

The Single Plan for Student Achievement Acalanes High School 2014-2017

District: Acalanes Union High School District

County-District School (CDS) Code: 07-61630-0734244

Principal: Allison Silvestri

Date of this revision: November 30, 2015

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

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

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2014-2017 Goals

- Goal 1: Acalanes High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.
- Goal 2: Acalanes High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the Mathematics California State Standards as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.
- Goal 3: Acalanes High School will increase the number of students reporting being connected to school by 2% as measured by the Healthy Kids Survey and additional internal surveys given to students.

The District Governing Board approved the 2014 – 2017 SPSA on December 9, 2015
The District Governing Board approved a revision to the 2014 – 2017 SPSA on a date that is to be determined.

Form A: Planned Improvements in Student Performance

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

LEA GOAL: AUHSD LCAP Goal #3 Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

SCHOOL GOAL: AHS will continue to transition to the California State Standards for English Language Arts and utilize benchmark exams to prepare students to achieve college and career ready status as on the Smarter Balanced Assessment which will be given this spring.

Acalanes High School students achieving “Exceeded” or “Met” on the ELA/Literacy Smarter Balanced Assessment will increase by 5% annually from 2015 to 2017.

What data did you use to form this goal? There is no data to date by which to base this necessary goal. After two years of data collection and administration of the SBA, this goal will be revised to reflect actual assessment results and the targeted need for improvement.	What were the findings from the analysis of this data? N/A	How will the school evaluate the progress of this goal? A baseline was taken in the spring of 2015. Of the students tested, 82% “Exceeded” and/or “Met” standards in ELA. Students are expected to improve annually by 5% on the ELA SBA. Where can a budget plan of the proposed expenditures for this goal be found? District funding and funding from the Parents’ Club and Educational Foundation of Lafayette will be used to support teacher professional development, teacher collaboration and release time, instructional materials, and technology used in the implementation of California State Standards.
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STRATEGY: AHS faculty will continue to transition to the CCSS and utilize professional development opportunities to complete this transition over the next few years. We will continue to analyze data provided by the SBA in order to improve curriculum development and the delivery of instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30 2015</p> <ol style="list-style-type: none"> 1. The AHS English teachers will revise the course of study for grade 9 English. This revision will include the adopted California Standards. 2. The Acalanes ELA (science, social science, VAPA, World Language, English) teachers will review, revise, and administer a common assessment to test students on the California State Standards. 3. Textbooks will be reviewed and consideration given for the adoption of materials that are aligned to California State Standards. 4. Students in grade 11 will take the SBA interim assessments and teachers will review the data and results with students in order to prepare for the April / May administration. 5. Continued collaborative work to revise all English courses to align with the California State Standards. 6. Instructional Coaches will continue to work and 	<p>Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff</p>	<ol style="list-style-type: none"> 1. District-wide committee will continue to meet and write the course of study to be completed by June 2015. (Completed) 2. During collaboration mornings, the interdisciplinary groups will work to revise common assessments to be administered in the spring of 2015. (Ongoing) 3. This ongoing task is being worked on at the site and district levels. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. 4. Once released, students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Completed by the district, not by the state) 5. District-wide committee will continue to meet and write the course of study once the grade 9 revision is complete. (Ongoing) 6. Instructional Coaches will continue to work with individual teachers and departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing) 6. The AHS Science and Social Science departments will continue to work on implementation of the writing across the curriculum activities. (Ongoing) 	<p>Acalanes High School Parents' Club Professional Development \$36,000</p> <p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPiE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>

support the transition to the California State Standards by working with teachers in other disciplines aside from English to help them implement best teaching practices and to understand the "shifts" in standards and expectations.			
<p>By June 30, 2016</p> <ol style="list-style-type: none"> 1. The members of the Focus on Learning Team will continue to work and support the transition to the California State Standards by working with teachers in all disciplines to help them implement best teaching practices and to understand the "shifts" in standards and expectations. The team will also continue to conduct classroom walk-throughs and target departments to support on a bi-monthly basis. The Focus on Learning Team will explore a peer observation program. 2. AHS will continue to offer professional development on California State Standards during release days and in collaboration Wednesday mornings and staff meetings. 3. The AHS faculty will continue to reflect upon data from the 2015 	Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff	<ol style="list-style-type: none"> 1. Instructional Coach, Technology Coordinator, and members of the administration will continue to complete classroom walk-throughs to identify best practices and provide instructional support. (Ongoing) 1. The AHS Science and Social Science departments will continue to work on implementation of the writing across the curriculum activities. (Ongoing) 1. Instructional Coach, Technology Coordinator, and members of the administration will continue to work with individual teachers and departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing) 2. School-wide Smarter Balanced data was reviewed with the staff. Departments will continue to discuss ways to improve instruction and develop materials to support the improvement in reading and writing literacy across all departments. (Ongoing) 2. District-wide committee will continue to meet and write the course of study for subsequent English courses to be completed by June 2016. This ongoing task is being worked on at the site and district levels. 2. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. (Ongoing) 3. Teachers will meet to discuss the Smarter Balanced assessment results and review curriculum alignment and instruction. (Fall 2015, ongoing) 	<p>Acalanes High School Parents' Club Professional Development \$36,000</p> <p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPTE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>

<p>Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction.</p> <p>4. 9th and 10th grade students will take district-wide benchmark Smarter Balanced Assessments to measure progress and prepare for the Smarter Balanced Assessment. 11th graders will take portions of the online interim assessments to prepare for the SBA given in late May.</p> <p>5. The Technology Team will continue to offer professional development for authentic technology integration into curriculum.</p>		<p>4. Teachers will meet to discuss district-wide benchmark Smarter Balanced assessment results and review curriculum alignment and instruction. (Fall 2015, ongoing)</p> <p>4. Focus on Learning Team will explore alternatives methods to assess student college readiness (SAT, ACT, etc.) for students who opted out of the SBA as well as to evaluate the possibility of scores being skewed due to a lack of "weight" and importance placed on the state-wide assessment by students. (Ongoing)</p> <p>5. The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing)</p>	
<p>By June 30, 2017</p> <p>1. The members of the Focus on Learning Team will continue to work and support the transition to the California State Standards by working with teachers in all disciplines to help them implement best teaching practices and to understand the "shifts" in standards and expectations. The team will also continue to conduct classroom walk-throughs and target departments to support on a bi-monthly basis. A</p>	<p>Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team, Technology Team, Instructional Council, District Administration, Parents, Students, and Staff</p>	<p>1. Instructional Coach, Technology Coordinator, and members of the administration will continue to work with individual teachers and departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing)</p> <p>1. Instructional Coach, Technology Coordinator, and members of the administration will continue to complete classroom walk-throughs to identify best practices and provide instructional support. (Ongoing)</p> <p>1. The Focus on Learning Team will work to develop a peer observation program which will be piloted school-wide. (2016-2017)</p> <p>2. District-wide committee will continue to meet and write the course of study for subsequent English courses to be completed by June 2017. This ongoing task is being worked on at the site and district levels.</p>	<p>Acalanes High School Parents' Club Professional Development \$36,000</p> <p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPTE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>

<p>formal peer observation program will be piloted school-wide.</p> <ol style="list-style-type: none"> 2. AHS will continue to offer professional development on California State Standards during release days and in collaboration Wednesday mornings and staff meetings. 3. The AHS faculty will continue to reflect upon data from the 2016 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. 4. 9th and 10th grade students will take district-wide benchmark Smarter Balanced Assessments to measure progress and prepare for the Smarter Balanced Assessment. 11th graders will take portions of the online interim assessments to prepare for the SBA given in late May. 5. The Technology Team will continue to offer professional development for authentic technology integration into curriculum. 		<ol style="list-style-type: none"> 2. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. (Ongoing) 3. Students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Spring 2017) 3. School-wide Smarter Balanced data will be reviewed with the staff. Departments will continue to discuss ways to improve instruction and develop materials to support the improvement in reading and writing literacy across all departments. (Ongoing) 4. Teachers will meet to discuss district-wide benchmark Smarter Balanced assessment results and review curriculum alignment and instruction. (Ongoing) 5. The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing) 	
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LEA GOAL: AUHSD LCAP Goal #3 Further development and implement high quality programs and educational opportunities for students to attain college and career readiness

2018 Expected Annual Measurable Outcomes: Increase the percentage of students achieving “Meets” or “Exceeds” standard in mathematics as measured by the Smarter Balanced Assessment by 10% from the 2015 baseline.

SCHOOL GOAL: AHS will continue to transition to the California State Standards for math and utilize benchmark exams to prepare students to achieve college and career ready status as on the Smarter Balanced Assessment which will be given this spring.

Acalanes High School students achieving “Exceeded” and “Met” on the Mathematics Smarter Balanced Assessment will increase by 5% annually from 2015 to 2017.

<p>What data did you use to form this goal? There is no data to date by which to base this necessary goal. After two years of data collection and administration of the SBA, this goal will be revised to reflect actual assessment results and the targeted need for improvement.</p>	<p>What were the findings from the analysis of this data? N/A</p>	<p>How will the school evaluate the progress of this goal? A baseline will be taken in the spring of 2015. . Of the students tested, 74% “Exceeded” and/or “Met” standards in math. Students are expected to improve annually by 5% on the math portion of the SBA.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? District funding and funding from the Parents’ Club and Educational Foundation of Lafayette will be used to support teacher professional development, teacher collaboration and release time, instructional materials, and technology used in the implementation of California State Standards.</p>
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STRATEGY: AHS faculty will continue to transition to the CCSS and utilize professional development opportunities to complete this transition over the next few years. We will continue to analyze data provided by the SBA in order to improve curriculum development and the delivery of instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30, 2015</p> <p>1. AHS and middle school Algebra 1 teachers will</p>	<p>Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team,</p>	<p>1. Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. Set aside two Wednesday mornings to articulate with the middle school math teachers.</p>	<p>Acalanes High School Parents’ Club Professional Development \$36,000</p>

<p>participate in an articulation process to bridge student transition to high school. Meetings will be held to develop the California math curriculum and to align courses grades 6-12.</p> <p>2. Math teachers will revise the course of study for Algebra I. This revision will include the adopted California Standards.</p> <p>3. The Acalanes math teachers will review, revise, and administer a common assessment to test students on the California State Standards.</p> <p>4. Textbook will be reviewed and consideration given for the adoption of materials that are aligned to California State Standards.</p> <p>5. Students in grade 11 will take the SBA interim assessments and teachers will review the data and results with students in order to prepare for the April / May administration.</p> <p>6. Begin collaborative work to revise Geometry and Algebra II courses to align with the California State Standards.</p> <p>7. Instructional Coach will continue to work and support the transition to the California State</p>	<p>Technology Team, Math Department, Instructional Council, District Administration, Parents, Students, and Staff</p>	<p>(Ongoing and completed 1 articulation with Stanley)</p> <p>2. District-wide committee will continue to meet and write the course of study to be completed by June 2015. (Completed)</p> <p>3. During collaboration mornings, the math department will work to revise common assessments to be administered in the spring of 2015. (Completed)</p> <p>4. This ongoing task is being worked on at the site and district levels. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. (Algebra 1 textbook adopted)</p> <p>5. Once released, students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Completed by the district, not the state)</p> <p>6. District-wide committee will continue to meet and write the course of study once the grade 9 revision is complete. (Completed)</p> <p>7. Instructional Coach will continue to work with individual teachers and provide professional development to the math and science departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing by the Instructional Coach)</p>	<p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPiE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>
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Standards by working with teachers in math and science to help them implement best teaching practices and to understand the "shifts" in standards and expectations.			
<p>By June 30, 2016</p> <ol style="list-style-type: none"> 1. The members of the Focus on Learning Team will continue to work and support the transition to the California State Standards by working with the math teachers to help them implement best teaching practices and to understand the 8 mathematical practices. The team will also continue to conduct classroom walk-throughs and provide feedback about instruction and best practices for teaching California math. 2. AHS will continue to offer professional development on California State Standards during release days and in collaboration Wednesday mornings and staff meetings. 3. The AHS faculty will continue to reflect upon data from the 2015 Smarter Balanced Assessment to identify areas of strength and 	Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team, Technology Team, Math Department, Instructional Council, District Administration, Parents, Students, and Staff	<ol style="list-style-type: none"> 1. Instructional Coaches will continue to work with individual teachers and provide professional development to the math and science departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing by the Instructional Coach) 1. This ongoing task is being worked on at the site and district levels. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. (Ongoing) 2. Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. Set aside two Wednesday mornings to articulate with the middle school math teachers. (Consideration of holding these meetings every trimester per the recommendation of SSC. Currently, the schools are encouraged to meet bi-annually) 3. District-wide committee will continue to meet and write the course of study for Geometry June 2016. (Ongoing) 4. Students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Spring 2016) 5. During collaboration mornings, the math department will work to revise common assessments to be administered during final exams and in the spring of 2016. (2015-2016) 6. The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing) 	<p>Acalanes High School Parents' Club Professional Development \$36,000</p> <p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPTE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>

<p>growth as a means of informing practice and driving instruction.</p> <p>4. All students will take district-wide benchmark Smarter Balanced Assessments to measure progress and prepare for the Smarter Balanced Assessment. 11th graders will take portions of the online interim assessments to prepare for the SBA given in late May.</p> <p>5. The math department will continue to administer common final exams and meet to discuss the data in order to improve instruction.</p> <p>6. The Technology Team will continue to offer professional development for authentic technology integration into curriculum.</p>			
<p>By June 30, 2017</p> <p>1. The members of the Focus on Learning Team will continue to work and support the transition to the California State Standards by working with the math teachers to help them implement best teaching practices and to understand the 8 mathematical practices. The team will also continue to conduct</p>	<p>Principal, Associate Principals, Instructional Coach, Department Chairs, Focus on Learning Team, Technology Team, Math Department, Instructional Council, District Administration, Parents, Students, and Staff</p>	<p>1. Instructional Coach will continue to work with individual teachers and provide professional development to the math and science departments to help transition instruction and the curriculum to meet student needs school-wide. (Ongoing by the Instructional Coach)</p> <p>1. The Focus on Learning Team will work to develop a peer observation program which will be piloted school-wide. (2016-2017)</p> <p>2. Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. Set aside two Wednesday mornings to articulate with the middle school math teachers. (Bi-annually)</p>	<p>Acalanes High School Parents' Club Professional Development \$36,000</p> <p>Principal's Discretionary \$12,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPTE Technology \$100,000</p> <p>LCFF Base Release Periods \$22,500</p>

<p>classroom walk-throughs and provide feedback about instruction and best practices for teaching California math.</p> <p>2. AHS will continue to offer professional development on California State Standards during release days and in collaboration Wednesday mornings and staff meetings.</p> <p>3. The AHS faculty will continue to reflect upon data from the 2015 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction.</p> <p>4. All students will take district-wide benchmark Smarter Balanced Assessments to measure progress and prepare for the Smarter Balanced Assessment. 11th graders will take portions of the online interim assessments to prepare for the SBA given in late May.</p> <p>5. The math department will continue to administer common final exams and meet to discuss the data in order to improve instruction.</p> <p>6. The Technology Team will continue to offer</p>		<p>2. This ongoing task is being worked on at the site and district levels. Materials are being reviewed as they are being published and some teachers are piloting released textbooks. (Ongoing)</p> <p>2. District-wide committee will continue to meet and write the course of study for Algebra 2 by June 2017.</p> <p>3. Students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Spring 2017)</p> <p>4. Students will take the interim assessments and teachers will meet to discuss the results and review curriculum alignment and instruction. (Spring 2016)</p> <p>5. During collaboration mornings, the math department will work to revise common assessments to be administered during final exams and in the spring of 2017. (2016-2017)</p> <p>6. The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing)</p>	
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professional development for authentic technology integration into curriculum.			
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LEA GOAL: AUHSD LCAP Goal # 6 Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students

2018 Expected Annual Measurable Outcomes: Increase “School Connectedness” as measured by the California Healthy Kids Survey instrument by 4 percentage points in the “High” level in Grade 9 and Grade 11. 2017-2018 targets: Grade 9 High 73% & Moderate 25%; Grade 11 High 71% & Moderate 28%

SCHOOL GOAL: Acalanes High School will increase the number of students reporting being connected to school by 2 % as measured by the Healthy Kids Survey from 2014 to 2017.

<p>What data did you use to form this goal? Data from the Healthy Kids Survey given in 2013-2014 was used to create this goal.</p>	<p>What were the findings from the analysis of this data? Students are reporting that in grade 9, 69% agreed and strongly agreed that they “feel like they are a part of the school” and 65% of 11th graders stated the same</p>	<p>How will the school evaluate the progress of this goal? Conduct the Healthy Kids Survey on an alternating yearly basis and analyze the data.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? District funding and funding from the Parents’ Club to support Parent Education. ASB funds.</p>
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STRATEGY: AHS Faculty and Staff will continue to develop strategies to connect students to each other and adults on campus so that students feel like part of the school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30, 2015,</p> <ol style="list-style-type: none"> 1. Acalanes High School Students in Leadership and ASB will consider a second Club Jam/recruitment day in the spring to get more students connected and involved in activities. 2. New Crew will consider adding ongoing activities to connect underclassmen and transfer students to each other and the school. 	<p>Students, Leadership teacher, administration, New Crew board and members, advisors, Classroom teachers, Department chairs, leadership students, diversity committee facilitator</p>	<ol style="list-style-type: none"> 1. Create and publicize a Club Jam in the upper quad and promote the clubs/advertise the event in a communications video prior to the day. Spring 2015 and ongoing. (Completed and Ongoing) 2. Students will consider events to hold throughout the year including a possibility of a Big Brother/Big Sister concept to provide 9th graders and transfer students with mentors and connections throughout the year. 2015-ongoing. (Completed and ongoing) 3. Provide professional development to address this request and monitor to ensure that students are provided opportunities to work with different peers. Spring 2015-Ongoing. (Need to revisit in 2015-16) 4. Students will attend monthly diversity committee 	<p><i>Acalanes High School Parents’ Club</i></p> <ul style="list-style-type: none"> • Parent Education \$2,000 • Health Education \$4,600 • Principal’s Discretionary: \$10,000 • Safe school Ambassador’s: \$7,000 • Club Support: \$5,000 • Intervention Specialists: \$25,000 <p>ASB: \$70,000</p>

<p>3. Encourage teachers to assign students to groups where they can make new connections with students they might now know or be friends with.</p> <p>4. Continue to have students serve on the diversity committee and report out to ASB and the Student Support committee with ideas to address students who do not feel included in the school community.</p>		<p>meetings and advise leadership students about ways to increase student connectedness. (Monthly/Ongoing)</p>	
<p>By June 30, 2016</p> <p>1. Acalanes High School will have administered the Healthy Kids Survey to all 9th and 11th grade students.</p> <p>2. Acalanes High School Students in Leadership and ASB will continue successful events and activities that promote connectedness between students and staff as well as to add additional events throughout the year.</p> <p>3. New Crew will continue to add ongoing activities to connect underclassmen and transfer students to each other and the school.</p> <p>4. Work with teachers to develop and continue practices where students are encouraged make new connections with students</p>	<p>Students, Leadership teacher, administration, New Crew board and members, advisors, Classroom teachers, Department chairs, leadership students, diversity committee facilitator</p>	<p>1. All stakeholders will analyze the connectedness portions of the Healthy Kids Survey results and develop strategies to address perceived areas of need. (Spring 2016)</p> <p>1. All stakeholders will compare results from the previous survey to measure change over time. (Spring 2016)</p> <p>2. Create and publicize a Club Jam in the upper quad and promote the clubs/advertise the event in a communications video prior to the day. (Bi-annually, ongoing)</p> <p>2. Continue to incorporate inclusion/connectedness activities into CARE week. (Annually, ongoing)</p> <p>2. Increase student and staff joint activities such as dodgeball, spelling bee, ping pong, etc. during lunchtime or extended lunch schedule. (Quarterly, ongoing)</p> <p>2. Create spirit recognition through the Spirit Board in Leadership to recognize students who display outstanding school spirit. (Monthly, ongoing)</p> <p>3. Students will consider events to hold throughout the year including a possibility of a Big Brother/Big Sister concept to provide 9th graders and transfer students</p>	<p><i>Acalanes High School Parents' Club</i></p> <ul style="list-style-type: none"> • Parent Education \$2,000 • Health Education \$4,600 • Principal's Discretionary: \$10,000 • Safe school Ambassador's: \$7,000 • Club Support: \$5,000 • Intervention Specialists: \$25,000 <p>ASB: \$70,000</p>

<p>they might now know or be friends with.</p> <p>5. Continue to have students serve on the district-wide diversity committee and to report out to ASB and the Student Support committee with ideas to address students who do not feel included in the school community.</p> <p>6. Increase capacity of school-wide Safe School Ambassador program to promote connectedness and safety.</p>		<p>with mentors and connections throughout the year. (Ongoing)</p> <p>3. Continue the incoming 9th grade/transfer student dance prior to the beginning of the school year (Annually, ongoing)</p> <p>4. Provide professional development time and resources to ensure that students are provided opportunities to work with different peers. For example, encourage teachers to assign students to groups where they can make new connections with students they might not know or be friends with. (Spring 2015 - ongoing; Wednesday morning staff development time)</p> <p>4. Staff to continue to work in School-wide, heterogeneous teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Monthly, ongoing)</p> <p>5. Students will attend monthly diversity committee meetings and advise leadership students about ways to increase student connectedness. Increase communication regarding outcomes (Daily bulletin, School Loop, text messages, Weekly Flush, Twitter: Monthly/Ongoing)</p> <p>6. Continue to train and support Safe School Ambassadors and staff leaders to create a climate of safety and inclusivity at AHS. (Ongoing)</p>	
<p>By June 30, 2017</p> <p>1. Acalanes High School will have administered the Challenge Success survey to all students.</p> <p>2. Acalanes High School Students in Leadership and ASB will continue successful events and</p>	<p>Students, Leadership teacher, administration, New Crew board and members, advisors, Classroom teachers, Department chairs, leadership students, diversity committee facilitator</p>	<p>1. All stakeholders will analyze the connectedness portions of the Challenge Success survey results and develop strategies to address perceived areas of need. (Spring 2017)</p> <p>2. Continue the Club Jam in the upper quad and promote the clubs/advertise the event in a communications video prior to the day. (Bi-annually, ongoing)</p> <p>2. Continue to incorporate inclusion/connectedness</p>	<p><i>Acalanes High School Parents' Club</i></p> <ul style="list-style-type: none"> • Parent Education \$2,000 • Health Education \$4,600 • Principal's Discretionary: \$10,000 • Safe school Ambassador's: \$7,000 • Club Support: \$5,000 • Intervention Specialists: \$25,000

<p>activities that promote connectedness between students and staff as well as to add additional events throughout the year.</p> <ol style="list-style-type: none"> 3. New Crew will continue to add ongoing activities to connect underclassmen and transfer students to each other and the school. 4. Work with teachers to develop and continue practices where students are encouraged make new connections with students they might now know or be friends with. 5. Continue to have students serve on the district-wide diversity committee and to report out to ASB and the Student Support committee with ideas to address students who do not feel included in the school community. 6. Increase capacity of school-wide Safe School Ambassador program to promote connectedness and safety. 		<p>activities into CARE week. (Annually, ongoing)</p> <ol style="list-style-type: none"> 2. Continue student and staff joint activities such as dodgeball, spelling bee, ping pong, etc. during lunchtime or extended lunch schedule. (Quarterly, ongoing) 2. Continue spirit recognition through the Spirit Board in Leadership to recognize students who display outstanding school spirit. (Monthly, ongoing) 3. Students will continue and explore new events to hold throughout the year including a Big Brother/Big Sister concept to provide 9th graders and transfer students with mentors and connections throughout the year. (Ongoing) 3. Continue the incoming 9th grade/transfer student dance prior to the beginning of the school year (Annually, ongoing) 4. Provide professional development time and resources to ensure that students are provided opportunities to work with different peers. For example, encourage teachers to assign students to groups where they can make new connections with students they might not know or be friends with. (Spring 2015 - ongoing; Wednesday morning staff development time) 4. Staff to continue to work in School-wide, heterogeneous teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Monthly, ongoing) 5. Students will attend monthly diversity committee meetings and advise leadership students about ways to increase student connectedness. Increase communication regarding outcomes (Daily bulletin, School Loop, text messages, Weekly Flush, Twitter: Monthly/Ongoing) 6. Continue to train and support Safe School Ambassadors and staff leaders to create a climate of safety and inclusivity at AHS. (Ongoing) 	<p>ASB: \$70,000</p>
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Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

School Goal #: 1 Acalanes High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
Professional Development <ul style="list-style-type: none"> Districtwide Professional Development days offer selection of workshops focusing on the California Standards in English Language Arts and Literacy, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to California Standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two Optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. 	August 2015 – June 2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
	August 2015 – August 2016	Attendee compensation, facilitator preparation time, presenter fees, supplies	\$79,500 \$40,000	Title II Educator Effectiveness Grant
	October 2015 – December 2016	Participant compensation (after school hours), substitutes for peer observations	\$20,000	LCFF Base Grant
	Spring 2016	Attendee compensation (per diem)	\$250,000	Educator Effectiveness Grant

<ul style="list-style-type: none"> Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field. Social Studies Instructional summer camp held for teams of Social Studies teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as development of use of primary source documents in the Social Studies classrooms. <p>Curriculum Development</p> <ul style="list-style-type: none"> Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will review the revised English 1 COS and revise English 2 and English 3 (H). Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. <p>Instructional Strategies</p> <ul style="list-style-type: none"> Districtwide teams of teachers and ELA Department Chairs are examining books read at each grade level for content, text complexity and alignment to the new standards. Instructional materials focusing on the works of nonfiction are purchased for the English courses. 	August 2015 – June 2017	Conference registration, travel and hotel costs	\$70,000	Mandated Cost Reimbursement, LCFF Base Grant
	August 2014 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015	Attendee compensation (summer institute rate)	\$5,000	Title II
	November 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
	August 2015 – June 2017	Salary	\$38,000	Measure A & G
	August 2015 – June 2015	Cost of new, additional books	\$20,000	Inst. Materials
	July 2015 – Ongoing	Cost of books	\$60,000	Instructional Materials

<ul style="list-style-type: none"> • Illuminate (Nspect) test bank aligned to the Common Core was purchased and provided to all teachers. The California State standards aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. 	August 2015 – June 2017	Annual cost of the test bank	\$8,500	LCFF Base Grant
<ul style="list-style-type: none"> • Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	Mandated Cost Reimbursement
Data analysis				
<ul style="list-style-type: none"> • Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 	August 2015 – June 2017	None	NA	NA
<ul style="list-style-type: none"> • Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments. 	October 2015 – October 2016	None	NA	NA
<ul style="list-style-type: none"> • Associate Superintendent of Educational Services meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis. 	August 2015 – June 2017	Substitute cost when release days are utilized	\$1000	LCFF Base Grant

School Goal #: 2 Acalanes High School will increase the percentage of students “Exceeding” and/or “Meeting” Standards in the Mathematics California State Standards as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annual)	Funding Source (itemize for each source)
<p>Professional Development</p> <ul style="list-style-type: none"> Districtwide Professional Development days offer a selection of workshops focusing on the California State Standards in mathematics, shifts in instructional strategies and practices, research related to the science of learning and curricular development. Summer Institute – a three day, optional professional growth opportunity offered to all district certificated employees. Summer Institute offers a variety of workshops focused on the shift to Common Core standards, instructional strategies, integration of technology and intervention strategies. After school workshops with the focus on changing curricular and instructional strategies are offered to all teachers. Districtwide teams of teachers collaborate on the design of lessons and units focusing on the integration of the California State standards, project based learning, design challenge activities and use of instructional technology to enhance student learning. Two optional districtwide Professional Development days are offered to allow teams of certificated employees to collaborate on the development of common curriculum and common assessments aligned to the California State Standards. Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. 	<p>August 2015 – June 2017</p> <p>August 2015 – August 2016</p> <p>October 2015 – December 2016</p> <p>Spring 2015</p> <p>August 2015 – June 2017</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p> <p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p> <p>Participant compensation (after school hours), substitutes for peer observations</p> <p>Attendee compensation (per diem)</p> <p>Conference registration, travel and hotel costs</p>	<p>\$138,000</p> <p>\$79,500 \$40,000</p> <p>\$20,000</p> <p>\$250,000</p> <p>\$73,000</p>	<p>LCFF Base Grant</p> <p>Title II Educator Effectiveness Grant</p> <p>LCFF Base Grant</p> <p>Educator Effectiveness Grant</p> <p>LCFF Base Grant</p>

<ul style="list-style-type: none"> Districtwide release days are offered for teams of teachers working on the revision of curriculum and implementation of instructional technology in the classroom. Release days are facilitated by district staff or experts from the field. 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<p>Curriculum Development</p> <ul style="list-style-type: none"> Revision of Courses of Study will be completed for all courses to reflect the implementation of the California State standards. Districtwide teams will revise Geometry, Geometry H, Algebra 2, Algebra 2/Trig and Algebra 2/Trig Honors. 	December 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> Release days are offered to districtwide teams of teachers focusing on the development of lessons and alignment of instructional practices with the California State standards. 	August 2015 – June 2017	Substitute cost for the attendees	\$4,000	LCFF Base Grant
<ul style="list-style-type: none"> District Technology Specialist meets with Site Technology Coordinators and teachers across the district to provide assistance in the design of curriculum with the use of technology tools. 	August 2015 – June 2017	Salary	\$38,000	Measure G & A
<p>Instructional Strategies</p> <ul style="list-style-type: none"> Illuminate (Nspect) test bank aligned to the California State standards is purchased and provided to all teachers. The Common Core aligned test is used by teachers to develop assessments aligned to the new standards and develop district wide common assessments to monitor student progress. 	August 2015 – June 2017	Annual cost of the test bank	\$8,500	General Fund
<ul style="list-style-type: none"> Release days are organized for all district teachers participating in the implementation of the 1:1 iPad program focusing on instructional practices enhanced by the use of iPads (close reading, student intervention, notetaking.) 	August 2015 – June 2017	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<p>Data analysis</p> <ul style="list-style-type: none"> Performance data related to districtwide common assessments is collected and analyzed using the Illuminate software program. 	August 2015 – June 2017	None	NA	NA

<ul style="list-style-type: none"> Annual Assessment report is completed and presented to the Governing Board and all site administrators by the Educational Services department. The assessment report includes district and site student achievement data from site, district, state and federal assessments. 	October 2015 – October 2016	None	NA	NA
<ul style="list-style-type: none"> Revised districtwide intervention process, process of data analysis and identification of struggling students in order to provide him/her with appropriate supports. 	August 2015 - Ongoing	None	NA	NA

School Goal #: 3 Acalanes High School will increase the number of students reporting being connected to school by 2% as measured by the Healthy Kids Survey and additional internal surveys given to students.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (Annually)	Funding Source (itemize for each source)
<ul style="list-style-type: none"> District Counseling Plan Implementation Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement. Review and implement a robust support for mental health and mental health program for Special Education students. Parent Connections website – website resource and special communications for parents and parent education District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections. 	Ongoing	None	NA	NA
	2015-2017	Administration of Challenge Success Survey to all AUHSD students and participation with Challenge Success program	\$7500	LCFF Base Grant
	2015-2017	Certificated Salaries, facilitator preparation time, presenter fees	\$138,000	LCFF Base Grant
	2015-2017	Mental Health Services	\$20,000	Special Education
	2015-2017	None	NA	NA
	Ongoing	Conference cost, transportation	\$2500	LCFF Base

Centralized services do not include administrative costs.

Form D: School Site Advisory Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Erik Honda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Gough	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andy Briggs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LeeAnn Martini	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosemary Kirbach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kaisa Lyon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katherine Welcomer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sabrina Elliott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Allison Silvestri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	2	3	1