

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Albany High School	01-61127-0130450	5/13/21	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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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 Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.09%	0.09%	0.09%	1	1	1
African American	3.63%	3.17%	2.77%	41	37	32
Asian	29.94%	30.48%	30.77%	338	356	356
Filipino	1.59%	1.37%	0.86%	18	16	10
Hispanic/Latino	16.56%	16.52%	16.34%	187	193	189
Pacific Islander	0.35%	0.34%	0.26%	4	4	3
White	35.96%	35.7%	35.09%	406	417	406
Two or More Responses	10.72%	10.96%	11.84%	121	128	137
Not Reported	1.15%	1.37%	1.99%	13	16	23
Total Enrollment				1,129	1,168	1,157

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	298	320	293
Grade 10	269	291	316
Grade 11	293	261	295
Grade 12	269	296	253
Total Enrollment	1,129	1,168	1,157

Conclusions based on this data:

1. Enrollment increased slightly over the last few years

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	103	65	75	9.1%	5.6%	6.5%
Fluent English Proficient (FEP)	326	381	409	28.9%	32.6%	35.4%
Reclassified Fluent English Proficient (RFEP)	1	43	15	0.9%	41.7%	23.1%

Conclusions based on this data:

1. While only 7% of students are currently English Learners, nearly a quarter of students have been in the past.
2. Nearly 2/3 of students come from homes that speak languages other than English

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	289	286	256	252	271	214	252	271	214	87.2	94.8	83.6
All	289	286	256	252	271	214	252	271	214	87.2	94.8	83.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2676.	2645.	2659	53.97	43.54	50.47	29.37	30.63	30.37	12.30	14.02	8.88	4.37	11.81	10.28
All Grades	N/A	N/A	N/A	53.97	43.54	50.47	29.37	30.63	30.37	12.30	14.02	8.88	4.37	11.81	10.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.60	52.40	52.80	33.33	35.79	35.51	4.07	11.81	11.68
All Grades	62.60	52.40	52.80	33.33	35.79	35.51	4.07	11.81	11.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.85	43.17	58.41	29.32	40.96	30.84	8.84	15.87	10.75
All Grades	61.85	43.17	58.41	29.32	40.96	30.84	8.84	15.87	10.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.60	39.48	38.32	52.40	51.29	52.34	4.00	9.23	9.35
All Grades	43.60	39.48	38.32	52.40	51.29	52.34	4.00	9.23	9.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	55.87	50.92	47.66	38.06	36.53	42.52	6.07	12.55	9.81
All Grades	55.87	50.92	47.66	38.06	36.53	42.52	6.07	12.55	9.81

Conclusions based on this data:

1. One out of every five students are not meeting standards in English, with the issue being somewhat more acute in the area of reading.
2. The percentage of students below standard in all areas decreased in 18-19 as compared to 17-18, however, it is still higher than 16-17. It is not clear exactly what accounts for this trend.
3. There has been a steady downward trend in the number of students above standard, but this does not seem to be reflected in the overall numbers. However, overall, the number of students meeting standards has remained mostly consistent.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	289	286	256	250	274	213	249	274	212	86.5	95.8	83.2
All	289	286	256	250	274	213	249	274	212	86.5	95.8	83.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2693.	2670.	2684.	45.78	43.80	45.75	28.51	18.98	25.00	14.46	18.25	15.57	11.24	18.98	13.68
All Grades	N/A	N/A	N/A	45.78	43.80	45.75	28.51	18.98	25.00	14.46	18.25	15.57	11.24	18.98	13.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.50	58.24	59.43	26.21	19.78	21.70	11.29	21.98	18.87
All Grades	62.50	58.24	59.43	26.21	19.78	21.70	11.29	21.98	18.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	48.58	42.86	48.58	36.84	36.26	37.74	14.57	20.88	13.68
All Grades	48.58	42.86	48.58	36.84	36.26	37.74	14.57	20.88	13.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.02	45.79	50.47	41.13	40.29	40.09	6.85	13.92	9.43
All Grades	52.02	45.79	50.47	41.13	40.29	40.09	6.85	13.92	9.43

Conclusions based on this data:

1. There is a similar trend in the Math data to the ELA data, with students performing better in 18-19 than 17-18, but lower than in 16-17.
2. The nearly 30% of students not meeting standards needs to be addressed through targeted intervention programs.

3. The Concepts and Procedures area is noteworthy, as it has both the highest percentage above standard as well as below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1616.1	*	1618.7	*	1612.9	*	17	9
Grade 10	1601.5	1566.3	1583.0	1554.8	1619.5	1577.2	12	13
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*	*	*	*	*	*	*	9
All Grades							44	39

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	17	9
10	*	38.46	*	15.38	*	15.38		30.77	12	13
11	*	*	*	*	*	*	*	*	*	8
12	*	*		*	*	*	*	*	*	9
All Grades	45.45	28.21	*	25.64	*	25.64	*	20.51	44	39

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	76.47	*	*	*	*	*	*	*	17	9
10	*	30.77	*	30.77	*	0.00		38.46	12	13
11	*	*	*	*	*	*	*	*	*	8
12	*	*	*	*	*	*		*	*	9
All Grades	56.82	28.21	*	33.33	*	15.38	*	23.08	44	39

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	*	*	*	*	*	*	*	17	9
10	*	7.69	*	46.15	*	30.77		15.38	12	13
11		*	*	*	*	*	*	*	*	8
12	*	*		*	*	*	*	*	*	9
All Grades	36.36	12.82	*	35.90	*	35.90	25.00	15.38	44	39

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	64.71	*	*	*	*	*	17		9
10	*	23.08	*	38.46		38.46	12		13
11	*	*	*	*	*	*	*		8
12	*	*	*	*	*	*	*		9
All Grades	50.00	10.26	38.64	66.67	*	23.08	44		39

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	82.35	*	*	*	*	*	17		9
10	*	46.15	*	23.08		30.77	12		13
11	*	*	*	*	*	*	*		8
All Grades	59.09	53.85	34.09	25.64	*	20.51	44		39

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	17		9
10	*	30.77	*	53.85		15.38	12		13
12	*	*	*	*	*	*	*		9
All Grades	36.36	23.08	36.36	51.28	27.27	25.64	44		39

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	17	9
10	*	7.69	*	84.62		7.69	12	13
11	*	*	*	*	*	*	*	8
12	*	*	*	*	*	*	*	9
All Grades	38.64	12.82	52.27	82.05	*	5.13	44	39

Conclusions based on this data:

1. There are too few students taking the ELPAC to form clear trends.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1168	19.3	5.6	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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	5.6
Homeless	5	0.4
Socioeconomically Disadvantaged	226	19.3
Students with Disabilities	94	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	3.2
American Indian	1	0.1
Asian	356	30.5
Filipino	16	1.4
Hispanic	193	16.5
Two or More Races	128	11.0
Pacific Islander	4	0.3
White	417	35.7






Conclusions based on this data:

1. Albany High is a racially and ethnically diverse school with no group representing more than 36% of the student body.
2. We must ensure that all of our options serve students in our highest need populations.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Green
Mathematics  Blue		
College/Career  Yellow		

Conclusions based on this data:

1. Our highest area of concern is in the area of career and college readiness.
2. Performance of students is overall good, especially in the area of mathematics, however there is significant room for improvement.
3. There are noticeable equity gaps that must be addressed.

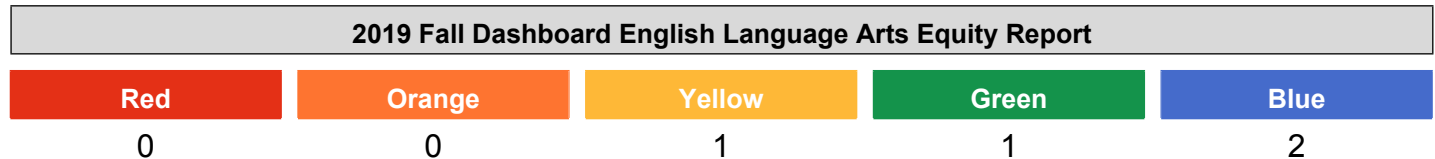
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 72.6 points above standard Increased ++12.4 points 214		 No Performance Color 5.8 points above standard Increased Significantly ++34.3 points 27		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Yellow 14.5 points above standard Maintained ++2.3 points 48		 No Performance Color 67.8 points below standard Increased Significantly ++21.7 points 15	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color 0 Students	Asian  Blue 81 points above standard Increased ++5.1 points 76	Filipino  No Performance Color 0 Students
Hispanic  Green 31.7 points above standard Declined -7 points 41	Two or More Races  No Performance Color 88.8 points above standard Increased ++9 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 95.6 points above standard Increased Significantly ++31.7 points 72

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners 36.9 points above standard 20	English Only 72.5 points above standard Increased ++10.5 points 120
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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.

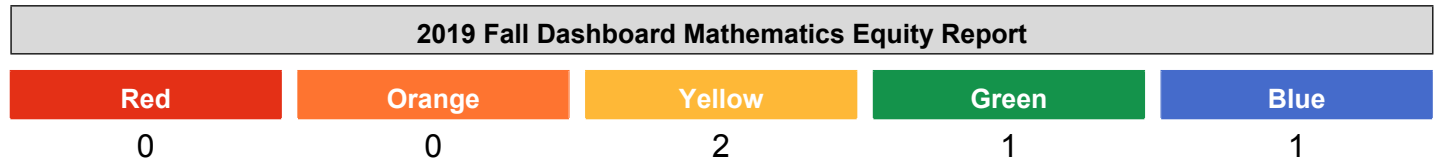
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 50.2 points above standard Increased ++8.4 points 212	 No Performance Color 0.3 points below standard Increased Significantly ++15.8 points 27	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 23.5 points below standard Declined -14.5 points 48	 No Performance Color 139.8 points below standard Declined -9.7 points 15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 83.4 points above standard Declined -6.7 points 76	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Yellow 24.3 points below standard Declined -13.5 points 39	Two or More Races  No Performance Color 54.6 points above standard Declined -6.3 points 18	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 65.8 points above standard Increased Significantly ++31.4 points 72

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners 7.8 points above standard 20	English Only 39.1 points above standard Maintained ++1.4 points 118
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Conclusions based on this data:

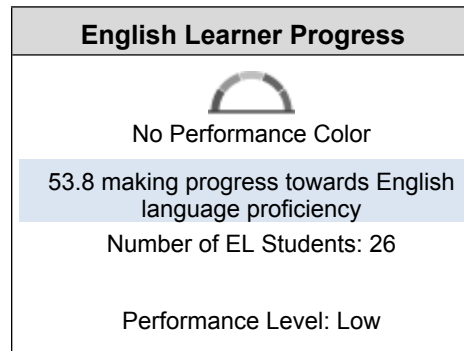
1. Concerned about performance of African American students. Current English Learners increased performance by 36.3 points.
2. We would like to see data of this cohort from 8th grade.
3. Wondering if low scores can be attributed to students stopping math after 10th grade because graduation requirement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

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3	30.7	3.8	

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.

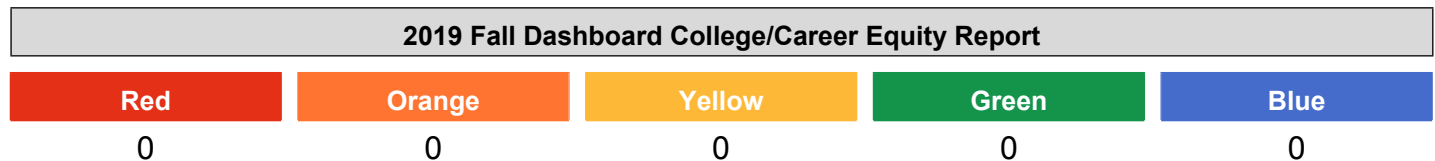
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 63.9 Declined -5.2 294	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 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 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
69.1 Prepared	69.1 Prepared	63.9 Prepared
10.3 Approaching Prepared	10.3 Approaching Prepared	13.6 Approaching Prepared
20.6 Not Prepared	20.6 Not Prepared	22.4 Not Prepared

Conclusions based on this data:

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

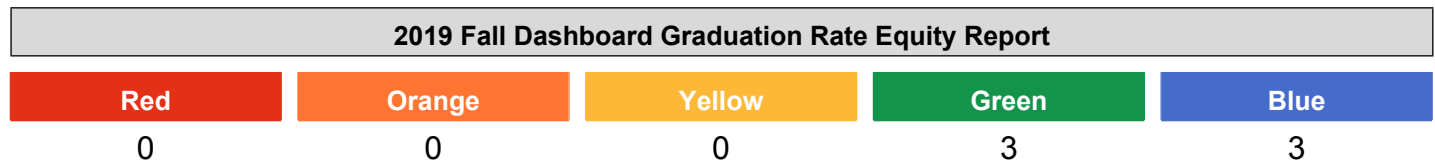
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 94.6 Increased +1.7 295	English Learners  Green 88.2 Increased +4.4 34	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Blue 96.9 Increased +7.2 96	Students with Disabilities  No Performance Color 75 Maintained 0 24

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 13	 No Performance Color 0 Students	 Blue 95.4 Increased +1.7 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.2 Increased +2.8 51	 Blue 97 Maintained +0.1 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 92.9 Maintained +0.4 98

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.9	94.6

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. Performance was actually higher for our socioeconomically disadvantaged students than other students.
3. Hispanic students are graduating at similar levels to the rest of AHS students.

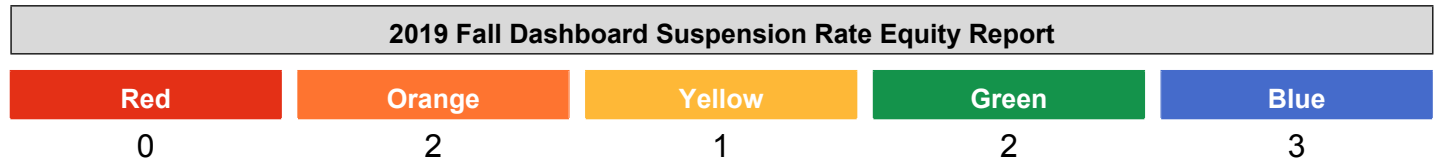
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9 Maintained +0.1 1193	English Learners  Blue 0 Declined -0.9 76	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 7	Socioeconomically Disadvantaged  Orange 2.8 Increased +2.4 252	Students with Disabilities  Green 1 Declined -3.5 105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 2.6 Increased +2.6 38	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0 Declined -0.3 363	Filipino  No Performance Color 0 Declined -5.6 17
Hispanic  Blue 0.5 Declined -0.5 196	Two or More Races  Green 1.4 Maintained -0.1 146	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Yellow 1.4 Increased +0.4 427

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.9

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture and Support for Student Personal and Academic Growth

LEA/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

Goal 1

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support Professional development for certificated and classified staff on learning goals with time to integrate into curriculum, discipline practices, and teacher/staff evaluation process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

None Specified
None Specified
Professional development hourly pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Revise Expected School-wide Learning Goals/Student Learning Outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Communicate standards to and with students and the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement continuous review to ensure learning goals are being implemented on an ongoing basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have done significant work to implement greater SEL at AHS, especially within the context of instructional time. For the other areas, there has not been much focus, due to other priorities.

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

This year there was little focus on these topics, outside of the implementation of more SEL content. Because of the impact of COVID or school was focused more on making it through the pandemic than long-term goals

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.

This goal has remained mostly unchanged, with a hope to focus on it more for the 21-22 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Standards Based Student Learning: Curriculum

LEA/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.

Goal 2

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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
Career/College Readiness Indicator	64% of students considered prepared from 18-19 data	Increase in percentage of students considered prepared for post-secondary opportunities
UC a-g Preparation	67% of students met minimum requirements for CSU/UC eligibility in the class of 2020	Increase in the percentage of students meeting UC requirements

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Collaborative planning opportunities facilitated by Career Tech committee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 9th grade students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who benefit from intervention classes.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,000

Source(s)

Teacher hourly pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a sustainable vision and plan for Career Technical Education (CTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

80,000

Source(s)

Other
6000-6999: Capital Outlay
ROP Program Funds

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There was little progress on this goal since so much of the focus of the shared governance bodies and our faculty leadership was on the pandemic, and creating school responses to the pandemic.

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

Most of these expenditures were not possible this year due to the focus on remote learning.

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

The most significant change was the movement away from naming specific programs. In the past, AHS has had programs such as Venture and Design + Build that we were not able to sustain. The revised goals found here are broader in scope and look instead at the whole program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Standards-based Student Learning: Instruction

LEA/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.

Goal 3

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F lists	30% of students receiving a D/F grade in courses needed for graduation.	Fewer students receiving D and F grades needed for graduation
SBAC scores	20% of students are not meeting standards in ELA, and 20% are not meeting standards in Math	Increase in the total percentage of students meeting standards in all areas
California School Dashboard	Underserved student groups are performing lower than others when looking at ELA/Math CAASPP scores	Decrease in the size of the absolute difference in metrics between underserved students and other populations

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Other
1000-1999: Certificated Personnel Salaries
Extra Hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Continue intervention programs at the Tier 1-3 levels

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
0.4 FTE At-Risk/FLEX Counselors

42,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
0,6 FTE Intervention

20,000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
0.2 English Language Development

60,000

Title I
1000-1999: Certificated Personnel Salaries
0.8 English Language Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but especially students receiving Special Education services

Strategy/Activity

Implement instructional strategies designed to support all students, such as Universal Design for Learning (UDL)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students that are struggling academically/socially or emotionally.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Prepare faculty to serve all students through culturally responsive practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The programs listed in activities 1 and 2 were implemented with fidelity such as previous years, due to having already established staffing.

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 were not able to implement some of the programs focused on faculty development since remote learning and the pandemic required so much of our time and energy.

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 explicitly added the 5th activity with a focus on equity. We felt an explicit goal of this type was needed and was missing from the previous document.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Standards-based Student Learning: Assessment and Accountability

LEA/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.

Goal 4

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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.
Total enrollment in CTE courses and community college courses	Data not maintained	Develop additional baseline measures for programs

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Develop a centralized system for identifying students in need of intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our intervention counselors continued to work on strategies to identify D and F students. In the other areas described, such as systems to communicate with staff, this work was superseded by the focus on supporting students and staff around the pandemic and remote learning.

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 were not able to implement the specific portions that involved staff training, due to staff focus on other concerns.

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 removed an activity specifically related to data mining by staff. The site council felt it best for this activity to remain with specialists and administrators, with the rest of the staff focused on responses.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

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

LEA/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.

Goal 5

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 clear and consistent communication around deficit reduction strategies. 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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improved communication from District Office to site staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Consistently clean school environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Thorough and practical training for emergency plans beyond the written document

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure there are clear policies and procedures and those are communicated well to all staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most of these items have not applied to this school year since they apply to the physical environment of the school or are moot in remote learning, such as emergency plans.

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

Many of these items are not directly relevant to the remote learning environment. The exception is communication. In this area we have employed multiple strategies to engage all staff in decision-making around remote and hybrid learning.

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 updated an item on supervision, since additional supervision will be available in the Fall. This was replaced with an item more generally related to communication.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$60,000.00

Subtotal of additional federal funds included for this school: \$60,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$22,000.00
LCFF - Supplemental	\$92,000.00
None Specified	\$10,000.00
Other	\$90,000.00

Subtotal of state or local funds included for this school: \$214,000.00

Total of federal, state, and/or local funds for this school: \$274,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	22,000.00
LCFF - Supplemental	92,000.00
None Specified	10,000.00
Other	90,000.00
Title I	60,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	162,000.00
6000-6999: Capital Outlay	80,000.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		22,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	92,000.00
None Specified	None Specified	10,000.00
1000-1999: Certificated Personnel Salaries	Other	10,000.00
6000-6999: Capital Outlay	Other	80,000.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	102,000.00
Goal 3	162,000.00

School Site Council Membership

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

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

Name of Members	Role
Darren McNally	Principal
Miriam Walden	Classroom Teacher
Aubrey Freeman	Classroom Teacher
Aliza Cohen	Classroom Teacher
Stephanie Berberian	Classroom Teacher
David Janinis	Classroom Teacher
Becky Hopwood	Parent or Community Member
Taner Sen	Classroom Teacher
Sara Hinkley	Parent or Community Member
Giulia Del Priore	Secondary Student
Jared Nakahara	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Instructional Leadership Team(secondary)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/9/16.

Attested:

Principal, Darren McNally on 5/13/21

SSC Chairperson, Darren McNally on 5/13/21