

# **Alameda Science and Technology Institute**

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2022-23**

<b>CDS Code</b>	01-61119-0106401
<b>Principal Name</b>	Tracy Corbally
<b>Telephone Number</b>	510-748-4021
<b>Address</b>	555 Ralph Appezzato Memorial Parkway Alameda, CA 94501
<b>E-mail</b>	TCorbally@alamedaunified.org
<b>Date of SSC Approval</b>	5.11.2022
<b>Date of BOE Approval</b>	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

## Purpose and Description

A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

### Purpose

Please select the purpose of this plan by **BOLDING** one or more of the following:

BOLD one or more:  
Schoolwide Program  
Comprehensive Support and Improvement  
Targeted Support and Improvement  
Additional Targeted Support and Improvement

### Description

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

[add text here]

### Resource Inequities

If the school is not identified for CSI or STASI this section may be deleted. Schools eligible for CSI or ASTI must identify resource inequities which may include a review of LEA and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[add text here]

# Districtwide Goals

## Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

## Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

- 1) Eliminate barriers to student success and maximize learning time
- 2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
- 5) Ensure that all students have access to basic services

## District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.

- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

<b>Student level goals</b> (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
<b>Teacher priority practices</b> (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
<b>Leadership Practices</b>	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
<b>District Goals</b>	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

# LCAP Goal 1: Eliminate barriers to student success and maximize learning time

## State Priorities: Pupil Engagement and School Climate

### District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		9.1%	4.2%	8.9%	5.7%	8% (March)	3.2%
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	0.5%	2.4%	0.5%	1.3% (March)	2.1%
Graduation % of four-year cohort completing graduation requirements		93.2%	100%	91.9%	100%	93%	100%
CHKS: % of students reporting 'agree' or 'strongly'	5th	86%		85%		82%	
	7th	62%		64%		60%	

agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	9th	60%	75%	64%	80%	60%	63%
	11th	63%		64%	62%	62%	54%



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Statistically, ASTI saw a decline in absenteeism for the 2019-20 school year; along with the rest of AUSD this may be attributable to the change in attendance taking policies during distance learning, which considered asynchronous work as attendance. Historically, attendance has not been among the most high need issues at ASTI; this may be in large part due to ASTI's being a school of choice with students and families selecting to be there.

Our office discipline went up in 2019-20, in opposition to a drop in the district overall; this is due to one incident, in which a number of students cheated on PE assignments in distance learning.

The CHKS indicator for students feeling safe at school dipped in distance learning, from 75-80% for 9th grade to 63%, and from around 63% to 54% for 11th grade. It has risen back to pre-COVID percentages in 2021-22, with 9th graders at 80% and 11th at 63%.

A focus of inquiry and initiative for ASTI staff: the consistent decline in this response between 9th and 11th grade. This decline predates distance learning. It is important to note that ASTI 9th graders take all their courses with the high school, while 11th and 12th graders dual enroll between the high school and the college; this may be linked to the shift.



## Identified Need: Using Additional Data to go Deeper

### Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.

- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?



#### Avoid


- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

It is important to note that ASTI 9th graders take all their courses with the high school, while 11th and 12th graders dual enroll between the high school and the college; this may be linked to the shift. Staff also wonder if it is some form of early senioritis— either way, this is the first time we have noticed this change in response between 9th and 11th grade.

While we have no quantitative data gathered on the topic, all school stakeholders- students, faculty, office, administration, and parent leaders (SSC)- have noticed and are actively discussing the loss and disruption caused to our school culture by the pandemic and the many unplanned moves we experienced at the start of the 2021-22 school year. Before the pandemic, ASTI had a thriving school culture and tradition of juniors and seniors mentoring 9th and 10th graders through Leadership, ASB and a number of school events. We have lost most of the institutional memory instilled in students, and are actively rebuilding and planning for further rebuild over the next two years.

## LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <p><b>SMARTIE Site Goal A</b></p> <p><i>Specific, Measurable, Achievable, Realistic, Time-bound, Inclusive, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i></p>	<p><b>Overall:</b></p> <p><b>Engage in learning about Trauma Informed Practices to support our work to build positive relationships with and among our students to create conditions for learning and rebuild our school traditions of juniors and seniors mentoring freshpeople and sophomores.</b></p> <p><b>Equitable (AA/EL/IEP/CCEIS): This goal is Tier 1; Leadership advisor will add more school events that specifically honor the many cultures represented at our school.</b></p>
 <p><b>Measurable Outcomes</b></p> <p><i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i></p>	<p>Narrow the gap between 9th and 11th grade responses by reducing the drop in 11th grade by 5% in 2023 (to 68% or better) and by 10% in 2024 (to 73% or better)</p> <p>Maintain the 9th grade responses at 80% or better</p> <p>ASTI staff will also collaborate to develop site-based surveys and reflections to capture perception data from students and</p>

		<p>staff regarding climate, culture, support and activities.</p> <p>The Leadership events calendar will include more culturally relevant events</p>		
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
1.A1	Alameda Family Services will train and support staff in Trauma Informed Practices	<b>Surveys</b>  <b>Reflections</b>	All	<b>Responsible for action: Principal/ AFS</b>  <b>Responsible for monitoring: ILT/ AFS</b>  <b>Consult/Inform:</b> AFS/district IL leadership
1.A2	Staff and Students will continue to rebuild our previously robust Leadership program, adding collaboration with PTSA on Prom and more culturally relevant events to the annual calendar	School events calendar	All	<b>Responsible for action: All staff</b>  <b>Responsible for monitoring: ILT</b>  <b>Consult/Inform:</b>
1.A3				<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

## LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

## District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
<b>Math SBAC:</b> Average Distance from Level 3 (Standard Met)	14.3	87	14.3	91.4		
<b>ELA SBAC:</b> Average Distance from Level 3 (Standard Met)	36.8	103.5	40.5	118.7		
<b>UC 'a-g' Completion:</b> % of 12th grade cohort that has met UC 'a-g' requirements	56.5%	95.5%	54.9%	93%	58.2%	98%
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9%	100%	73.2%	100%	75.2%	N/A



AP Enrollment: % of 10th-12th students in at least 1 AP course	51%		51.9%		52.5%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%	90.9%	56.8%	97.7%	60.3%	100%



## Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

### Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

### Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

ASTI saw growth in Math and ELA between 2018 and 2019; staff remain curious about the 2022 11th grade CAASPP results. Our grade level cohorts contain 40-50 students each. Although we have fewer than 10 designated ELLs in our 164 total student body, more than 50% of our students live in a home with a primary language other than English and many are reclassified ELLs. When we do deeper data dives, we notice that these students often score lower than their peers on CAASPP and get more Ds and Fs in ASTI courses.

ASTI has grown steadily over the years in our ELL redesignation rates; this may be in part due to the district changes in methods for redesignation.



## Identified Need: Using Additional Data to go Deeper

### Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?




## Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

One causal factor may be that as students progress through school levels, they encounter linguistic challenges at each level that make their learning experience more complex than their peers.

Along with the rest of AUSD, our instructional practices have room for growth in the area of student talk and culturally relevant teaching practices. Selection of priority standards to sharpen focus is an area of need as identified by faculty.

## LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <b>SMARTIE Site Goal A</b> <i>Specific, Measurable, Achievable, Realistic, Time-bound, Inclusive, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i>	<p><b>Overall: Support teachers to select and use grade-level priority standards, texts and tasks for all tier 1 instructions</b></p> <p><b>Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards</b></p> <p><b>Equitable (AA/EL/IEP/CCEIS):</b>  <b>Do this with consideration of ideas put forth in Zaretta Hammond's <i>Culturally Relevant Teaching and the Brain</i></b></p> <p><b>EL Achieve Constructing Meaning training and strategies form the foundation of our student talk opportunities</b></p>			
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>	<p>We will see an increase in meaningful student talk opportunities, including EL Achieve CM, as measured by the site-based walkthrough tool; the tool will be developed and implemented to capture a baseline in August/September 2022</p> <p>PD will include a recycle of Hammond's text; revision of the walkthrough tool will incorporate Hammond strategies and considerations.</p> <p>Growth for all on CAASPP</p> <p>Teachers' lists of priority standards</p> <p>Teachers' developed or modified curriculum per the list</p> <p>Walkthrough Tool Data</p>			
<b>#</b>	 <b>Research-Based Strategies to Achieve Goal</b>	<b>How will you know the strategy is making progress towards</b>	<b>Student Group Served</b>	<b>Person(s)/ Teams Responsible for Actions and</b>

	Consider the school budget, master schedule, collaborative structures, and professional development approach	your goal throughout the year? <i>What information/data will you monitor? When? With whom?</i>	(All/AA/EL/IEP/CC EIS)	Progress Monitoring
2.A1	<p>Wednesday collaboration includes time for teachers to work on selection of priority standards and development of curriculum via activities including:</p> <ul style="list-style-type: none"> <li>• Collaboration with site staff</li> <li>• Collaboration with content area colleagues from AUSD</li> <li>• Classroom observations on site and of content area colleagues at other sites</li> <li>• Funding of attendance at conferences and workshops</li> <li>• Time for independent planning</li> <li>• Sharing of selections and lessons</li> <li>• Reading and discussion of <i>Focus: Elevating the Essentials to Radically Improve Student Learning</i> by Michael Schmoker</li> </ul>	<p><b>Walkthrough data</b></p> <p><b>Survey data</b></p> <p><b>Teachers' lists of standards &amp; curriculum</b></p> <p><b>Meeting/collaboration notes</b></p>	All	<p><b>Responsible for action: ILT/All</b></p> <p><b>Responsible for monitoring: ILT/All</b></p> <p><b>Consult/Inform:</b> District ILT</p>
2.A2	Develop, implement and refine site walkthrough tool to capture data on use of frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	<p><b>Walkthrough tool</b></p> <p><b>Meeting/collaboration notes</b></p>		<p><b>Responsible for action: ILT/All</b></p> <p><b>Responsible for monitoring: ILT/All</b></p> <p><b>Consult/Inform:</b></p>
2.A3	Read and discuss Zaretta Hammond's <i>Culturally Relevant Teaching and the Brain</i> regularly in annual cycle	<b>Collaboration Agendas/Notes</b>		<p><b>Responsible for action:ILT/All</b></p> <p><b>Responsible for monitoring:ILT</b></p> <p><b>Consult/Inform:</b></p>

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

## LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.



### District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dash board		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
EL Reclassification: % of English Learners who were redesignated as RFEP		12%	12.5%	21%	33.3%	14%	54.5%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%		72.6%	100%	84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%		27%		11.5%	
	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%	0%	9%	16.6%	3.9%	9%
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards	K-5th	70%					

Implementation: % of ELs receiving designated ELD	6th-12th	61%		98%		100%	
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\*to be replaced with growth metric when released spring 2022

## LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.



### District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	



### Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

[add text here]



### Identified Need: Using Additional Data to go Deeper

#### Ask yourself:




- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

#### Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

[add text here]

## LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 <b>SMARTIE Site Goal A</b> <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&amp;P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&amp;P levels by no less than 1.5 year from 67%.</i>		<b>Overall:</b>  <b>Equitable (AA/EL/IEP/CCEIS):</b>		
 <b>Measurable Outcomes</b> <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&amp;P Levels</i>				
#	 <b>Research-Based Strategies to Achieve Goal</b> <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	<b>How will you know the strategy is making progress towards your goal throughout the year?</b> <i>What information/data will you monitor? When? With whom?</i>	<b>Student Group Served (All/AA/EL/IEP/CC EIS)</b>	<b>Person(s)/ Teams Responsible for Actions and Progress Monitoring</b>
4.A1				<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>
4.A2				<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>
4.A3				<b>Responsible for action:</b>  <b>Responsible for monitoring:</b>  <b>Consult/Inform:</b>



## Analysis

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

[add text here]

Describe any major differences between the intended implementation and actual implementation of the strategies/activities to meet the articulated goal in the previous year.

[add text here]

Describe any changes in outcomes, metrics or strategies/activities to achieve the articulated goal in the previous year. Where those changes can be found in the SPSA.

[add text here]

N/A due to covid interruption, schools are in their first year of implementing goals.

## Expenditures to Achieve Site-Specific Goals

### 2022-23 SPSA Expenditures Table

#### Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

#### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

#### Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$(Enter total funds here)

# Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 0

## Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

Names of Members	ROLE*
Chuck Kapelke	Parent Representative- Chair
YC Yeung	Parent Representative
Kristina Palmer	Parent Representative
Ajay Parikh	Student Representative- Secretary
Junn Kim	Student Representative
Moira Sogor	Student Representative
Tracy Corbally	Site Principal
Laurel McCoy	Teacher
Candie Krasky	Office Manager
Todd Higashi	Teacher
Jennnifer Campbell	Teacher
Liliana Zell	Teacher

\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student  
50% of the SSC is elected parents and community members and 50% is elected school staff.

### CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

## Site Validation Questions

1. The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

SPSA, relevant data and budget form the core of SSC meetings held monthly. These items are also reviewed in staff meetings, and were provided to the WASC visiting committee this year as well as folded into the WASC self-study goals and action plan. Due to numbers, ASTI does not have ELAC.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

Yes.

# Appendix C: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

**The corresponding Title 1 funded elements of the SPSA above should be highlighted.**

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

# **Appendix D: Innovative Program Review of Progress - Guiding Questions**

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

## **Setting the Stage**

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
  - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
  - a. What will this look like in the classrooms?
8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

## **Leading for High Performance**

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

## **Theory of Action**

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

## **Improving our Teaching Practices**

1. Describe, summarize, and analyze the identified data related to student academic achievement. Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?



3. What effective strategies are used to evaluate student learning and engagement?
4. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5. How are teachers provided feedback on instructional practices to improve instruction?
6. How is the program's theme integrated into your teacher practices and learning outcomes?

#### **Findings and The Road Ahead**

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.



# Alameda Science and Technology Institute

## 2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 5.11.2022

Attested:

Tracy L Corbally  
Typed name of school principal

Tracy Corbally  
Signature of school principal

5.16.22  
Date

Charles R. Kappelke  
Typed name of SSC Chairperson

CHR. K  
Signature of SSC Chairperson

5.16.2022  
Date