



2018-2019
School Plan for Student Achievement

Alhambra High School
CDS Code: 19-75713-1930163

Principal: Duane Russell
Address: 101 South 2nd Street, Alhambra, CA, 91801

District Mission Statement

Alhambra Unified School District
Excellence and Equity in a Global Haven

The dynamic and award-winning Alhambra Unified School District serves 17,000 K-12 students on 19 campuses in a richly culturally diverse community. In this unique global haven, AUSD showcases its dedication to both excellence and equity in rigorous whole student 21st century learning for the competitive college and careers of the future. The District is known for its superlative team of administrators, teachers and staff; an active, supportive Board; engaged parents and students; innovative business and academic partnerships; its creative, data-driven, consensus-building approach, and its famously student-centered collaborative community. The depth of AUSD’s strong relationships across many fronts has won the District numerous Gold Ribbon, Distinguished Schools, and Title I Academic Achievement Awards. Additionally, AUSD has been awarded multiple Golden Bell Awards for such efforts as its acclaimed LIFT (Learning Independence for Transition) Program and its sought-out Saturday School Program (SSP) for parents and students; the singular Model SARB Award Model Program for exemplary practice in student re-engagement; COE Award for Model Continuing High Schools, among many other honors. AUSD’s Dual Immersion Programs in Mandarin and Spanish and its STEM partnerships with UCLA Center X are winning accolades. The District’s recently approved \$259 million school bond for technology, security and building improvements and upgrades will further enhance AUSD’s ability to offer each student an environment in which to thrive.

SPSA and LCAP Alignment

SPSA	LCAP
Goal 1: English Language Arts Goal 2: Math	Goal 2: Instruction - The District will provide an equitable, quality and rigorous education for each child to be College and Career Ready
English Learners embedded in Goal 1 and Goal 2	Goal 2: Instruction - The District will provide an equitable, quality and rigorous education for each child to be College and Career Ready
Professional Development embedded in Goal 1 and Goal 2	Goal 5: Employee Quality - The district will ensure well-trained and effective employees who deliver a quality education and service to every student
Goal 3: Parent Involvement	Goal 6: Families and Community - The District will engage families and community as partners to promote student success

Alhambra High School Vision Statement

AHS seeks to produce well-balanced, skilled lifelong learners who are prepared to lead productive lives and make meaningful contributions in a multicultural, diverse and democratic society.

Alhambra High School Mission Statement

AHS students will become self-directed skilled collaborators and creative problem solvers, as they prepare themselves to meet future challenges in our ever changing world.

School and Community Profile

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.2%	0.12%	9	6	3
African American	1.1%	1.2%	1.06%	28	29	26
Asian	41.6%	41.7%	41.02%	1,099	1,047	1005
Filipino	1.9%	2.2%	2.45%	49	54	60
Hispanic/Latino	51.2%	50.7%	51.18%	1,353	1,274	1254
Pacific Islander	0.2%	0.1%	0.04%	4	2	1
White	2.1%	2.3%	2.12%	55	57	52
Multiple/No Response	1.6%	0.0%	0.08%	42	0	2
Total Enrollment:				2,642	2,512	2450

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	615	581	596
Grade 10	674	609	603
Grade 11	689	661	595
Grade 12	664	661	656
Total Enrollment:	2,642	2,512	2,450

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	657	635	575	624	621	558	624	620	558	95	97.8	97
All Grades	657	635	575	624	621	558	624	620	558	95	97.8	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2617.7	2625.7	2619.0	31	36.94	33.33	34	30.97	31.54	20	16.45	19.71	15	15.65	15.41
All Grades	N/A	N/A	N/A	31	36.94	33.33	34	30.97	31.54	20	16.45	19.71	15	15.65	15.41

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	32	39.68	34.23	49	39.68	46.59	19	20.65	19.18	
All Grades	32	39.68	34.23	49	39.68	46.59	19	20.65	19.18	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	42	47.09	42.65	40	36.73	40.32	18	16.18	17.03
All Grades	42	47.09	42.65	40	36.73	40.32	18	16.18	17.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	30.16	26.34	60	56.45	58.78	15	13.39	14.87
All Grades	24	30.16	26.34	60	56.45	58.78	15	13.39	14.87

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	46.13	42.65	42	38.87	43.37	11	15.00	13.98
All Grades	47	46.13	42.65	42	38.87	43.37	11	15.00	13.98

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	656	634	575	642	631	564	642	631	564	97.9	99.5	98.1
All Grades	656	634	575	642	631	564	642	631	564	97.9	99.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2600.5	2603.3	2605.4	20	22.98	23.94	22	22.50	19.68	25	19.65	21.63	33	34.87	34.75
All Grades	N/A	N/A	N/A	20	22.98	23.94	22	22.50	19.68	25	19.65	21.63	33	34.87	34.75

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	32	33.60	34.04	32	25.83	24.82	36	40.57	41.13	
All Grades	32	33.60	34.04	32	25.83	24.82	36	40.57	41.13	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	22	25.67	25.89	49	42.79	43.62	29	31.54	30.50
All Grades	22	25.67	25.89	49	42.79	43.62	29	31.54	30.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	24	26.31	27.30	56	51.98	52.30	20	21.71	20.39
All Grades	24	26.31	27.30	56	51.98	52.30	20	21.71	20.39

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1529.8	1525.0	1534.1	109
Grade 10	1549.8	1541.6	1557.5	95
Grade 11	1507.3	1495.3	1518.8	94
Grade 12	1531.6	1518.0	1544.8	94
All Grades				392

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	43	39.45	19	17.43	16	14.68	31	28.44	109
Grade 10	45	47.37	17	17.89	13	13.68	20	21.05	95
Grade 11	22	23.40	24	25.53	19	20.21	29	30.85	94
Grade 12	24	25.53	23	24.47	22	23.40	25	26.60	94
All Grades	134	34.18	83	21.17	70	17.86	105	26.79	392

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	50	45.87	19	17.43	17	15.60	23	21.10	109
Grade 10	52	54.74	13	13.68	*	*	21	22.11	95
Grade 11	35	37.23	23	24.47	13	13.83	23	24.47	94
Grade 12	37	39.36	21	22.34	17	18.09	19	20.21	94
All Grades	174	44.39	76	19.39	56	14.29	86	21.94	392

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	18	16.51	34	31.19	14	12.84	43	39.45	109
Grade 10	31	32.63	23	24.21	17	17.89	24	25.26	95
Grade 11	12	12.77	17	18.09	30	31.91	35	37.23	94
Grade 12	11	11.70	25	26.60	28	29.79	30	31.91	94
All Grades	72	18.37	99	25.26	89	22.70	132	33.67	392

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	48	44.04	40	36.70	21	19.27	109
Grade 10	49	51.58	28	29.47	18	18.95	95
Grade 11	31	32.98	37	39.36	26	27.66	94
Grade 12	26	27.66	50	53.19	18	19.15	94
All Grades	154	39.29	155	39.54	83	21.17	392

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	61	55.96	22	20.18	26	23.85	109
Grade 10	55	57.89	19	20.00	21	22.11	95
Grade 11	43	45.74	28	29.79	23	24.47	94
Grade 12	46	48.94	26	27.66	22	23.40	94
All Grades	205	52.30	95	24.23	92	23.47	392

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	23	21.10	32	29.36	54	49.54	109
Grade 10	35	36.84	26	27.37	34	35.79	95
Grade 11	12	12.77	31	32.98	51	54.26	94
Grade 12	*	*	37	39.36	47	50.00	94
All Grades	80	20.41	126	32.14	186	47.45	392

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	18	16.51	72	66.06	19	17.43	109
Grade 10	31	32.63	53	55.79	11	11.58	95
Grade 11	30	31.91	47	50.00	17	18.09	94
Grade 12	28	29.79	53	56.38	13	13.83	94
All Grades	107	27.30	225	57.40	60	15.31	392

Conclusions based on this data:

- 1.

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Model	Major Elements/Strategies	Section in the SPSA
MTSS/PBIS - CDE	Full spectrum of instruction, from general core, to supplemental or intensive interventions, to meet the academic and behavioral needs of students, i.e., Pyramids of Intervention	English Language Arts Math
PLC Defour & Defour	Professional Learning Communities comprised of teachers and credentialed support staff that meet regularly to discuss data and collaborate to determine student needs	ELA, Math, ELD, Other Curricular Areas, Professional Development
Gradual Release of Responsibility Pearson and Gallagher	Optimal learning model that includes four key stages; (1) teacher modeling (I do); teacher-supported student engagement in (2) shared demonstration and (3) guided practice (we do); and (4) independent application (you do)	ELA and Math Title I Intervention Graphic Organizers Pyramids of Intervention
Academic Literacy in Adolescent ELLs Short	Language and literacy strategies that support English Learners in: (1) integration of listening, speaking, reading and writing skills; (2) native language literacy; (3) academic English; (4) instructional accommodations; (5) enhanced explicit vocabulary development	ELD Professional Development

Our school has identified additional educational research to serve as the foundation for our school-level improvement activities. The research model, major elements/strategies are described in graphic organizers following the ELA/Math sections in the SPSA:

- Title I MTSS intervention/PBIS Programs for English/Language Arts and Math
- Pyramid of Interventions/Academic
- Pyramid of Interventions/Behavioral
- Common Core State Standards Implementation
- Direct Interactive Instruction (Action Learning Systems)

Analyzing data and monitoring program effectiveness

School goals, objectives and performance indicators are based on an analysis of State/District data to measure student achievement.

State Assessments:

CAHSEE

Intervention/Enrichment Assessments:

- X Pre/Post-tests on Scholastic Reading Inventory
- X Pre/Post-tests on Scholastic Math Inventory

District Classroom Assessments:

- X Scholastic Reading/Math Inventory (9-12)
- X English Language Development Progress Profile
- X Program and classroom assessments
- X IEP annual review/third year assessment
- X English Learner Progress Monitoring Tool
- X Secondary Writing Interim (Sem 1 and 2)

NCLB Accountability:

Accountability

X California

District Multiple Measures:

X Report Card Grades (9-12)

X SRI (8,9,10)

Site-Based Monitoring Tools:

- X Single School Plan Implementation Checklists
- X Classroom visits; focus walks
- X Rubrics for analyzing student work to standard
- X Grade level and/or department level collaboration meetings
- X School Site Council meetings
- X Interim Assessments/Benchmarks

Academic Program Survey: Nine Essential Program Components (EPCs)

Review and identify the implementation status for each key component as appropriate. Use rating numbers for:

Fully implemented	Substantially	Partially	Minimally
4	3	2	1
100%	At least 75%	At least 50%	Less than 50%

1. Use of CSS aligned (K-12) ELA and mathematics instructional materials, including intensive interventions and ELD materials.

<p>1a. The school/district provides CSS-aligned, basic core instructional programs, including ancillary materials for universal access, for ELA/ELD and mathematics. The school/district also provides intensive intervention programs for identified students in grades 4-8 in ELA/ELD and grades 4-8 in math, with implementation in every classroom and with materials for every student.</p>	1a.
<p>1b. The school/district provides CSS-aligned textbooks and instructional materials, including ancillary materials for universal access for all 9th-10th grade ELA courses as well as intensive reading intervention courses for identified students; and for mathematics, CSS-aligned mathematics textbooks and instructional materials for students enrolled in Algebra I in a traditional sequence or Mathematics I in an integrated sequence. These programs are implemented as designed in every classroom with materials for every student.</p>	1b. 3.5

2. Implementation of adequate instructional minutes for basic core ELA and mathematics programs, intensive interventions, and strategic support courses as well as additional instructional time for structured ELD at all grade levels, as appropriate.

<p>2a. The school/district allocates adequate instructional time as recommended in the California subject matter frameworks for CSS-aligned basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support for ELD for identified ELs. This time is given priority and protected from interruption.</p>	2a.
<p>2b. Through the school's master schedule, the school/district allocates adequate instructional time for the adopted basic core grade level 9th and 10th ELA and Mathematics I integrated sequence intensive interventions; in addition, the school/district allocates additional time as appropriate for strategic support in ELD to identified ELs. This time is given priority and protected from interruption.</p>	2b. 3

3. Use of an annual district instructional /assessment pacing guide for grades K-8 and high school.

<p>3a. The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level K-8 for the CSS-aligned basic core ELA/ELD, strategic support, and intensive intervention programs and CSS-aligned math basic core program, strategic support, and 4-8 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment instruction and assessment.</p>	3a.
<p>3b. The school/district prepares, distributes, and monitors the use of an annual district</p>	3b. 3

instructional/assessment pacing guide for the CSS-aligned ELA grades 9-10 core, strategic support, and the intensive reading intervention courses and for the CSS-aligned Mathematics I sequence and intervention courses in order for all teachers to follow a common sequence of instruction and assessment.

4. Instructional materials-based professional development and ongoing, targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted programs and EPCs.

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| 4a. The principal and assistant principals are engaged in professional development focused on leadership, support and monitoring to fully implement the CSS-aligned ELA/ELD and mathematics basic core and intervention program materials, and to ensure the full implementation of the EPCs. | 4a. |
| 4b. The principal and assistant principals are engaged in professional development focused on leadership, support and monitoring to fully implement the CSS-aligned ELA/ELD instructional programs for grades 9-10, reading intervention programs, and to ensure the full implementation of the EPCs. | 4b. 3 |

5. Fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on CSS-aligned instructional materials.

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| 5a. All classrooms are staffed with fully credentialed, highly-qualified teachers per the requirement of ESEA. | 5a. 4 |
| 5b. Teachers of ELA/ELD K-10 and mathematics K-8 through Mathematics I in an integrated sequence (in all grades and programs, including special education and ELD) are engaged in professional development focused on CSS-aligned, basic core ELA/ELD and mathematics programs, reading or math intensive intervention instructional programs. | 5b. 4 |

6. Implementation of ongoing instructional assistance and support for ELA/ELD, mathematics, and intensive intervention teachers. Suggested support includes the use of content experts, specialists, and/or instructional coaches.

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| 6. The school/district provides instructional assistance and ongoing support to all teachers of ELA/ELD, mathematics, and intensive interventions. Possible options for providing support include trained coaches, content experts, and specialists who are knowledgeable about the instructional program, and work inside classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. | 6. 3 |
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7. Implementation of a student achievement monitoring system that provides timely data from common formative and summative assessment for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of adopted programs.

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| 7. The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the CSS ELA/ELD and mathematics basic core and intensive intervention programs. Student achievement results from assessments (i.e., entry level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded and summative assessments are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. | 7. 3 |
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8. Implementation of monthly structured teacher collaboration for ELA/ELD and mathematics teachers by grade level K-8 and by common course and department levels 9-12, facilitated by the principal.

8. The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for all teachers of ELA/ELD and mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss, and utilize the results of school/district assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school.	8. 4
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9. Implementation of Fiscal Support aligned to full implementation of EPCs.

9. The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the School Plan for Student Achievement.	9. 4
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Goal 1: English Language Arts

Annual Evaluation of School Plan for Student Achievement (SPSA)

SPSA Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Description of Goals and Objectives 2017-18	Expenditure (include funding source)
<p>Goal 1 Close the Achievement Gap: 2% increase in Hispanic/Latino A-G Rate (UC/CSU eligibility) by focusing on culturally relevant instruction and research-based practices as evidenced by student grades of C or better in A-G courses.</p>	<p>Title I Earmarked Salaries: Office of Instruction Tutorials-\$120,000 Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 Field Trips-\$15,000 PODER-\$10,000 Credit Recovery-\$20,000 Conferences/Substitutes-\$15,000 Laptop/chrome carts/technology-\$100,000 Laptop/chrome carts/technology (repair/replace)-\$10,000 Bridge programs (including summer)-\$15,000</p>
<p>Goal 2 Close the Achievement Gap: 2% increase of targeted subgroups who meet or exceed standards on SBAC by increasing the rigor of the instructional program. Specifically, 2% increase among students identified as socio-economically disadvantaged, 2% increase of English Learners and 2% increase of Hispanic/Latino students.</p>	<p>Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 PODER-\$10,000 SBAC Bootcamp-\$5,000</p>
<p>Goal 3 Reduce overall D/F rates by 2% through the implementation of supplemental services (parents, staff, teachers, counselors), to support struggling students, as evidenced by student work, attendance records, assessments and parent engagement. To determine growth, semester grades will be compared each academic year (e.g. 2017 Semester I will be compared to 2018 Semester 1).</p>	<p>Title I Earmarked Salaries: Office of Instruction Tutorials-\$120,000 Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 Field Trips-\$15,000 PODER-\$10,000 Credit Recovery-\$20,000</p>

Description of Goals and Objectives 2017-18	Expenditure (include funding source)
	Conferences/Substitutes-\$15,000 Laptop/chrome carts/technology-\$100,000 Laptop/chrome carts/technology (repair/replace)-\$10,000 Bridge programs (including summer)-\$15,000 Parent Involvement-\$10,000

Data Analysis – Significant Findings
<p>SBAC</p> <ul style="list-style-type: none"> • ELA Overall: 33.5% Exceeded; 31.7% Met, 19.6% Nearly Met, 15.1% Not Met. There is a 3.1% decrease in standards met/exceeded in SBAC performance from 2016-2017. No significant difference in standard not met. • ELA Claims (Reading): 34.4% Above Standard, 46.7% Near Standard, 18.9% Below Standard. There is a 5.3% decrease in above standard, increase of 6.9% near standard and 1.7% decrease in below standard in SBAC performance from 2016-17. • ELA Claims (Writing): 42.8% Above Standard, 40.5% Near Standard, 16.6% Below Standard. There is a 4.2% decrease in above standard, 3.8% increase near standard in SBAC performance in 2016-17. No significant difference in below standard. • ELA Claims (Listening): 26.5% Above Standard, 58.7% Near Standard, 14.7% Below Standard. There is a 3.7% decrease in above standard, 2.3% increase near standard and 1.4% increase below standard in SBAC performance from 2016-2017. • ELA Claims (Research & Inquiry): 42.8% Above Standard, 43.2% Near Standard, 13.9% Below Standard. There is a 3.3% increase in above standard, 4.4% increase in near standard and 1.1% decrease in below standard in SBAC performance from 2016-2017. <p>Focus areas of claims for improvement through the rigor of the instructional program in Listening and Reading.</p> <p>Subgroup information:</p> <ul style="list-style-type: none"> • ELA Overall 50.7% of Hispanic/Latino students met/exceeded; 79.4% of Asian students met/exceeded. There is a 8.2% decrease among Hispanic students and 2.1% increase among Asian students in overall SBAC performance from 2016-17; Thus, there continues to be a significant performance gap between the Hispanic and Asian subgroups. • Focus areas for improvement : Closing achievement gap between the Hispanic and Asian subgroups- teaching and learning, equitable practices.

Data Analysis – Significant Findings

Prior Goals 2017-2018

SBAC Results:

- Socio-Economic Disadvantaged (SED): ELA met/exceeded 2017-66.89% and 2018-63.72%, Not Met.
- English Learners (EL): met/exceeded: ELA met/exceeded 2017-15.8% and 2018-16%, Not Met.
- Hispanic/Latino: ELA met/exceeded 2017-58.94% and 2018-50.7%, Not Met.

D/F Rates:

- 1st semester (2017)=15.3%
- 2nd semester (2018)=18.6%

- The achievement gap between our two largest subgroups, Asian at 92% and Hispanic/Latino students at 78% yields a 14% difference with students earning A, B, C grades.

High School and A-G Completion Rates (Based on CDE 2017-2018)

- AHS graduation rate: overall 97% an increase of 1% from 2016-2017. Hispanic/Latino graduation rate: 97.8%, an increase of 1.7% from 2016-2017. Asian graduation rate: 96.2%, an increase of 0.4%. *impact on graduation rate includes students who received a Certificate of Completion*
- AHS A-G rate: overall 54% in 2017-2018 compared with 47.5% in 2016-2017, an increase of 6.5%. Hispanic/Latino A-G rate: 35.8% in 2017-2018 compared with 32%, an increase of 3.8% from 2016-2017. Goal Met

Analysis of Instructional Program

- Program survey results indicate that each of the nine essential program components are all Substantially (at least 75%) or Fully (100%) implemented. Components 1, 2, 3, 4, 6 and 7 are substantially implemented and components 5, 8 and 9 are fully implemented.
- Most notably, components 8 and 9 have moved to fully implemented scores in comparison to 2017-2018. Hence, structured teacher collaborative opportunities have had an impact and will remain a focus in the 2018-2019 school year.

SPSA Implementation: Identify strategies in the current SPSA that were fully implemented, as described in the plan.

Strategy	Data to support
Provide programs and services to support "at risk" students scoring below standard, English Learners, and Hispanic/Latino students in scoring meeting or exceeding standard in English Language Arts. <ul style="list-style-type: none"> • Intervention Classes (English Intensive and Stretch) • Technology (computer support for ELA Intervention courses) 	SRI Results MasterSchedule Enrollment data Requisitions

Strategy	Data to support
<ul style="list-style-type: none"> • Online Credit Recovery-Acellus (Students recover credits for high school graduation and/or A-G eligibility). • Access to technology (chrome carts, laptop carts and other classroom technology) • Staff Development (Teacher Led Professional Development on Instruction, Best Practices, English Learner and Special Education instructional strategies). • Support establishment of the Dream Center • Continue Tutoring Services-school-wide 	PTRs Professional Development Evaluations Acellus documentation AHS tech support tickets Sign-in sheets
Alignment of instruction with Common Core State Standards (CCSS) strategies and materials <ul style="list-style-type: none"> • Implementation of CCSS facilitated by Cadre leadership team through PLC groups to provide professional development and support for teachers • Incorporate lesson planning strategies to include deliberate implementation of various depth of knowledge levels. • Establish PLC goals to be implemented throughout the school year with focus on SBAC scores and DOK levels. 	Classroom observation PLC agenda and sign-in sheets Cadre and PLC goals Professional Development Evaluations Student work Lesson Plans
Ongoing Professional development <ul style="list-style-type: none"> • Strategies to implement CCSS strategies and materials through interdisciplinary PLC groups led by Cadre • Differentiated instruction to address needs of all students • District led common assessments 	Adaptive Schools Training LACOE Training on CAASPP Use of common assessments, including benchmark Student work Lesson Plans Classroom observation
Implementation of Tier 2 interventions for targeted students <ul style="list-style-type: none"> • English support/intervention classes • Tutorials 	Master schedule and staffing Implementation of school-side tutoring programs, including the writing center

SPSA Implementation: Identify strategies in the current SPSA that were not fully implemented as described in the plan, or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> • What specific actions related to those strategies were eliminated or modified during the year? • Identify barriers to full or timely implementation of the strategies identified above. • What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? • What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Ongoing Professional Development-Site developed assessments (formative and summative)	We did not have a school-wide focus on implementing these types of assessments. However, this is a WASC recommendation from our 2018 visit and one in which we will address as we move into the school year. These common assessments will occur department-wide, subject-specific, as applicable. The data used to determine this need was D/F rates and overall A-G completion rates.

Strategies and Activities: Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Strategy	Data to support
Provide programs and services to support "at risk" students scoring below standard, English Learners, and Hispanic/Latino students in scoring meeting or exceeding standard in English Language Arts. <ul style="list-style-type: none"> • Online Credit Recovery-Acellus (Students recover credits for high school graduation and/or A-G eligibility). • Access to technology (iPad Cart, chrome carts, laptop carts and other classroom technology) • Staff Development and PLC (Teacher Led Professional Development on Instruction, Best Practices, English Learner and Special Education instructional strategies). 	Alhambra High School cohort graduation rate is at 97% and 97.8% for Hispanic/Latino cohort graduation rate. AHS has increased our overall A-G graduation rate by 6.5% from 47.5% to 54%.. Technology support is accessible school-wide which has become increasingly significant with CAASPP and AP preparation/practice and implementation. PLC groups goals and focus on SBAC scores (listening claim) and DOK levels 3/4

Strategies and Activities: Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? Check all that apply.	Recommendation (Based on Analysis)
Technology (computer support for ELA Intervention courses)	<p>Lack of timely implementation</p> <p>X Limited or ineffective professional development to support implementation</p> <p>X Lack of effective follow-up or coaching to support implementation</p> <p>Not implemented with fidelity</p> <p>Not appropriately matched to student needs/student population</p> <p>Other:</p>	<p>Computers will need to be replaced as we move into the next school year-as they have reached the "end of life". This includes English Intensive I and II, along with STRETCH courses. There are tech support issues in regards the use of the programs implemented in these courses.</p> <p>Computers, along with software programs will be replaced and updated with new LCAP funding in 2018-2019 school year.</p>
SBAC Bootcamp	<p>X Lack of timely implementation</p> <p>X Limited or ineffective professional development to support implementation</p> <p>X Lack of effective follow-up or coaching to support implementation</p> <p>Not implemented with fidelity</p> <p>Not appropriately matched to student needs/student population</p> <p>Other:</p>	<p>Explore partnership with Test prep revolution in implementing an effective SBAC intervention program for SBAC preparation for the 2018-2019 school year.</p>
	<p>Lack of timely implementation</p> <p>Limited or ineffective professional development to support implementation</p> <p>Lack of effective follow-up or coaching to support implementation</p> <p>Not implemented with fidelity</p> <p>Not appropriately matched to student needs/student population</p> <p>Other:</p>	

Involvement and Governance

How was the SSC involved in the development of the SPSA?

The SSC regularly reviews, evaluates, and provides input on the development of the SPSA. Our agendas, minutes, and handouts outline the annual process used to develop the SPSA.

How were advisory committees involved in the providing advice to the SSC?

SAC and ELAC regularly provided input and recommendations to SSC.

How was the plan monitored during the school year?

The plan is monitored through the regular use of a compliance checklist.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We need to provide regular updates from all departments to SSC. Provide more transparency with all stakeholders.
 Post minutes and agenda to school website
 Collect recommendations from stakeholder groups.

SPSA Measurable Goals/Objectives: Identify the top priorities and major expenditures supporting these priorities

Measurable Goals/Objectives for 2018-19 School Year	Expenditure (include funding source)
1. Increase overall A-G rate by 2%, with emphasis on increasing Hispanic/Latino A-G Rate (UC/CSU eligibility) by more than 2% by focusing on culturally relevant instruction and research-based practices as evidenced by student grades of C or better in A-G courses.	Title I Earmarked Salaries: Office of Instruction \$156,648 Tutorials: \$90,000 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 Field Trips: \$15,000 PODER: \$9,000 AP Coordinator: \$5,000 Credit Recovery/Bridge: \$15,000 Conference/Substitutes: \$15,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000
2. Improve overall SBAC scores (met/exceeded) by 2% for AHS, with an emphasis on increasing rates for targeted subgroups as evidenced by SBAC and CAST scores through rigor of the instructional program. Specifically, 2% increase among students identified as Socio-Economically Disadvantaged (SED), 2% increase of English Learners (EL) and 2% increase of Hispanic/Latino students.	Title I Earmarked Salaries: Office of Instruction \$156,648 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 PODER: \$9,000 AP Coordinator: \$5,000 Credit Recovery/Bridge: \$15,000

	<p>Conference/Substitutes: \$15,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000</p>
<p>3. Reduce overall D/F rates by 2% through the implementation of supplemental services (parents, staff, teachers, counselors), to support struggling students, as evidenced by student work, attendance records, assessments and parent engagement. Specifically, 1st semester grades will be compared to 1st semester grades from previous school year and 2nd semester will be compared to 2nd semester grades from previous school year.</p>	<p>Title I Earmarked Salaries: Office of Instruction \$156,648 Tutorials: \$90,000 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 PODER: \$9,000 AP Coordinator: \$5,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000</p>

Goal 1 – English Language Arts

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>A. Services and Programs</p> <p>1. Alignment of Instruction with Common Core State Standards (CCSS):</p> <ul style="list-style-type: none"> The district is currently implementing CCSS professional development to staff. Staff is being provided time to align CCSS with curriculum through PLC groups and departments. <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Continue to implement and align CCSS with grade level pacing guides/Lesson Plans Ensure that all textbooks and instructional materials are aligned with content standards 9-12. Provide SBAC intervention to targeted students Purchase supplemental instructional materials as available. Utilize strategies to transition to support CCSS. <p>3. Extended learning time:</p> <ul style="list-style-type: none"> Utilize data management system (Illuminate, Power School) to identify at-risk students who have not met standard. Provide interventions for identified students. Provide the opportunity for online credit recovery for credit deficient students, and students who need to meet A-G eligibility. Conduct student/parent/teacher conferences <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> Use technology to increase options for student learning, parent education and professional development. 	Aug-May	District Site Admin Cadre Teachers	General Fund LCAP	
	Aug-May	Teachers Site Leadership Team (Admin., Dept. Chairs, CCSS Cadre)	General Fund LCAP Title I	Title I- \$90,000 tutoring; \$5,000 writing center \$30,000 supplemental Materials \$15,000 Bridge programs \$40,000 intervention programs
	Aug-May	Teachers Site Leadership Team (Admin., Dept. Chairs, CCSS Cadre)	General Fund LCAP Title I	Title I- \$90,000 tutoring; \$5,000 Writing Center; \$15,000 Credit Recovery; \$30,000 supplemental materials
	Aug-May	Site Technician AP of Instruction Office Manager	General Fund LCAP Title I	Title I-\$100,000 Technology, Title I Earmarked Salaries:

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<ul style="list-style-type: none"> • Purchase equipment, peripherals, and software as funding allows. • Support site computer labs and in-class Read 180 labs as well as Stretch internet access, EDGE for SEI • Support site computer technology for SEI • Utilize Parent Portal for student monitoring, parent communication and education • Utilize AHSmoors.org website to increase communication • Provide online credit recovery program through Acellus 				Office of Instruction
<p>B. Below Proficient Students Subgroup</p> <p>-Monitor achievement through formative/summative assessments and targeted instruction. Use the results to guide instruction and ensure program effectiveness to meet the needs of students, including EL's/Hispanic/Latino students, other "At-Risk" students, including SED and students who have not met standards.</p>	Aug.-May	Teachers Site Leadership Team (Admin., Dept. Chairs, CCSS Cadre)	General Fund LCAP	Title I- \$30,000 Supplemental Instruction Materials \$40,000 Intervention programs
<ul style="list-style-type: none"> • Provide after school interventions for identified students. • Provide the opportunity for online credit recovery after school, and summer school. • Strengthen Academies (Green Construction Academy–GCA) and PODER to provide smaller learning communities to identified cohort group of students, through data tracking. • Designate counselors to focus on the need of socio-emotional and academic services for GCA and PODER students and families • Monitor and adjust services as reflected in student SST, 504 and other Tier 3 level of support meetings. • Continue to implement a site MTSS/PBS plan • Provide after school tutorials and Writing Center sessions, and other interventions. • Purchase supplemental books, software, instructional materials and supplies as available. • Provide support to students, including EL, SED, and students not meeting standards, as they move through MTSS/PBS. 	Aug.-May; and summer school	Teachers Site Leadership Team (Admin., Dept. Chairs, CCSS Cadre) PODER & GCA Coordinators Classified/ Support Staff Parents/ Community District Admin. EL Coordinator AP Coordinator	General Fund LCAP Title I	Title I Earmarked Salaries: Office of Instruction Title I- \$90,000 tutoring; \$5,000 Writing Center; \$15,000 Credit Recovery;\$30,000 Supplemental Instruction Materials, \$40,000 Intervention programs

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<ul style="list-style-type: none"> Provide additional support for students in AP Program with AP coordinator position, along with tutorials and supporting the AP Ambassadors program Provide support cross-age tutoring for all grades through the Academy of Future Educators (AFE) Identify ninth-graders who are significantly below standards based on SRI, Reading Inventory (RI) and other multiple measures for placement in reading intervention programs. Provide reading intervention classes (English 1 Intensive, English II Intensive and Stretch) for targeted ninth-grade students and 10th grade students Provide Stretch classes in grade 9 for students below grade level based on grades and SRI Provide Summer School Programs-Credit Recovery and BRIDGE Coordinate the integration of supplemental mental health intervention services in relation to PBS and Gateway to Success program. Provide clerical services to facilitate the implementation of intervention programs. Provide computer technician assistance to provide support computer-based intervention programs. Continue AP Ambassador tutoring program for struggling students in high level course work. School-wide focus on improving AHS A-G eligibility rate, particularly among our Hispanic/Latino student population. 	Aug-May	AP Ambassador advisor Teachers Counseling office AP of Instruction Teachers Clerical Staff	General Fund LCAP Title I	Title I Earmarked Salaries: Office of Instruction, Title I- \$90,000 tutoring/writing center; \$15,000 Credit Recovery; \$100,000 Technology, \$30,000 Supplemental Instruction Materials, \$40,000 Intervention programs
C. EL Subgroup <ul style="list-style-type: none"> Provide Summer Enrichment Programs for English Learners Designate counselors to focus on the need of socio-emotional and academic services for EL students and families Provide an extended instructional time for supplemental instruction for ELs Continue to support Dream center, along with tutoring and other services. Continue to implement a Creative Drama SDAIE elective course for ELs to provide additional support in building listening and speaking skills. Provide clerical services to facilitate the implementation of intervention 	Aug-May	AP of Instruction Teachers	General Fund LCAP Title I Title III	Title I Earmarked Salaries: Office of Instruction Title I- \$90,000 tutoring; \$5,000 Writing Center; \$15,000 Credit

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>programs.</p> <ul style="list-style-type: none"> Utilize a computer technician to provide support for computer-based intervention programs. Offer Expository Reading and Writing to conditionally accepted seniors and SEI students <p>D. Hispanic Subgroup</p> <ul style="list-style-type: none"> Continue to implement District Open Enrollment in order to increase Hispanic/Latino enrollment in higher level coursework. Provide field trips for Latino students to attend Leadership and Empowerment Conferences. Offer an Introductory AP 9th grade course (APHUG) to increase Hispanic participation and access to AP program. Continue AP Ambassador Program to support struggling students in AP Program Provide clerical services to facilitate the implementation of intervention programs. Utilize a computer technician to provide support for computer-based intervention programs. 	Aug-May		General Fund LCAP Title I	<p>Recovery; \$100,000 Technology, \$30,000 Supplemental Instruction Materials, \$40,000 Intervention programs</p> <p>Title I Earmarked Salaries: Office of Instruction Title I- \$90,000 tutoring; \$5,000 Writing Center; \$15,000 Field Trips, \$15,000 Conferences, \$15,000 Credit Recovery/Bridge ;\$30,000 Supplemental Instruction Materials, \$40,000 Intervention programs,</p>
<p>2. Staff Development</p> <ul style="list-style-type: none"> Establish CCSS Cadre Teams to build site capacity in the full implementation of common core. Train site administrative team, cadre leaders, and department chairs in 	Aug-May	CCSS Cadre Team Teachers (Content Experts) Administration	General Fund LCAP	Title I-\$15,000 conferences; \$40,000 intervention

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>Leadership Building to lead implementation of Common Core</p> <ul style="list-style-type: none"> • Train teachers in strategies and best practices, including a focus on culturally relevant pedagogy and equitable practices. • Train all new teachers in differentiated and other effective instructional practices in accordance with site and District procedures. • Continue GLAD training for SDAIE teachers and other teachers. • Provide ongoing professional development in data analysis, lesson planning, graphic organizers thinking maps, best instructional practices/strategies, and standards-based instruction • Provide opportunities for teachers to attend outside conferences and workshops • Engage department chairs and all teachers in data analysis using student data in Illuminate. • Common assessment development and analysis to guide instruction and implement intervention and remediation. • Engage teachers in lesson development and analysis of student work using collaboration time • Implement Peer "Walkthrough Team" as a means of professional development PLC (interdisciplinary) to improve the level of student engagement • Implement administrative walkthrough/snapshot forms, along with department chairs to support instructional best practices • Build Department PLC collaboration time and develop outcomes (common syllabi and learning targets) for each Department PLC team 				<p>programs</p>

MTSS Intervention Program for English Language Arts 2018-2019

Focus:

Narrowing the Achievement Gap and improving the performance of targeted students.

Design:

Open Enrollment-AP/Honors
 English Intensive & Stretch courses
 Tutoring
 PODER

Staff:

English teachers
 PODER teachers

Grade	Intervention Model	Strategies/Curriculum	Research Base	Professional Development
9-10 Tier 1	English I and II Intensive (Double dose, 100 minutes/5 days per week) or STRETCH (additional 54 minutes per day of reading support)	Building Language Literacy Shared Reading Computer Based Programs Direct teacher Instruction: small group	Cunningham & Allington, 1994 Fountas and Pinell, 1995 NRC Report, 1998 Allington, 2001 Duffy-Hester (1999)	Read 180 Conferences Program consultants District specialists Teacher workshops (district) Site and District training (CCSS & DII)
9 Tier 2				
9-12 Tier 2	After school tutoring & Writing Center	One on one or small group tutoring by credentialed teachers	Writing Center-Partnership with CSULA	Credentialed teachers; Graduate Students/Tutors

Grade	Intervention Model	Strategies/Curriculum	Research Base	Professional Development
9-12 Tier 2	PODER Program	PODER curriculum, think tanks, Cornell note taking, instructional strategies, Socratic Seminar, Goal setting and college planning	Guthrie "The Magnificent Eight; AVID best practices study" (2001)	PODER Site team workshops/summer planning
10-12 Tier 2	Green Construction Academy - Small learning community where there is a career technical focus	Students choose to apply for program 50% of students must be "at-risk"	California Dept of Education School Improvement Research group (UCR) Dayton, C. (1997)	Conferences LACOE District/Site training
9-12 Tier 2	English Teachers and Special Education Teachers	CAASPP support/Collaboration and/or Co-teaching models	Jane Fell Green Vanderbilt University P. David Pearson	Credentialed teachers

Goal 2: Mathematics

Annual Evaluation of School Plan for Student Achievement (SPSA)

SPSA Goals and Objectives: Identify the top priorities and major expenditures supporting these priorities

Description of Goals and Objectives 2017-18	Expenditure (include funding source)
<p>Goal 1: Close the Achievement Gap: 2% increase in Hispanic/Latino A-G Rate (UC/CSU eligibility) by focusing on culturally relevant instruction and research-based practices as evidenced by student grades of C or better in A-G courses.</p>	<p>Title I Earmarked Salaries: Office of Instruction Tutorials-\$120,000 Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 Field Trips-\$15,000 PODER-\$10,000 Credit Recovery-\$20,000 Conferences/Substitutes-\$15,000 Laptop/chrome carts/technology-\$100,000 Laptop/chrome carts/technology (repair/replace)-\$10,000 Bridge programs (including summer)-\$15,000</p>
<p>Goal 2: Close the Achievement Gap: 2% increase of targeted subgroups who meet or exceed standards on SBAC by increasing the rigor of the instructional program. Specifically, 2% increase among students identified as socio-economically disadvantaged, 2% increase of English Learners and 2% increase of Hispanic/Latino students.</p>	<p>Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 PODER-\$10,000 SBAC Bootcamp-\$5,000</p>
<p>Goal 3: Reduce overall D/F rates by 2% through the implementation of supplemental services (parents, staff, teachers, counselors), to support struggling students, as evidenced by student work, attendance records, assessments and parent engagement. To determine growth, semester grades will be compared each academic year (e.g. 2017 Semester I will be compared to 2018 Semester 1).</p>	<p>Title I Earmarked Salaries: Office of Instruction Tutorials-\$120,000 Writing Center-\$5,000 Supplemental Instructional Materials-\$30,000 Field Trips-\$15,000 PODER-\$10,000 Credit Recovery-\$20,000</p>

Description of Goals and Objectives 2017-18	Expenditure (include funding source)
	Conferences/Substitutes-\$15,000 Laptop/chrome carts/technology-\$100,000 Laptop/chrome carts/technology (repair/replace)-\$10,000 Bridge programs (including summer)-\$15,000 Parent Involvement-\$10,000
Goal 4: Close the Achievement Gap: 2% increase of Hispanic/Latino students who pass Integrated Math I and II by C or better in both semesters, through the implementation of supplemental services as evidenced by student grades, tutoring services and intervention practices.	Tutorials-\$120,000 Supplemental Instructional Materials-\$30,000 Field Trips-\$15,000 PODER-\$10,000 Credit Recovery-\$20,000 Conferences/Substitutes-\$15,000 Bridge programs (including summer)-\$15,000

Data Analysis – Significant Findings
<p>SBAC</p> <ul style="list-style-type: none"> • Math Overall: 24.02% Exceeded; 19.75% Met, 21.71% Nearly Met, 34.52% Not Met. There is 1.04% increase in exceeded, 2.75% decrease in standards met and 2.06% increase in standard not met in SBAC performance from 2016-2017. • Math Claims (Concepts & Procedures): 34.16% Above Standard, 24.91% Near Standard, 40.93% Below Standard; No significant changes in above, near and below standard in SBAC performance from 2016-2017. • Math Claims (Problem Solving & Data Analysis.): 25.98% Above Standard, 43.77%, Near Standard, 30.25% Below Standard; There is a no significant changes in above, near and 1.29% decrease in below standard in SBAC performance from 2016-2017. • Math Claims (Communicative Reasoning): 27.40% Above Standard, 52.31% Near Standard, 20.28% Below Standard. There is 1.09% increase in above standard, 1.51% decrease in below standard and no significant difference in near standard in SBAC performance in 2016-2017. <p>Focus areas of claims for improvement through the rigor of the instructional program in Problem-Solving and Data Analysis.</p> <p>Subgroup information:</p>

Data Analysis – Significant Findings

- Math Overall 15.68% of Hispanic/Latino students met/exceeded; 76.96% of Asian students met/exceeded. There is a 5.37% decrease among Hispanic students and 5.14% increase among Asian students in overall SBAC performance from 2017-2018; Thus, there continues to be a significant performance gap between the Hispanic and Asian subgroups.
- Focus areas for improvement : Closing achievement gap between the Hispanic and Asian subgroups- teaching and learning, equitable practices.

Prior Goals 2017-2018

SBAC Results:

- Socio-Economic Disadvantaged (SED): Math met/exceeded 2017-45.65%, 2018-42.03%, Not Met
- English Learners (EL): Math met/exceeded 2017-33.3%, 2018-38.27%, Met
- Hispanic/Latino: Math met/exceeded 2017-21.05%, 2018-15.68%, Not Met

D/F Rates:

- 1st semester (2017)=15.3%
- 2nd semester (2018)=18.6%
- The achievement gap between our two largest subgroups, Asian at 92% and Hispanic/Latino students at 78% yields a 14% difference with students earning A, B, C grades.

Prior Math Goal: Integrative Math I and II (2017-2018):

- Integrative Math I overall students with a C or better at 1st semester was 67% and 2nd semester at 63%. Hispanic/Latino students with a C or better at 1st semester was 58% and 2nd semester at 54%.
- Integrative Math II overall students with a C or better at 1st semester was 65% and 2nd semester at 69%. Hispanic/Latino students with a C or better at 1st semester was 54% and 2nd semester at 58%.

Scores yielded better results with Integrative Math I compared to Integrative Math II.

High School and A-G Completion Rates (Based on CDE 2017-2018)

- AHS graduation rate: overall 97% an increase of 1% from 2016-2017. Hispanic/Latino graduation rate: 97.8%, an increase of 1.7% from 2016-2017. Asian graduation rate: 96.2%, an increase of 0.4%. *impact on graduation rate includes students who received a Certificate of Completion*
- AHS A-G rate: overall 54% in 2017-2018 compared with 47.5% in 2016-2017, an increase of 6.5%. Hispanic/Latino A-G rate: 35.8% in 2017-2018 compared with 32%, an increase of 3.8% from 2016-2017. Goal Met

Data Analysis – Significant Findings

Analysis of Instructional Program

- Analysis of Instructional Program
- Program survey results indicate that each of the nine essential program components are all Substantially (at least 75%) or Fully (100%) implemented. Components 1, 2, 3, 4, 6 and 7 are substantially implemented and components 5, 8 and 9 are fully implemented.
- Most notably, components 8 and 9 have moved to fully implemented scores in comparison to 2017-2018. Hence, structured teacher collaborative opportunities have had an impact and will remain a focus in the 2018-2019 school year.

SPSA Implementation: Identify strategies in the current SPSA that were fully implemented, as described in the plan.

Strategy	Data to support
<p>Provide programs and services to support "at risk" students scoring below standard, English Learners, and Hispanic/Latino students in scoring meeting or exceeding standard in Mathematics.</p> <ul style="list-style-type: none"> • Intervention Classes (Agile Minds) • Technology (computer support for Math Intervention courses) • Online Credit Recovery-Acellus (Students recover credits for high school graduation and/or A-G eligibility). • Access to technology (chrome carts, laptop carts and other classroom technology) • Staff Development (Teacher Led Professional Development on Instruction, Best Practices, English Learner and Special Education instructional strategies). • Support establishment of the Dream Center <p>Continue Tutoring Services-school-wide</p>	<p>Unit and Benchmark Assessments Math Inventory MasterSchedule Requisitions PTRs Professional Development Evaluations Acellus documentation AHS tech support tickets Sign-in sheets</p>
<p>Alignment of instruction with CCSS strategies and materials, including focus on the Standards of Mathematical Practice (SMP)</p> <ul style="list-style-type: none"> • Implementation of CCSS facilitated by Cadre leadership team through PLC groups to provide professional development and support for teachers • Incorporate lesson planning strategies to include deliberate implementation of various depth of knowledge levels. • Establish PLC goals to be implemented throughout the school year with focus on SBAC scores and DOK levels 	<p>Classroom observation PLC agenda and sign-in sheets Cadre and PLC goals Professional Development Evaluations Student work Lesson Plans</p>
<p>Ongoing Professional development</p> <ul style="list-style-type: none"> • Strategies to implement CCSS strategies and materials through interdisciplinary PLC groups led 	<p>Adaptive Schools Training LACOE Training on CAASPP</p>

Strategy	Data to support
by Cadre <ul style="list-style-type: none"> Differentiated instruction to address needs of all students District led common assessments 	Use of common assessments, including benchmark Student work Lesson Plans Classroom observation
Implementation of Tier 2 interventions for targeted students <ul style="list-style-type: none"> Math support/intervention classes Tutorials 	Master schedule and staffing Implementation of school-side tutoring programs, including the writing center

SPSA Implementation: Identify strategies in the current SPSA that were not fully implemented as described in the plan, or were not implemented within the specified timelines.

Strategy	<ul style="list-style-type: none"> What specific actions related to those strategies were eliminated or modified during the year? Identify barriers to full or timely implementation of the strategies identified above. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Ongoing Professional Development-Assessments (formative and common summative)	We did not have a school-wide focus on implementing these types of assessments. However, this is a WASC recommendation from our 2018 visit and one in which we will focus and address this school year, particularly in PLC departments. These common assessments will occur department-wide, subject-specific, as applicable, through Department PLC's. The data used to determine this need was D/F rates and overall A-G completion rates.

Strategies and Activities: Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Strategy	Data to support
Provide programs and services to support "at risk" students scoring below standard, English Learners, and Hispanic/Latino students in scoring meeting or exceeding standard in Math. <ul style="list-style-type: none"> Online Credit Recovery-Acellus (Students recover credits for high school graduation and/or A-G eligibility). Access to technology (iPad Cart, chrome carts, laptop carts and other classroom technology) Staff Development and PLC (Teacher Led Professional Development on Instruction, Best 	Unit and Benchmark Assessments MasterSchedule Requisitions PTRs Professional Development Evaluations Graduation rate

Practices, English Learner and Special Education instructional strategies).	
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Strategies and Activities: Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Strategy	Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement? Check all that apply.	Recommendation (Based on Analysis)
SBAC Bootcamp	X Lack of timely implementation X Limited or ineffective professional development to support implementation Lack of effective follow-up or coaching to support implementation Not implemented with fidelity Not appropriately matched to student needs/student population Other:	Explore partnership with Test prep revolution in implementing an effective SBAC intervention program for SBAC preparation for the 2018-2019 school year.
	Lack of timely implementation Limited or ineffective professional development to support implementation Lack of effective follow-up or coaching to support implementation Not implemented with fidelity Not appropriately matched to student needs/student population Other:	
	Lack of timely implementation Limited or ineffective professional development to support implementation Lack of effective follow-up or coaching to support implementation Not implemented with fidelity Not appropriately matched to student needs/student population Other:	

Involvement and Governance

How was the SSC involved in the development of the SPSA?

The SSC regularly reviews, evaluates, and provides input on the development of the SPSA. Our agendas, minutes, and handouts outline the annual process used to develop the SPSA.

How were advisory committees involved in the providing advice to the SSC?

SAC and ELAC regularly provided input and recommendations to SSC. ELAC provided recommendations to continue summer enrichment courses, and tutoring for ELs.

How was the plan monitored during the school year?

The plan is monitored through the regular use of a compliance checklist.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

We need to provide regular updates from all departments to SSC.

SPSA Measurable Goals/Objectives: Identify the top priorities and major expenditures supporting these priorities

Measurable Goals/Objectives for 2018-19 School Year	Expenditure (include funding source)
<p>1. Increase overall A-G rate by 2%, with emphasis on increasing Hispanic/Latino A-G Rate (UC/CSU eligibility) by more than 2% by focusing on culturally relevant instruction and research-based practices as evidenced by student grades of C or better in A-G courses.</p>	<p>Title I Earmarked Salaries: Office of Instruction \$156,648 Tutorials: \$90,000 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 Field Trips: \$15,000 PODER: \$9,000 AP Coordinator: \$5,000 Credit Recovery/Bridge: \$15,000 Conference/Substitutes: \$15,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000</p>
<p>2. Improve overall SBAC scores (met/exceeded) by 2% for AHS, with an emphasis on increasing rates for targeted subgroups as evidenced by SBAC and CAST scores through rigor of the instructional program. Specifically, 2% increase among students identified as Socio-Economically Disadvantaged (SED), 2% increase of English Learners (EL) and 2% increase of Hispanic/Latino students.</p>	<p>Title I Earmarked Salaries: Office of Instruction \$156,648 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 PODER: \$9,000 AP Coordinator: \$5,000 Credit Recovery/Bridge: \$15,000 Conference/Substitutes: \$15,000 Technology: \$100,000</p>

	<p>Technology Repair: \$10,000 Intervention Program: \$40,000</p>
<p>3. Reduce overall D/F rates by 2% through the implementation of supplemental services (parents, staff, teachers, counselors), to support struggling students, as evidenced by student work, attendance records, assessments and parent engagement. Specifically, 1st semester grades will be compared to 1st semester grades from previous school year and 2nd semester will be compared to 2nd semester grades from previous school year.</p>	<p>Title I Earmarked Salaries: Office of Instruction \$156,648 Tutorials: \$90,000 Writing Center: \$5,000 Supplemental Instruction Materials: \$30,000 PODER: \$9,000 AP Coordinator: \$5,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000</p>
<p>Math only 4. 2% increase of Hispanic/Latino students who pass Integrated Math I and II by C or better in both semesters, through the implementation of supplemental services as evidenced by student grades, tutoring services and other intervention practices.</p>	<p>Title I Earmarked Salaries: Office of Instruction \$156,648 Tutorials: \$90,000 Supplemental Instruction Materials: \$30,000 PODER: \$9,000 AP Coordinator: \$5,000 Conference/Substitutes: \$15,000 Technology: \$100,000 Technology Repair: \$10,000 Intervention Program: \$40,000</p>

Goal 2: Mathematics

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>A. Services and Programs</p> <p>1. Alignment of Instruction with Common Core State Standards (CCSS):</p> <ul style="list-style-type: none"> The district is currently implementing CCSS professional development to staff. Staff is being provided time to align CCSS with curriculum. <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Supplement adopted materials with manipulatives and scaffolding strategies. Purchase supplemental instructional materials as available. Utilize standards based assessment to guide/modify instruction and to monitor progress towards goals and student achievement. Improve articulation between AHS and the elementary feeder schools to better prepare incoming ninth-graders to meet Math standards Utilize strategies to transition to the common core state standards (CCSS) Provide SBAC Intervention for targeted students <p>3. Extended learning time:</p> <ul style="list-style-type: none"> Provide Integrated Math I Agile Mind class to support core math class Utilize data management system (Illuminate and Powerschool) and District criteria to identify at-risk students who have not met standard. Provide interventions for identified students. Increase and improve math tutoring programs Provide online credit recovery programs for credit deficient students and students needing to meet A-G eligibility. 	Aug-May	District Department Chairs Teachers	General Fund	
	Aug-May	AP of Instruction Department Chairs Teachers	General Fund LCAP Title I	Title I- \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, \$15,000 Credit Recovery/ Bridge program, \$40,000 intervention programs
	Aug-May and Summer School	Teachers AP – Instruction Teachers Dept Chairs Leadership Team	General Fund LCAP Title I	Title I- \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, \$15,000 Credit Recovery/ Bridge program, \$40,000

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Use technology to increase options for student learning, parent education and professional development. • Purchase supplemental equipment, peripherals, and software as available. • Implement differentiated Integrated Math computer lab support for Integrated, Accelerated, and Extension math courses • Provide online credit recovery program through Acellus 	Aug-May	Teachers Computer Tech AP-Counseling Counselors Administrators	General Fund LCAP Title I	intervention programs ; Title I-Portion of Site Technician Salary, \$100,000 Technology; and repair \$10,000
<p>5. Support for implementing Next Generation Science Standards (NGSS)</p> <ul style="list-style-type: none"> • Purchase supplemental equipment, peripherals, and software as available. • Built in collaboration and lesson design planning time at site and District • Support Robotics program on campus 	Aug-May	Teachers	General Fund LCAP Title I	Title I- \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, 100,000 technology
<p>B. Below Proficient Students Subgroup</p> <ul style="list-style-type: none"> • Monitor achievement through formative/summative assessments and targeted instruction. Use the results to guide instruction and ensure program effectiveness to meet the needs of students, including EL's/Hispanic/Latino students, other "At-Risk" students, including SED and students who have not met standards. • Provide cross-age tutoring grades 9-12 through Academy of Future Educators (AFE) program • Monitor and adjust services as reflected in student SST, 504 plans and other tier 3 interventions • Provide core and special education teacher instruction in collaboration model • Utilize a computer technician to provide support for computer-based 	Aug-May	AP of Instruction Department Chairs Teachers	General Fund LCAP Title I	Title I- \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, \$20,000 Credit Recovery/ Bridge program, \$40,000

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<p>intervention programs</p> <ul style="list-style-type: none"> • Provide clerical services to facilitate the implementation of intervention programs • Provide online credit recovery to improve graduation and A-G rate • Purchase supplemental books, software, instructional materials and supplies as available. • Provide support to students, including EL, SED, and students not meeting standards, as they move through MTSS/PBS. • Provide additional support for students in AP Program with AP coordinator position, along with tutorials and supporting the AP Ambassadors program • Provide Summer School Programs–Credit Recovery and BRIDGE • Coordinate the integration of supplemental mental health intervention services in relation to PBS and Gateway to Success program. • Continue AP Ambassador tutoring program for struggling students in high level course work. • School-wide focus on improving AHS A-G eligibility rate, particularly among our Hispanic/Latino student population. <p>C. EL Subgroup</p> <ul style="list-style-type: none"> • Provide summer enrichment programs for EL • Implement SBAC Prep activities to help prepare EL students • Provide after school tutorials and interventions for EL students • Continue to support SDAIE courses in content areas • Implement GLAD and other effective EL strategies, and expand training to other teachers (science, math, etc). • Utilize a computer technician to provide support for computer-based intervention programs • Provide clerical services to facilitate the implementation of intervention programs. • Continue to support Dream Center, along with tutoring and other services. • Designate counselors to focus on the need of socio-emotional and academic services for EL students and families • Provide an extended instructional time for supplemental instruction for ELs <p>D. Hispanic Subgroup</p>	<p>Aug-May</p>	<p>District-EL AP of Instruction Department Chairs Teachers</p>	<p>General Fund LCAP Title I Title III</p>	<p>intervention programs</p> <p>Title I-Earmarked Salaries \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, \$20,000 Credit Recovery/ Bridge program, \$40,000 intervention programs</p>

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<ul style="list-style-type: none"> Continue to implement District Open Enrollment in order to increase Hispanic enrollment in higher level coursework. Provide field trips for Latino students to build leadership and empowerment. -Provide a math tutoring program that targets Hispanic students for additional support Provide Integrated Math Agile Mind to support core math class Utilize a computer technician to provide support for computer-based intervention programs Provide clerical services to facilitate the implementation of intervention programs. Continue to support AFE and AP Ambassador programs to support struggling students 	Aug-May	AP of Instruction Department Chairs Teachers	General Fund LCAP Title I	Title I- \$90,000 tutoring \$5,000 writing center; \$30,000 supplemental instruction materials, \$20,000 Credit Recovery/ Bridge program, \$40,000 intervention programs
<p>2. Staff Development</p> <ul style="list-style-type: none"> Establish CCSS Cadre Teams to build site capacity in the full implementation of Common Core. Train site administrative team, cadre leaders, and department chairs in Leadership Building to lead implementation of Common Core. Math Department continues to engage in district Professional Development for Integrated Math program. Math Instructional Specialist-weekly on-site support and collaboration meetings/trainings Train all new teachers in differentiated instruction and other instructional practices in accordance with site and District procedures. Continue GLAD training for SDAIE teachers and other math teachers. Provide ongoing professional development in data analysis, lesson planning, graphic organizers thinking maps, best instructional practices/strategies, and standards-based instruction Provide opportunities for teachers to attend outside conferences and workshops Engage teachers in lesson development and analysis of student work using collaboration time Engage department chairs in data analysis using student data in Illuminate. 	Aug-May	CCSS Cadre Teachers (Content Experts)	Title I	Title I- \$30,000 supplemental instruction materials, \$15,000 conferences/subs, \$40,000 intervention programs

Action Plan	Timeline	Person Involved	Funding Source	Budgeted Amount
<ul style="list-style-type: none"> • Build department PLC (integrative math 1, 2, 3) collaborative time into collaboration calendar and develop outcomes (common syllabi and learning targets) for each Department PLC team. • Common assessment development and analysis to guide instruction and implement intervention and remediation. • Continue Peer "Walkthrough Team" as a means of professional development to improve the level of student engagement. • Implement administrative walkthrough/snapshots, along with department chairs to support instructional leadership best practices. • Teachers participate in district level CCSS and interim assessments. 				

MTSS Intervention Program for Mathematics 2018-2019

Focus:

Narrowing the achievement gap and improving the performance of targeted students.

Design:

Open Enrollment-AP/Honors
Math extension (M1) course
Tutoring
PODER

Staff:

Math teacher
PODER teacher
Instructional Specialist

Grade	Intervention Model	Strategies/Curriculum	Research Base	Professional Development
9 Tier 2	Integrated Math Extension (54 minutes, 5 days per week)	Building Math Literacy Scaffolding Hands on activities Differentiated instruction	Cunningham & Allington, 1994 Fountas and Pinell, 1995 NRC Report, 1998 Allington, 2001 Duffy-Hester (1999)	District training Math coach Conferences
9-12 Tier 1	After school tutoring and writing center	One on one or small group tutoring by credentialed teachers	Jane Fell Green Vanderbilt University P. David Pearson	Credentialed teachers and graduate students

Grade	Intervention Model	Strategies/Curriculum	Research Base	Professional Development
9-12 Tier 1	PODER Class for students selected though application progress	PODER curriculum, think tanks tutorials, note taking, Goal setting and college planning	Juarez Consulting Group	PODER Summer Institute (Previous) PODER Site team workshops (Previous) PODER training (Previous)
10-12 Tier 1	Green Construction Academy - Small learning community where there is a career technical focus	Students choose to apply for program 50% of students must be "at-risk"	California Dept of Education School Improvement Research group (UCR) Dayton, C. (1997)	Conferences LACOE District/Site training
9-12 Tier 2	Math Teachers and Special Education Teachers	SBAC/CAASPP support	Jane Fell Green Vanderbilt University P. David Pearson	Credentialed teachers
9-12 Tier 2	Migrant Education program	One on one or small group tutoring by credentialed teachers	Jane Fell Green Vanderbilt University P. David Pearson	Credentialed teachers

Goal 3 – Parent and Community Involvement

Measurable Objectives:

Alhambra High School will engage families and communities as partners to promote student success (A-G eligibility, increasing SBAC and CAST goals) by offering 2-3 workshops/opportunities for involvement during the year, designed to build capacity of parents/community to support their child's learning, particularly among targeted subgroups. Attendance/participation will have increased at least 5% as evidenced by attendance rosters.

Action Plan	Timeline	Persons Involved	Funding Source	Budgeted Amount
Parents will continue to utilize Parent Portal for monitoring of attendance, student progress, and communication.	Aug-May	Site Admin School Counselors Teachers HSCs Parents Students	LCAP Parents	
AHS will continue to communicate with parents and students through Parent Portal, Connect Ed, emails, bulletins, website, mailings, etc.	Aug-May	Site Admin School Counselors Teachers HSCs Parents Students	LCAP Title I	Title I-Portion of AP of Instruction Salary, Portion of HSCs Salary
AHS will continue to organize and provide SSC, SAC and ELAC Meetings .	Aug-May	Site Admin Teachers HSCs Parents Students	LCAP Title I	Title I-Portion of AP of Instruction Salary, Portion of HSCs Salary,
AHS will provide representation for District-led LCAP Parent and Student Meetings	Aug-May	Site Admin Teachers HSCs Parents Students	LCAP Title I	Title I-Portion of AP of Instruction Salary, Portion of HSCs Salary,
AHS will continue to host a Parent Support Group/University such as HS Graduation, HS 101, FAFSA, Cash for College, Social/emotional Health, English Learners, PODER, etc.	Aug-May	School Counselors Gateway to Success PODER coordinator	Title I	Title I-Portion of AP of Instruction Salary, Portion of HSCs Salary, \$ Postage, \$6,000 Guidance Counselor for Support Groups
AHS will continue to organize and host Back to School Night, Open House-Celebration of	Aug-May	Site Admin	LCAP	Title I-Portion of AP

Action Plan	Timeline	Persons Involved	Funding Source	Budgeted Amount
Learning, Counseling Parent Meetings, HS 101, and AP Parent Night meetings for parents, students, and community members.		School Counselors Teachers HSCs Parents Students	Title I	of Instruction Salary, Portion of HSCs Salary
AHS will spend 1% set aside for parent involvement	Aug-May	Site Admin	Title I	\$7,000
Engage SSC and parent members in SPSA evaluation, development, implementation and monitoring process.	Aug-May	Site Admin Staff SSC Parents Students	General Fund Title I	Portion of AP Salary
Review and evaluate Parent Involvement Policy annually	Aug-May	Site Admin Staff SSC Parents Students	General Fund	
Conduct Annual Title I Parent Meeting and a make up session during SSC to address curriculum, assessment, and proficiency expected of students.	Aug-May	Site Admin Staff SSC Parents Students	General Fund	
Hold parent education sessions to build capacity for parent involvement, and how to help their child at home	Aug-May	Site admin Guidance Counselors	General Fund	
Respond to parent suggestions and share recommendations	Aug-May	Site admin staff	General Fund	
	Aug-May	Site admin Guidance Counselors	General Fund	

Action Plan	Timeline	Persons Involved	Funding Source	Budgeted Amount
Provide information related to school and parent programs, meetings, etc in languages that meet the 15% criteria.	Aug-May	Site admin HSCs	Title I	Portion of HSCs salary
Maintain Home School Coordinators to serve as a liaison between school, parents, and community to increase parent involvement.	Aug-May	Site admin HSCs	Title I	Portion of HSCs salary
Home School Coordinators will assist in monitoring EL student progress	Aug-May	Site admin HSCs	Title I	Portion of HSCs salary
Conduct SAC/ELAC and SSC meetings and ensure designated parent reps attend DELAC, DAC, and PAC meetings.	Aug-May	Site Admin Staff SSC Parents Students	Title I	Portion of HSCs salary
As needed, provide opportunities of participation for parents with limited English, disability, or migratory students.	Aug-May	Site admin Guidance Counselors HSCs	Title I	Portion of HSCs salary
Provide opportunities to obtain parent and student input for LCAP	Aug-May	Site admin staff	General Fund	

Membership of Site Committees

Members	Committees			Parent Community			Staff & Student			
	School Site Council	English Learner Advisory Committee (or Rep)	Not Employed at Site	Parent of EL Student	Parent of EO Student	Community Rep. on SSC	Secondary Student Member of SSC	Principal	Classroom Teacher	Other School Staff
Duane Russell	X							X		
Javier Gutierrez	X								X	
Eileen Kaiser	X								X	
Jennie Malonek	X								X	
Miriam Contreras	X								X	
Lori Naylor	X								X	
Claudia Hong	X								X	
Veronica Acosta	X									X
Mandy Hubner	X									X
Carol Lam-Jones	X									X
Mark Nisall	X		X		X					
Diana Rivera	X		X		X	X				
Ting Kerry Situ	X		X	X		X				
Hui Chang Chen	X	X	X	X		X				
Angel Chang	X		X	X						
Claire Rodarte	X						X			
Nam Nguyen	X						X			
Sophia Olmeda	X						X			
Brittany Tang	X						X			
Ryan Wu	X						X			

List of Positions Funded by School's Categorical Programs

Categorical Positions	Funding	Percentages
AP of Instruction	Title I	20%
Office Manager (Instruction)	Title I	20%
Site Computer Technician	Title I	20%
School Community Coordinator (1)	Title I	10%
School Community Coordinator (2)	Title I	10%
PODER coordinator	Title I	20%

Finances and Recommendations and Assurances

Program	Site Allocation
Title I	498,674

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the advisory committees before adopting this plan.
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/14/2018.

Attested:

Duane Russell

 Typed Name of School Principal

 Signature of School Principal

 Date

Jennie Malonek

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Additional School-wide Program (SWP) Required Components

Required SWP Components Addressed in the SPSA	Section: Item No.
<p>A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children (if applicable) that is based on information which includes the achievement of children in relation to the State academic content and achievement standards</p>	<p>Annual Evaluation of SPSA Analysis of Instructional Program Survey</p>
<p>School-wide reform strategies that:</p> <ol style="list-style-type: none"> 1. Provide for opportunities for all children to meet the state’s proficient/advanced levels of academic achievement 2. Use effective methods and instructional strategies that are based on scientifically based research that: <ol style="list-style-type: none"> a. Strengthen the core academic program in the school b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and c. Include strategies for meeting the educational needs of historically underserved populations 3. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the SWP, which may include— <ol style="list-style-type: none"> a. Counseling, pupil services, and mentoring services; b. College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and c. The integration of vocational and technical education programs; and Address how the school will determine if such needs have been met. 4. Are consistent with, and are designed to implement, the State and local improvement plans, if any. 	<ol style="list-style-type: none"> 1. Goal 1A ELA; Goal 2A Math 2. RTI Intervention Program for ELA RTI Intervention Program for Math Research Foundation 3. Goal 1B, 1C, 1D ELA Goal 2B, 2C, 2D Math 4. Coordinated w/ LEA Plan
<p>Instruction by highly qualified teachers.</p>	<p>Goal 1 ELA Staff Development Goal 2 Math Staff Development</p>

Required SWP Components Addressed in the SPSA	Section: Item No.
High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards (in accordance with NCLB, section 1119).	Goal 1 ELA Staff Development Goal 2 Math Staff Development
Strategies to attract high-quality, highly-qualified teachers to high need schools.	Goal 1 ELA Staff Development Goal 2 Math Staff Development
Strategies to increase parental involvement, such as family literacy services (in accordance with NCLB, section 1118).	Goal 3 Parent and Community Involvement Title I Parental Involvement Policy
Plans for assisting preschool children in the transition from early childhood programs , such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs (if applicable).	NA
Measures to include teachers in decisions regarding use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.	Annual Evaluation of SPSA Analysis of Instructional Program Survey

Required SWP Components Addressed in the SPSA	Section: Item No.
<p>Activities to ensure that students who experience difficulty mastering the proficient/advanced levels of academic achievement standards shall be provided effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.</p>	<p>Goal 1 ELA; Goal 2 Math RTI Intervention Program for ELA RTI Intervention Program for Math</p>
<p>Coordination and integration of Federal, State and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.</p>	<p>NA</p>
<p>List of federal, state, and local programs to be consolidated in the SWP</p>	<p>Finances and Recommendations</p>
<p>Description of how the school will provide individual student academic assessment results in a language parents understand, including interpretation of results.</p>	<p>Goal 3 Parent and Community Involvement Title I Parental Involvement Policy</p>

Title I Parental Involvement Policy

Year 2018-2019

Alhambra High School has developed a written Title I parental involvement policy with input from Title I parents through meetings of the English Learner Advisory Committee (ELAC), School Site Council (SSC), and school staff. After the SSC reviews and approves the policy, it is discussed and distributed to parents of Title I students at advisory committee and SSC meetings and at Back-to-School Night. Teachers refer to the policy during parent-teacher conferences, as appropriate. The school policy describes the means for carrying out the following Title I parental involvement requirements. [Title 1 Parental Involvement, 20 USC 6318 (a)-(f)]

Involvement of Parents in the Title I Program

1. Statement of Purpose

Alhambra High School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and the community to encourage greater involvement and promote high achievement by all students. Parents support for their children and for the school is critical to their children's success every step of the way.

Grade level standards for all children at Alhambra High School within the Alhambra School District are available to all parents, with the expectation that all students will work toward meeting these standards. Identified Title I students will receive supplementary services designed to instruct them in the districts' core curriculum and improve their achievement in basic and more advanced skills. Alhambra School District intends to include parents in all aspects of the school and District Title I program in compliance with legal requirements (PL100-297, section 1118 Parent Involvement) and in accordance with our philosophy of nurturing parents towards fulfilling that responsibility.

2. Parental and Staff Involvement in Developing the Policy.

Alhambra High School has involved parents and staff in the development of the Title I Parent Involvement Policy. Alhambra High School sends representatives to the Title I District Advisory Committee. The Alhambra School Districts 'Title I District Advisory Committee (DAC) K-12 consisting of 29 parents and community members has been involved in developing the Title I Alhambra School District Parental Involvement Policy. The Districts' Advisory Committee represents parents of children involved in the Title I program. Administrators, instructional specialists, school community coordinators and other staff have also been involved in developing the policy.

3. Annual Meeting for Title I Parents (to be held at each school site)

At the annual meeting for the Title I Parents (September/October), parents will be given information relating to Title I requirements and how they will be involved in all aspects of the Title I program, including its design, implementation and evaluation. Parents will receive copies of the districts' current Title I Parental Involvement Policy as well as the site policy and will be made aware of the District and School Advisory Committees. They will be given a schedule of School Advisory Committee meetings for the school year.

Translation in a variety of languages will be available. Parents will be sent written notices about the meetings and follow-up efforts will be made through telephone calls (in the necessary language) by school community coordinators in order to apprise parents of the importance of their attendance at their child's school.

School/Parent Compact (CE 2.2)

4. School – Parent Compact

According to Title I regulations, Alhambra High School must share with parents the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Parents on the School Advisory Committee will be involved in designing these compacts which will (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment and (2) describe the parents' responsibility and the importance of communication between parents and teachers on an ongoing basis. Parents are responsible for discussing the compact with their children before signing the compact.

Building Capacity for Involvement (CE 2.3)

5. Types of Parental Involvement

There are many ways in which parents are expected to be involved with their children's education both at home, at school, and in the community. In order for the parents to fulfill their responsibility, the school will:

- a. Help Parents develop parenting skills and foster conditions at home that support children's effort in learning.
- b. Provide parents with knowledge of techniques designed to assist children in learning at home.
- c. Provide access to and coordinate community and support services for children and families.
- d. Promote clear, two-way communication between the school the family as to school programs and children's progress.
- e. Involve parents, after appropriate training, in instructional and support roles at the school.
- f. Support parents as decision-makers and develop their leadership, governance, advisory and advocacy roles.

1. Each Title I School will establish a School Advisory Council (SAC) whose members are elected by the parents of Title I students.

2. Each Title I SAC will elect representatives to the Title I District Advisory Council (DAC) K-12. DAC representatives will have input into the Districts' Title I program.

3. The DAC will have access to school plans and will be provided with Consolidated Application for Funding and other documents pertinent to the planning, implementation, and evaluation of Title I program.

6. Matching Programs to the Needs of Our Community

Each year Alhambra High School and the district will assess the needs of parents and children using a variety of measures (e.g. questionnaires, surveys) and then tailor the “Title I program to meet those needs. All Title I parents will be invited to participate in Alhambra’s Annual District wide Title I Parent Conference. Parents will be notified of workshops, conferences and other programs that will be made available to meet their needs and the importance of their responsibility to attend.

Accessibility (CE 2.4)

7. Staff-Parent Communication

Communication with parents will include:

1. The use of a Title I School-Parent Compact.
2. Newsletters, notices and activities to do at home with your child.
3. Continued phone calls, formal/informal conferences and home visits, if necessary.
4. Translators for conferences will be made available and notices will be sent home in the primary languages as appropriate.
5. Timely information about Title I programs.
6. School performance profiles and individual student assessment results, with an interpretation of these results.
7. A description and explanation of the school curriculum, forms of assessment used to measure student progress, and expected proficiency levels.
8. Opportunities to meet regularly with other parents/guardians to formulate suggestions, share experiences and participate in decisions related to their children’s education.
9. Timely responses to the suggestion of parents/guardians.

8. Evaluation

Alhambra High School will involve the school Advisory Committee each year in the evaluation for the site’s Title I Program. Likewise, the Title I District Advisory Committee (DAC) k-12 will be involved in the evaluation of the Title I district and site program services through the annual sharing of district wide/site evaluation results. The DAC will also review Private School Title I results. The DAC will review results, discuss them and make recommendations at the district and site levels (School Advisory Committee for improvement. Each Title I school will evaluate its parent involvement program with parent input on assessing how much parental involvement is

Increasing and how they can continue to recruit parents and enhance their participation.

Alhambra High School within the Alhambra School District is committed to parental involvement and the Alhambra School Board has approved the District Title I Parental Involvement Policy. The Policy will be coordinated by Title supervisory staff. Instructional Specialist, School Community Coordinators and teachers throughout the District and promoted by principals and assistant principals.

School/Parent Compact

Year 2018-2019

The staff and parents/guardians at Alhambra High School have high expectations of the students and of themselves. In an effort to provide the highest quality instructional program to the students at Alhambra High School and to show how the school and families are working together to educate the children, the staff and parents/guardians of Alhambra High School agree to implement the following:

SCHOOL STAFF

We understand the importance of the school experience to every student and our role as educator and role model. Therefore, I agree to carry out the following responsibilities:

School Counselor Responsibilities:

- Provide student with personal/social counseling and educational guidance
- Email or maintain telephone contact with parent/guardian to provide information on student progress
- Conference with student/parent/teacher to discuss student progress
- Maintain documentation of parent/teacher contacts in student file
- Refer students to the Career Center for information on careers and to learn more about his/her interests
- Provide ongoing review of satisfactory student progress (i.e. warning notices and quarter grades)
- Refer students to appropriate resources available on campus
- Email parents and/or teachers regarding student progress

Teacher Responsibilities:

- Provide an integrated, balanced, challenging academic program that reflects state standards
- Provide an atmosphere that fosters learning, provides opportunities for success, and helps to develop responsible, caring, and independent students
- Respect all students as individuals
- Communicate with students, parents/guardians and school counselor regarding academic progress and all school policies
- Participate in scheduled conferences to discuss student needs
- Refer students to appropriate resources available on campus
- Respond to parent messages/emails regarding student concerns
- Email parents and/or Home/School Coordinators regarding student progress

PARENT/GUARDIAN

I understand that my participation in my child's education will help his/her achievements and attitude. Therefore, I will continue to carry out the following responsibilities:

Parent/Guardian Responsibilities:

- Ensure students attend school daily
- Provide a quiet place and time at home to study each day
- Encourage student to complete homework assignments and prepare for quizzes and tests
- Email or maintain telephone contact with school counselor, and or Home/School Coordinators when questions or concerns arise regarding grades, attendance and/or behavior
- Attend parent/guardian meetings to support student progress
- Check parent portal regularly for student progress and school information
- Provide a signed note to the Attendance Office when student returns from an absence
- Seek appropriate resources available on campus for students
- Email teachers regarding student progress

STUDENT

I realize that my education is important. I know that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities:

Student Responsibilities:

- Attend school on a daily basis and be on time for class
- Come prepared to learn, with all necessary tools (i.e. books, paper, pen, pencil, etc.)
- Take responsibility for appropriate appearance, attitude, achievement, and behavior
- Respect administrators, teachers, staff and fellow students
- Earn between 25-30 credits per semester
- Maintain a minimum GPA of 2.0: "C" average
- Complete homework on time
- Respect school property, equipment, supplies and labs
- Check parent portal regularly to maintain academic progress
- Clear all absences through the Attendance Office
- Adhere to all school/district rules, policies and procedures
- Direct peers to appropriate resources available on campus

Student Signature

The School Plan for Student Achievement

Date

60 of 62

11/16/18

Parent Signature

Date

Teacher Signature

Date

Parent Comment Page

School: Alhambra High School

Parent comments of dissatisfaction with the SPSA (II-CE 8) to be submitted along with the plan:

No comments were submitted.



Finances and Recommendations and Assurances

Program	Site Allocation
Title I	498,674

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the advisory committees before adopting this plan.
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/14/2018.

Attested:

Duane Russell	_____		_____
	Typed Name of School Principal	Signature of School Principal	Date
Jennie Malonek	_____		_____
	Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date