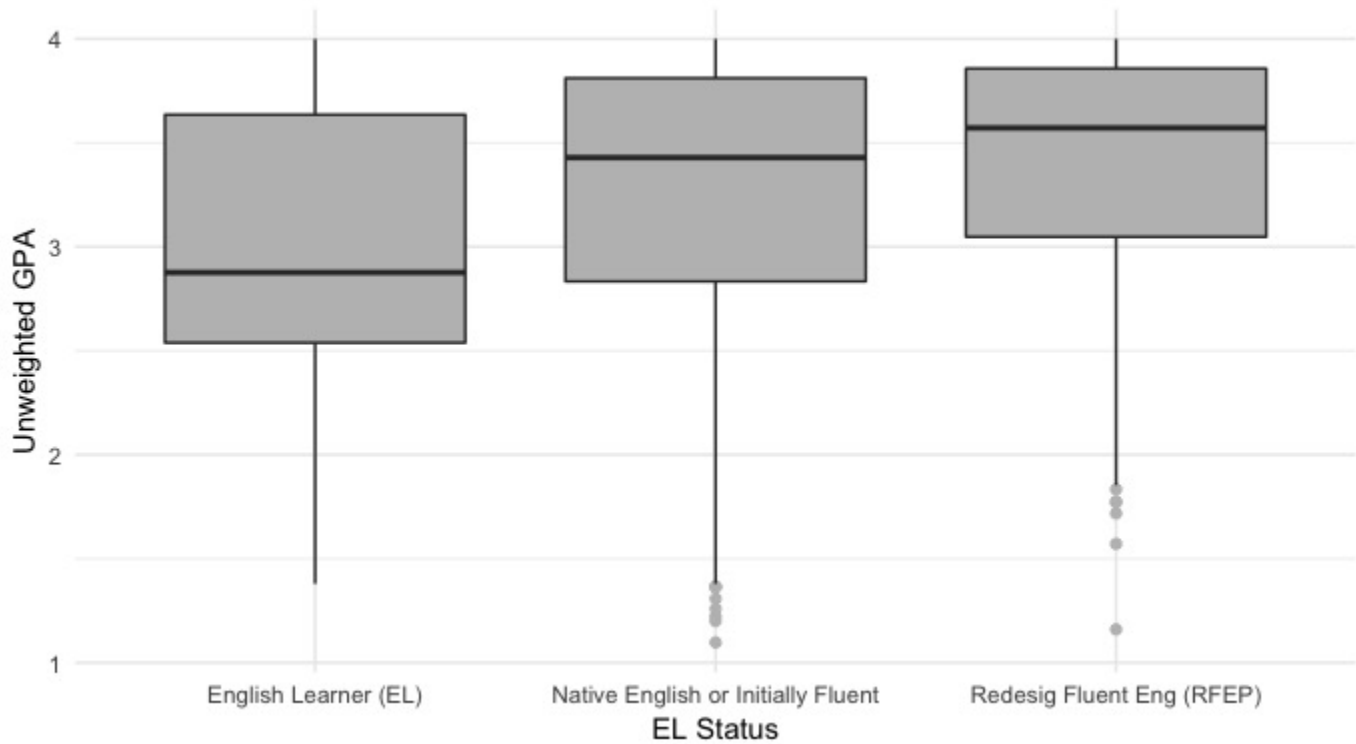
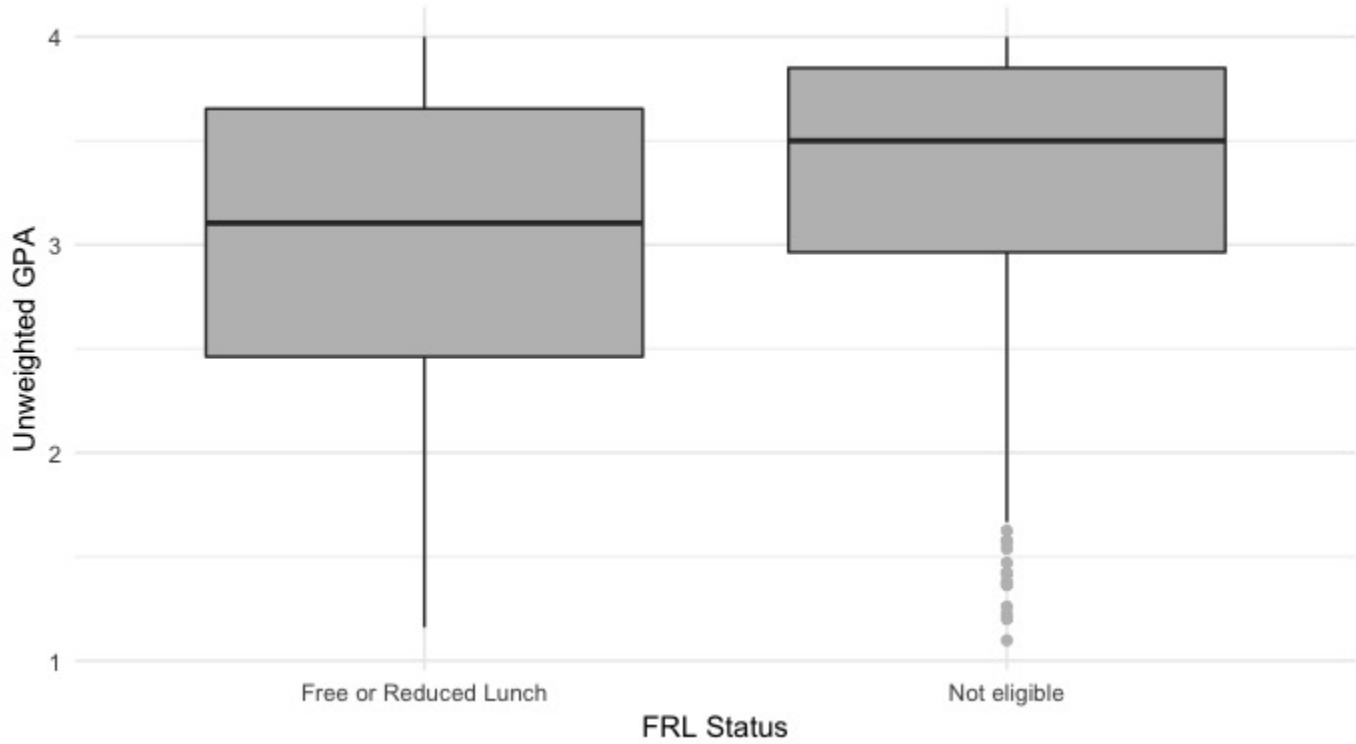
2016	2017	2018
2.5% suspended at least once	3.5% suspended at least once	0.9% suspended at least once

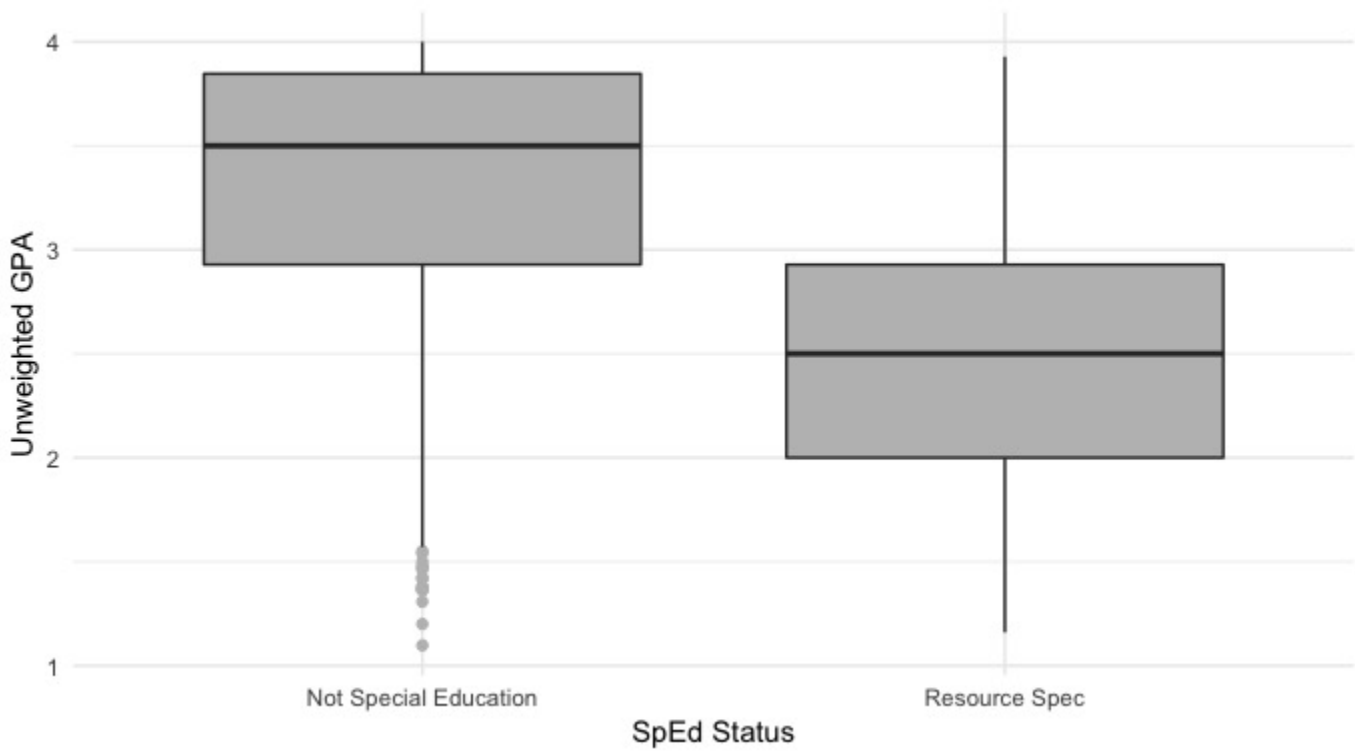
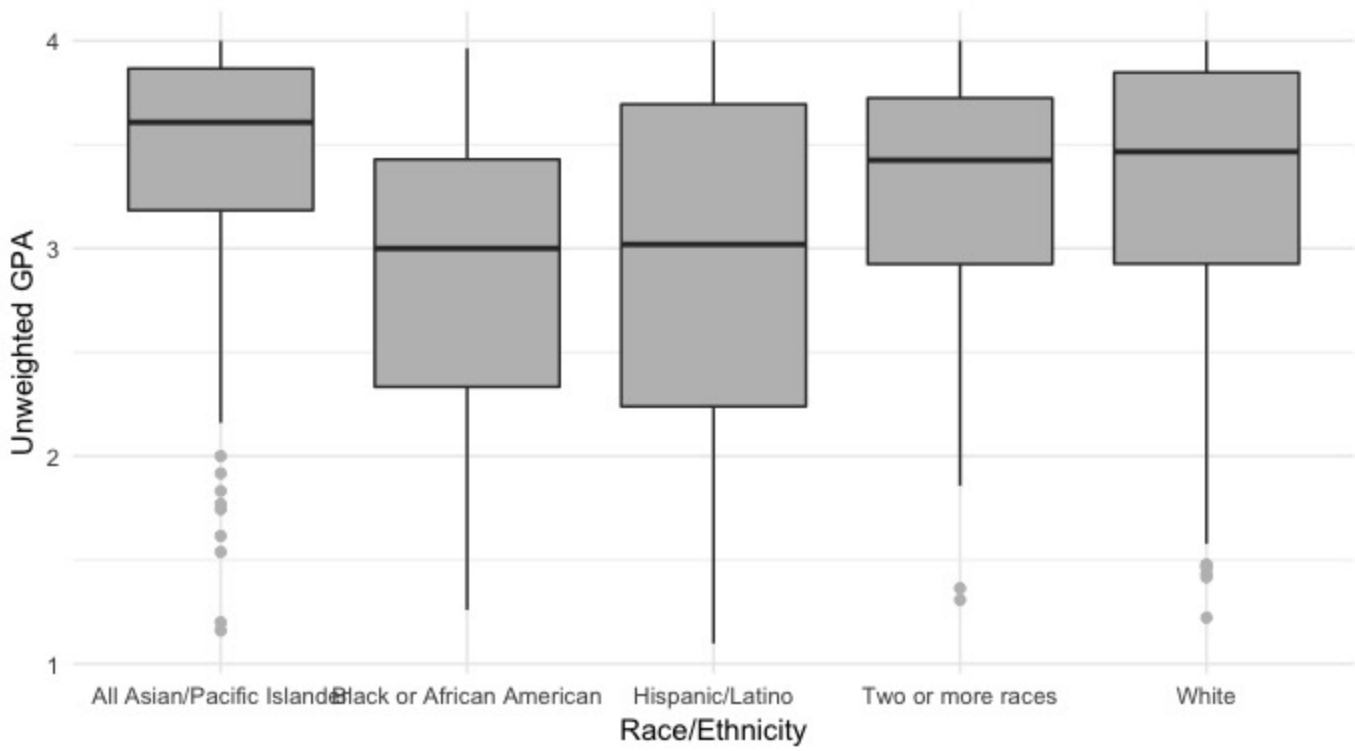
Conclusions based on this data:

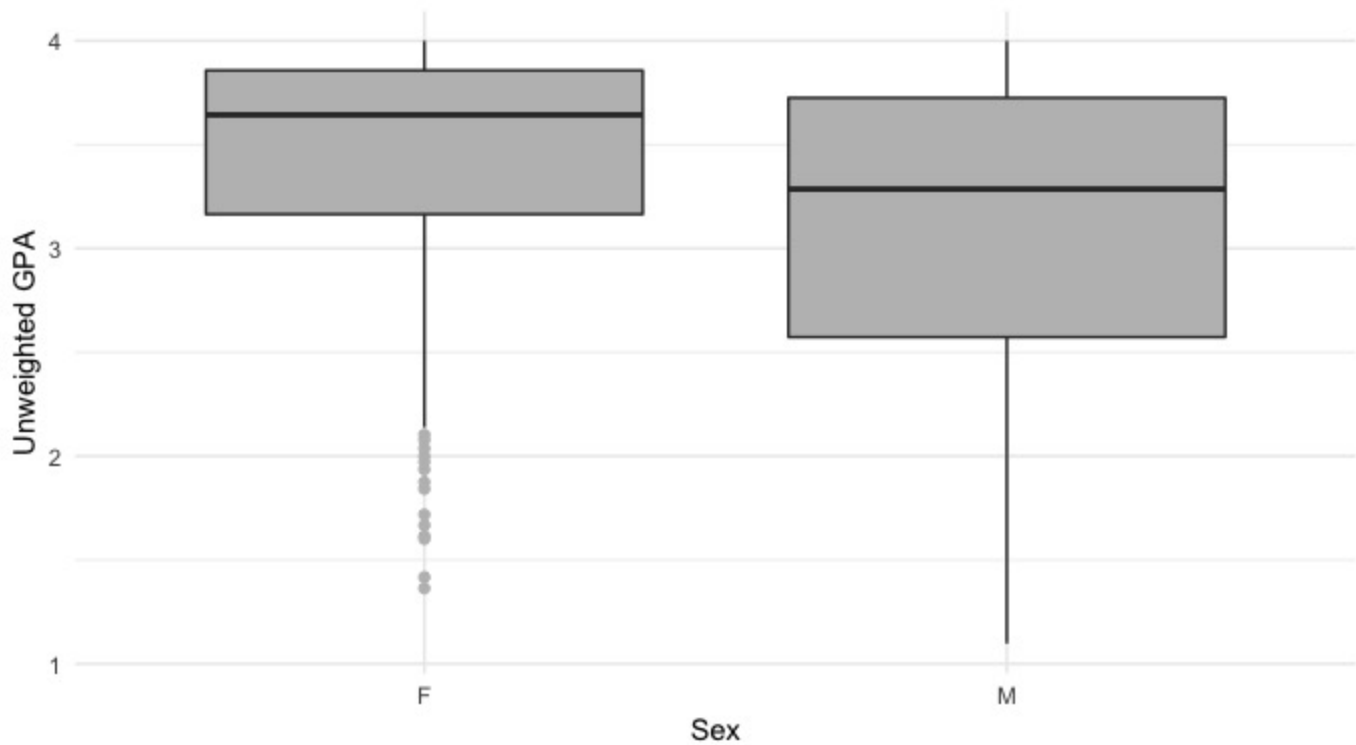
1. Suspension rates are low in general but may have declined from 2016-2018 due to the new behavior matrix instituted at AHS.
2. We noticed that students with disabilities had the highest rate of suspension but the numbers have gone down which is good.
3. We are missing the attendance data but are curious to see if there is a correlation between suspensions and attendance rate.

School and Student Performance Data

Local Assessment Data







Conclusions based on this data:

1. GPA's for students who qualify for free or reduced lunch is lower than those that do not but is still above a 2.0
2. Students receiving special education or EL services have a lower GPA than their counterparts but is still above a 2.0.
3. GPA by ethnicity shows that all groups are above a 2.0 and even in the 3.0 range. Female students are also earning higher GPA's than males. We should study best practices for male students to perhaps address this gap.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Organization: Vision and purpose, governance, leadership, staff and resources

Goal Statement

Student Outcomes: Integrate new social-emotional learning goals and established vision and expected schoolwide learning results into a coherent set of expectations for students Provide training and implementation time to staff on how to incorporate new goals into curriculum and self-assessment practices for students and staff.

LCAP Goal

AUSD Strategy #1.12 We will collaboratively plan professional development to include district-wide professional development days and Wednesday collaboration time.

AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

AUSD Strategy #2.4 Provide all students with schools that maintain an safe, inclusive and positive climate.

AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district

AUSD LCAP Action 1.2: Provide intervention

Basis for this Goal

Social-emotional learning goals have been introduced based on data from the California Healthy Kids Survey and other data sources demonstrating that some of our students are experiencing increases in feelings of disconnectedness, sadness, etc. In the last six years we have introduced new academic standards that require examination of social-emotional competencies to navigate our local and global community learning environment. Because social-emotional factors influence every aspect of student success, incorporating these learning goals into our existing student expectations is central to our District goals of supporting the whole child and our five-year vision for course offering including CTE pathways.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Learning Outcomes (SLO)	Current Expected Student Learning Results (ESLR)	Revised SLO agreement published within the AHS community that includes Social-emotional/Social Justice competencies.
Professional Development plan for Albany High staff.	District focus on SE/SJ PD in collaboration with CCSS/NGSS training.	Increased awareness and identification of SE/SJ competencies in the classroom and in the greater school community.
Social emotional and academic data from CHKS, local indicators and CA Dashboard regarding school climate factors.	The number of students reporting a disconnect with school is increasing.	A decrease in students reporting a disconnect with school and an increase of SE/SJ competencies and positive behaviors.

Planned Strategies/Activities

Strategy/Activity 1

1. Revise Expected School-wide Learning Goals/Student Learning Outcomes.
2. Support Professional development for certificated and classified staff on learning goals with time to integrate into curriculum, discipline practices, and teacher/staff evaluation process.
3. Communicate standards to and with students and the community.
4. Implement continuous review to ensure learning goals are being implemented on an ongoing basis.
5. Collect social emotional and academic data including post-graduation trends, longitudinal/elementary and middle school trends and commit the time needed to interpret and implement the standards.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

All staff. Safe and inclusive school coordinator. Instructional Improvement Council

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Standards Based Student Learning: Curriculum

Goal Statement

Administration and staff will work to develop a long-term (5 year) vision for the classes and pathways we want to offer. Reconfigure the school's course offerings over several years to meet goals for long-range planning and strengthen existing offerings. There is a need for ongoing/recurring collaboration between District leadership and departments to reassess long-term goals and vision.

LCAP Goal

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.
 AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
 AUSD LCAP Action 1.1 Implement CA (CCSS/NGSS) standards
 AUSD LCAP Action 1.5 Provide Career Technical Education
 AUSD LCAP Action 2.4 Provide all students with schools that maintain a safe, inclusive and positive climate.

Basis for this Goal

Concerns with master scheduling and the number of singletons we offer; Student confusion about course offerings and sequence; programs last a short time and end abruptly; teacher turnover issue with pathways and course offerings; expectation to fill a newly developed course when there is uncertainty about its future.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Career Tech Pathway courses offered on the master schedule	Multiple singletons, two CTE pathways in photography and culinary arts.	Career Tech Education strategic plan for Albany High school

Planned Strategies/Activities

Strategy/Activity 1

Create a long-term vision for what courses we want to offer students.

Students to be Served by this Strategy/Activity

All students

Timeline

September 2019-June 2020 (ongoing)

Person(s) Responsible

Administration, department chairs, Instructional Improvement Council

Proposed Expenditures for this Strategy/Activity**Amount**

0

Description

Collaborative planning opportunities facilitated by Career Tech committee

Strategy/Activity 2

Make improvements to the Freshman humanities benchmark learning experiences and ensure that all IHS teachers hold a health credential.

Students to be Served by this Strategy/Activity

All 9th grade students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, Human Resources

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Offer multiple intervention classes at each grade level. Our annual budget must provide for these student supports.

Students to be Served by this Strategy/Activity

All students who benefit from intervention classes.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, Chief Business Official

Proposed Expenditures for this Strategy/Activity**Amount**

22,000

Description

.20 Intervention teacher.

Strategy/Activity 4

Develop vision and strategy for Design + Build CTE program including FTE for additional advance courses and future internship coordinator.

Students to be Served by this Strategy/Activity

Students enrolled in the Design + Build CTE pathway.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, C & I Director

Proposed Expenditures for this Strategy/Activity

Amount	80,000
Source	Other
Budget Reference	6000-6999: Capital Outlay
Description	ROP Program Funds

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Standards-based Student Learning-Instruction

Goal Statement

Increase school interventions such as on site tutoring, to support all students' academic growth. In particular, we are focused on those students who are not achieving in comparison to their peers, for example, those who currently and chronically receive D's and F's in academic classes required for graduation and/or 4 year college eligibility.

LCAP Goal

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.

AUSD LCAP Action 1.1: Implement CA standards

AUSD LCAP 1.2 Provide intervention

AHS Student Learning Outcome: Individuals academically prepared for college and other post-secondary educational opportunities.

Basis for this Goal

This year, about 30% of AHS students have at least one D or F, which indicates they are not progressing or adequately accessing the curriculum. In addition, as indicated by SBAC and GPA data, we have some demographic groups who consistently underperform, resulting in a marked achievement gap. Our goal of increased intervention through tutoring is intended to decrease that gap.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
D/F lists, SBAC data	30% of students receiving a D/F grade in courses needed for graduation.	Fewer students receiving D and F grades needed for graduation and an increase in SBAC scores for students who traditionally fall in the achievement gap.

Planned Strategies/Activities

Strategy/Activity 1

Pay faculty hourly pay to provide on-site tutoring after school in math, science and world language.

Students to be Served by this Strategy/Activity

All students who would benefit from tutoring in the areas of math, science and world languages.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Hourly

Strategy/Activity 2

Continue intervention programs at the Tier 1-3 levels

Students to be Served by this Strategy/Activity

All students who would benefit from Tier 1-3 supports.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.4 FTE At-Risk/FLEX Counselors
Amount	42,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0,6 FTE Intervention
Amount	20,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	0.2 English Language Development
Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

0.8 English Language Development

Strategy/Activity 3

Increase para-educator push-in support for SPED students

Students to be Served by this Strategy/Activity

Students identified and who are receiving Special Education services

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, Special Education staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Continue school-wide systems to contact parents and guardians of struggling students.

Students to be Served by this Strategy/Activity

Students that are struggling academically/socially or emotionally.

Timeline

August 2019-June 2020

Person(s) Responsible

Administrators, counselors, teachers, mental health support team.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Standards-based Student Learning-Assessment and Accountability

Goal Statement

Centralize the data evaluation process to identify students struggling with D and F grades. Share targeted data with teachers. Staff/administration collaboration to develop a plan for intervention to increase graduation rates and college readiness.

LCAP Goal

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.
 AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district
 AUSD LCAP Action 3.1 Support the engagement of parents and community members
 AUSD LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
 AUSD LCAP Action 1.1.2 We will collaboratively plan professional development to include district-wide PD days and Wednesday collaboration time.
 AUSD LCAP Action 1.2 Provide intervention.

Basis for this Goal

There are many strategies employed at AHS to use assessment as a targeted learning evaluation and reteaching tool. We have removed access barriers to classes, standardized much of evaluation procedures and used assessment data to reteach and re-evaluate the learning process. We have improved our communication with students and parents. Yet, we still have some students failing to receive credit that qualifies them for graduation or UC/CSU eligibility. We feel a more systematic targeting of specific students for intervention is needed for this population.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC/Graduation rates/College/Career Readiness indicators	69.1% of AHS students are meeting the College/Career readiness standards.	An increase in the College/Career readiness standards.

Planned Strategies/Activities

Strategy/Activity 1

Develop a centralized system for identifying students in need of intervention

Students to be Served by this Strategy/Activity

All students who benefit from intervention strategies to meet the college/career readiness standards.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Develop a system of staff development to more regularly share data with teachers.

Students to be Served by this Strategy/Activity

All students who are not making adequate progress towards meeting the College/Career readiness standards.

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Develop a system of professional development for designing intervention strategies for students with academic needs.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administrators, teachers, and counselors, PD committee

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Allocate hourly funds for data analysis mining and other data requests made by staff.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, intervention team, counselors, teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Culture and Support for Student Personal and Academic Growth

Goal Statement

Our major area of focus is communication, largely communication from the district office to admin, and from admin to faculty. We would like to see clearer communication about how the new behavior matrix is being implemented and more timely communication from the district office to the administration and faculty regarding larger district decisions around budget cuts. Classroom cleanliness continues to be an issue as many teachers report their classrooms are not fully swept each night. We would also like to see clearer emergency evacuation plan.

LCAP Goal

AUSD Strategy #3 All stakeholders will collaborate and communicate about decisions that guide the sites and district.
LCAP Action 3.5 District will adapt up-to-date methods of maintaining a well-informed school community.
LCAP Action 3.3.4 District staff will recruit and retain maintenance staff to maintain clean and safe learning environments for students.
LCAP Action 1c (School facilities) as measured by levels of cleanliness, rates of maintenance and repair, adequacy of space in relation to enrollment, design of space in relation to quality instruction and safety.

Basis for this Goal

Communication directly and indirectly affects students, Teachers need to know how to close the loop with students once administration has stepped in to address student behavior using the Behavior Matrix and more complex Restorative Justice practices. Staff also need to be better apprised and trained in emergency evacuation procedures to ensure student safety.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff surveys, maintenance work orders, emergency planning agendas and plan.	Current school emergency plans, current classroom conditions.	Comprehensive emergency plan, improved communication protocols, emergency evacuation training for all staff and students.

Planned Strategies/Activities

Strategy/Activity 1

Improved communication from admin team to faculty about use of restorative justice behavior matrix.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, teachers and all support staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improved communication from District Office to site staff

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

District leadership

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Consistently clean school environment.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

District leadership, administration, custodial and maintenance personnel.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Thorough and practical training for emergency plans beyond the written document

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, District leadership, staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Improved supervision of campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Aug 2019-June 2020

Person(s) Responsible

Administration, District leadership, security personnel.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

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

Alignment of our goals with local governing bodies is key to building the capacity of all stakeholders when implementing and accomplishing components of our SPSA. We are fortunate to have collaborated with our PTSA, School Site Council, Instructional Improvement Council, Associated Student Body and our Albany USD leadership to maintain a shared focus and commitment to positive student outcomes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference we will encounter is to accomplish these goals with the current budget cuts our school is facing. There are currently additional cuts being made to site budgets and personnel that could affect our efforts.

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

We may need to commit additional site funds to many of these goals if AUSD does not fund our efforts.

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:

- 2 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Alexia Ritchie	Principal
M.E. Durell	Other School Staff
Caroline Macarah	Classroom Teacher
Liz Reimuller	Principal
Christina Godfrey	Parent or Community Member
Becky Hopwood	Parent or Community Member
Linus Sun	Secondary Student
Stacey Kamau	Secondary Student
Don Hoban	Parent or Community Member
Amber Dinov	Classroom Teacher
Kellie Stoddart	Classroom Teacher
Kim Trutane	Parent or Community Member
MaryAnn Scheuer	Other School Staff
Oscar Leimbach	Secondary Student
Sara Marcellino	Parent or Community Member

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.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	MacGregor High School
Address	603 Key Route Blvd Albany, CA 94706
County-District-School (CDS) Code	0161127/0130294
Principal	Darren McNally
District Name	Albany Unified School District
SPSA Revision Date	May 17, 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

MacGregor is a small and nimble program that regularly forms goals through a variety of formal and informal processes. During the 2018-2019 school year MacGregor also went through our mid-cycle accreditation visit, reviewing our progress over the last three years since our previous accreditation. The feedback from WASC and the outside reflection on our program informed our revisions to our goals. Throughout the year, the Site Council and members of the council met to review our progress as a program. In addition, we participate in other bodies such as AHS PTSA and IIC, as well as receiving guidance from the LCAP and AUSD's Strategic Plan.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

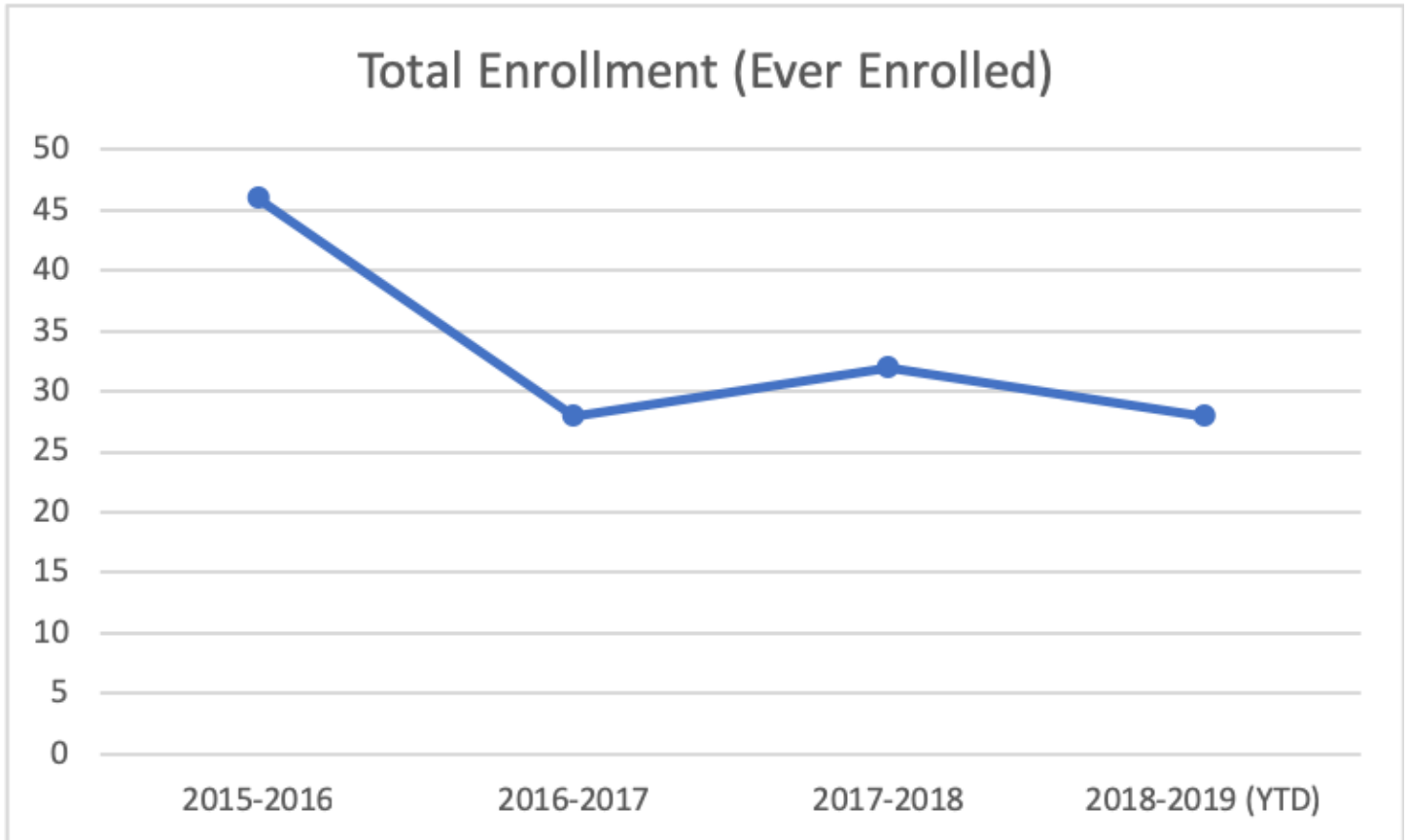
2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
12	50.0%	25.0%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	25.0%
Socioeconomically Disadvantaged	6	50.0%
Students with Disabilities	4	33.3%

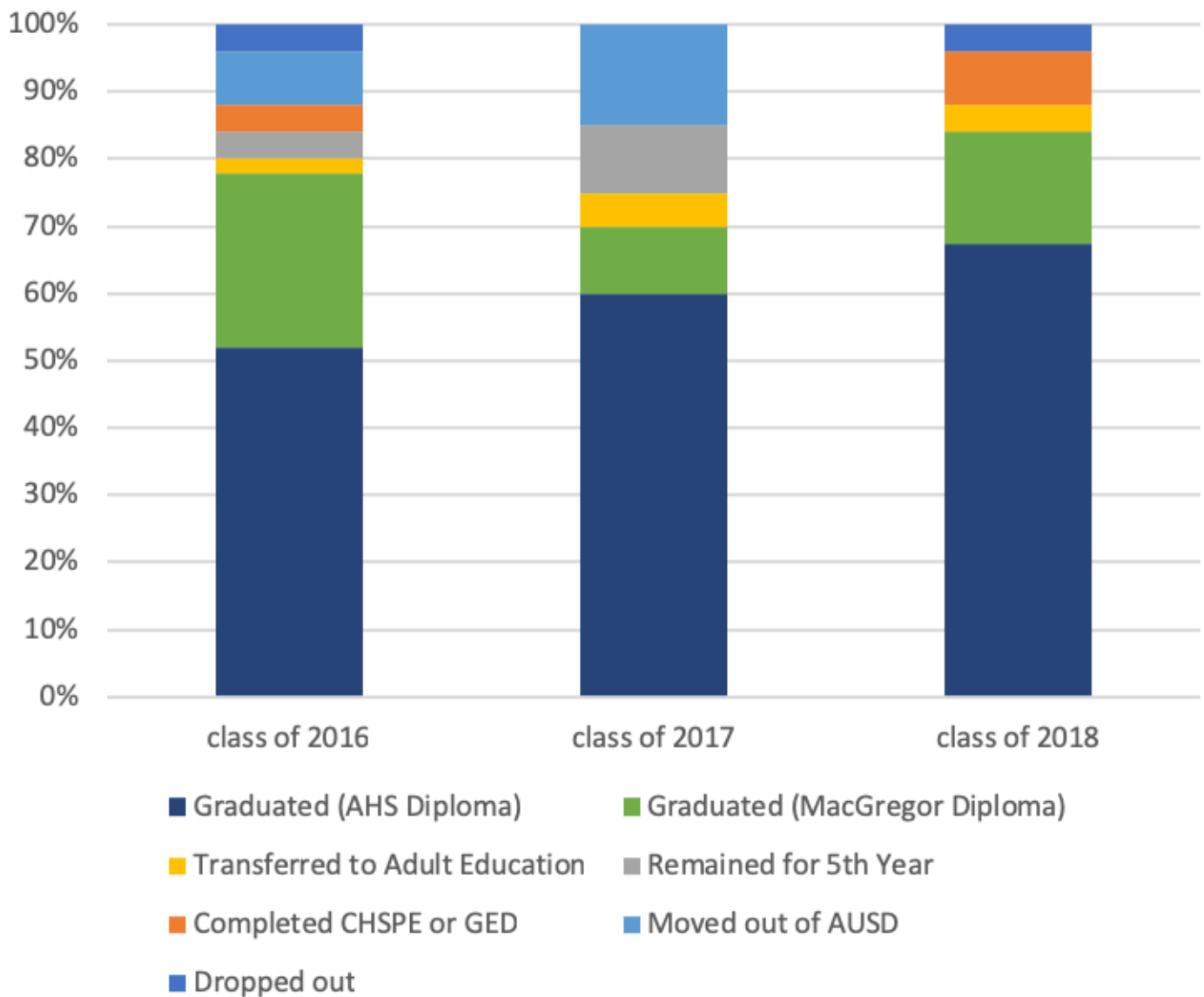
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	8.3%
Asian	1	8.3%
Hispanic	5	41.7%
White	5	41.7%

School and Student Performance Data

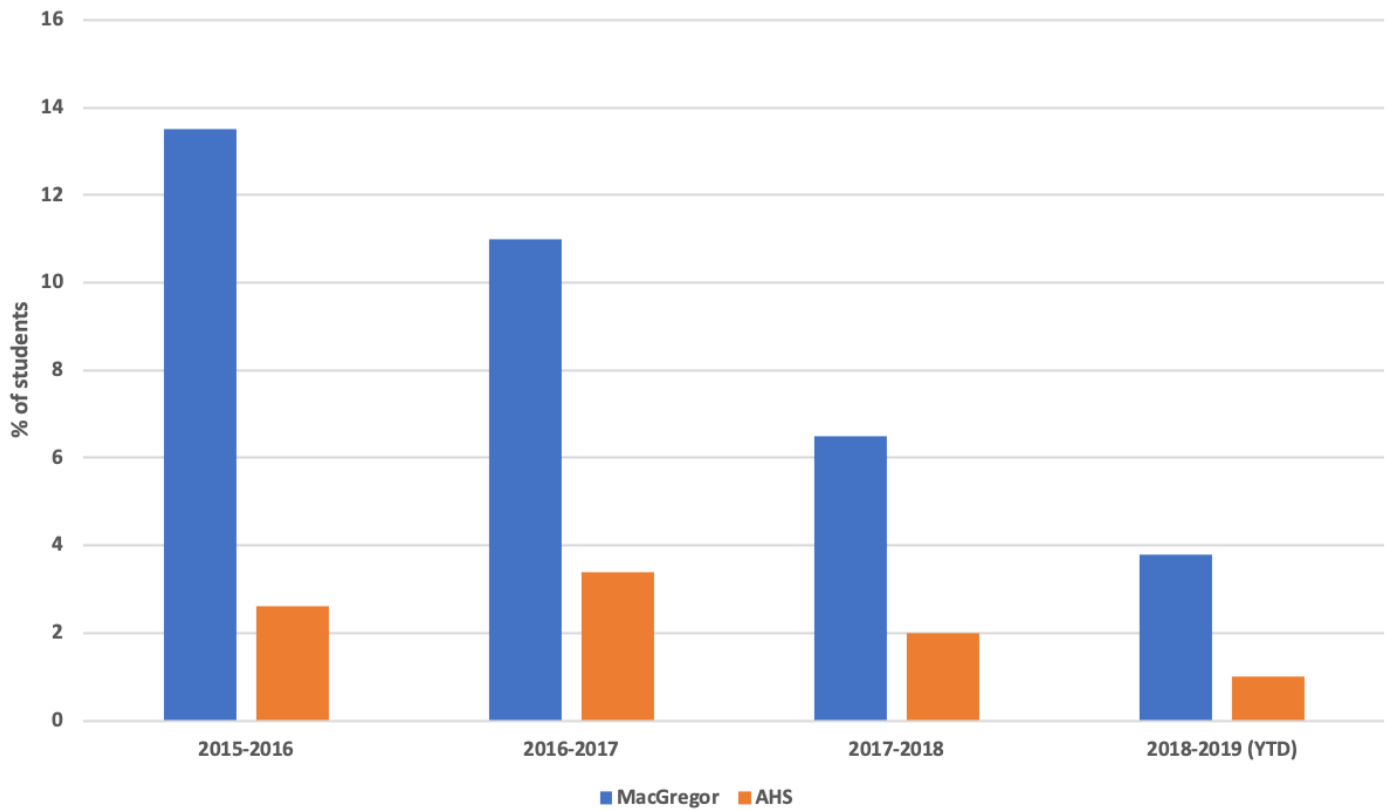
Local Assessment Data



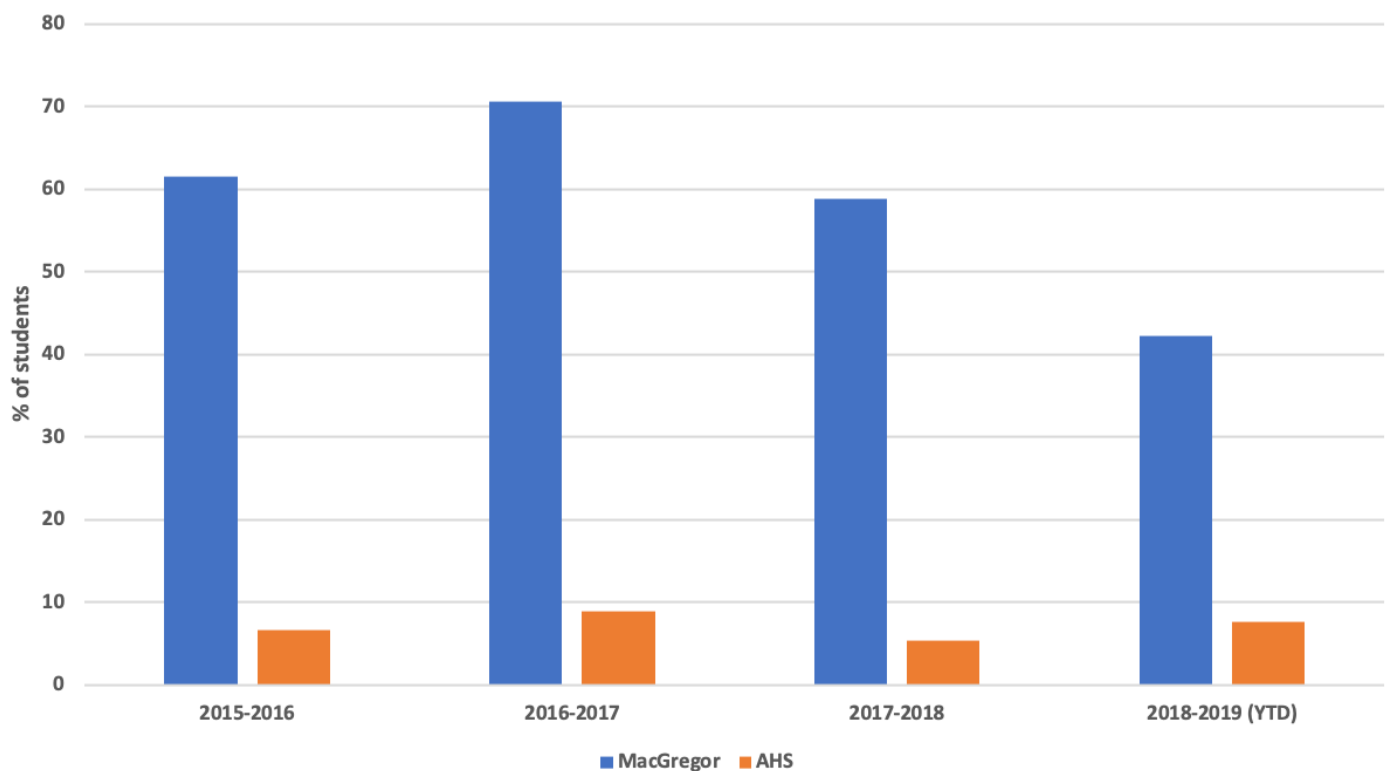
Cohort Outcomes



Out-of-School Suspension per year



Chronic Absenteeism per year



Conclusions based on this data:

1. There have been incremental improvements in school climate, as indicated by the decreases in chronic absenteeism and out-of-school suspensions.
2. Chronic absenteeism remains a persistent concern.
3. Our outcomes remain admirable for a continuation school and considering all students are enrolled in the program when they are not on track to graduate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Curriculum & Instruction

Goal Statement

Refine academic instructional techniques to be more personalized and student-centered, build academic confidence, and reinforce skills applicable to post-secondary opportunities.

LCAP 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.

Basis for this Goal

- Qualitative and quantitative student performance information
- Teacher feedback and impressions regarding their own training as compared to student needs
- Assessment of student academic capabilities versus actual performance

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase in percentage of MacGregor students graduating from AHS/MacGregor	2017-2018: 85%	Maintain or increase to 90%
Frequency and effectiveness of staff collaboration	Currently utilizing some crossover meetings, and irregular lunch meetings	Regularly scheduled and calendared meetings
Consensus on best practices for student-centered online credit recovery	The current model was adopted in January 2019, and implementation has occurred across all academic subjects.	Uniform policies and procedures for all courses and content areas.

Planned Strategies/Activities

Strategy/Activity 1

Maintain campus spaces that are specific to MacGregor (offices, classrooms, etc.)

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor & AHS administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

Use “Crossover” meetings for all faculty to collaborate on best practices and instructional techniques

Students to be Served by this Strategy/Activity**Timeline**

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor faculty and administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Maintain access to computers for all students for all class periods, and leverage their use for more student-centered instruction

Students to be Served by this Strategy/Activity**Timeline**

Perpetual

Person(s) Responsible

MacGregor and district administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Refine systems for regular feedback between teachers and other staff about students

Students to be Served by this Strategy/Activity**Timeline**

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Align lessons and activities to post-secondary opportunities

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor faculty

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Create and align practices between all MacGregor classes for awarding credit for assignments

Students to be Served by this Strategy/Activity

Timeline

Fall 2019

Person(s) Responsible

MacGregor teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Have more frequent meetings with students and staff to develop goals and refine the MacGregor program

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff and students

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Create systems for more informal staff collaboration (e.g. eating lunch together, check-in meetings)

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Social and Emotional Learning

Goal Statement

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.

LCAP 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.

Basis for this Goal

- Student performance and outcomes
- Student attendance data
- Student discipline data
- Student, faculty, mental health and classified impressions of student needs
- Instructional programs of MacGregor and Albany High Schools

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic absenteeism levels	2017-2018: 58.8%	Reduction to below 50%
Out-of-school suspension levels	2017-2018: 7% (2 students out 32 students ever-enrolled at MacGregor)	Reduction to below 5%

Planned Strategies/Activities

Strategy/Activity 1

Create more community and personal opportunities to recognize and celebrate student growth

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

All-MacGregor field trips and opportunities for students to form a community through shared experiences

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

All MacGregor staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue revisiting behavior management systems to address community needs, reinforce improvements in behavior, and addressing root causes of student behavior

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

MacGregor faculty and administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Clear "buddy" systems and other means of creating stronger supportive relationships between

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor faculty and administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

Timeline

Throughout 2019-2020 school year

Person(s) Responsible

MacGregor administrator

Proposed Expenditures for this Strategy/Activity

Description

None

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Community Connections

Goal Statement

Build more of a team-centered approach to all students by increasing student-centered collaboration among staff and create more methods to engage parents.

LCAP Goal

All stakeholders will collaborate and communicate about decisions that guide the sites and district.

Basis for this Goal

- Attendance and parent contact information
- Teacher feedback
- Students' descriptions of their experience and needs
- Availability of quantitative data systems

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Increase family participation at school events

Students to be Served by this Strategy/Activity

Timeline

Back to School Night (Fall 2019)
Throughout 2019-2020 school year

Person(s) Responsible

MacGregor administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Identify and implement direct communication systems other than traditional email and mail to increase family and student engagement.

Students to be Served by this Strategy/Activity**Timeline**

Fall 2019

Person(s) Responsible

MacGregor administrator and faculty

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

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

The 2018 SPSA contained four goals, across the same areas as the current plan, plus a goal related to the scope, purpose, and administration of the program. Over the past two years we have had significant success in this fourth area. During this school year we also became much more cohesive as a program at the classroom level, and now have much more consistent instructional techniques and grading practices. However, there is still work to be done in this area, as we still have an emerging set of best practices that must be refined and systematized more thoroughly between all aspects of the program. Our staff also meets much more consistently, and over the past year there has been significant improvement in the formal and informal collaboration structures in place to support students. Staffing has been highly consistent in the program - itself a significant improvement, but we are still endeavoring to make the program as consistent as possible and not as dependent on our current staff members. While we have seen improvements in some school climate indicators, this year we also faced significant challenges around engagement of students and staff. We had more difficulty with such things as End of the Grading Period events and other positive incentives for students. This seems to be mostly due to our current population of students, but it is something that we have been introspective about in planning for the future. We also had similar issues with engagement of families and have had frustratingly low attendance at various events. This caused us to explore alternative strategies going forward. Our staff also attended the California Continuation Education Association conference, which allowed us to collaborate with our peers from across California. This led us to many new ideas to try, especially related to student behavior concerns. Finally, the proposed budget cuts will likely cause the MacGregor Principal to have to take on a larger role with AHS, likely impacting the MacGregor program. For this reason, our staff this year began planning for a more streamlined program going forward.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We made significant growth in our Curriculum & Instruction area, meeting many of the goals. We also adopted a student-centered online credit recovery model for most of our classes that allowed for significant growth in this area. Because of some of the challenges in whole-school social emotional learning, we focused instead on more individualized attention, which does seem to have produced gains. We have implemented many of the items related to Community Connections, but with mixed success. These successes informed our plans moving forward.

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

Due to our success in defining the purpose and scope of our program, and the WASC visiting committee remarking as such, we chose to eliminate the previous fourth goal to instead focus on the remaining three. The remaining three goal areas remain the same, with the same hoped-for outcomes, but we have modified the actions based on our experiences over the last year. We also added more metrics to the plan in order to better monitor our progress, and have a broader sense of our own success. These improvements are found throughout the individual activities in this plan.

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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Darren McNally	Principal
Diane Peterson	Other School Staff
LaShunda Brown	Other School Staff
Anniejae Fishburg	Classroom Teacher
Marian Luoma	Parent or Community Member
Chris Knight	Classroom Teacher
Aidan Gilmore-Hogan	Parent or Community Member
Hannah Edber	Classroom Teacher

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.