

The Single Plan for Student Achievement Acalanes High School 2017-2020

District: Acalanes Union High School District

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

Principal: Travis Bell

Date of this revision: May 2017

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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2017-2020 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 3 percentage points from 2017 to 2020.
- 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 percentage points from 2017 to 2020.
- Goal 3: Acalanes High School will increase the number of students reporting “High” levels of being connected to school by 10 percentage points in each significant subgroup as measured by the California Healthy Kids Survey from 2017 to 2020.

The District Governing Board approved the 2017 – 2020 SPSA on May 17, 2017

Form A: Planned Improvements in Student Performance

A School Site Committee of student, parent, and staff stakeholders 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 Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

SCHOOL GOAL: AHS will continue to implement 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 administered each spring.

Acalanes High School students achieving “Exceeded” or “Met” on the ELA/Literacy Smarter Balanced Assessment will increase by 3 percentage points from 2017 to 2020.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
92% of students met or exceeded the ELA/Literacy standards as measured by the California Smarter Balance Assessment in 2016. Our baseline data/achievement was 82% in 2015.	Acalanes High School was pleased to meet the target ELA goal from our SPSA in the 2014-2017 date range by raising our achievement 10 percentage points. Having 92% of our student in the “exceeded” or “met” ELA/Literacy standards, we want to continue to see all students met or exceed ELA standards. We are therefore setting a goal of raising that by 5 percentage points over the next three years.	We will use our baseline data taken in the spring of 2016. Of the students tested, 92% “Exceeded” and/or “Met” standards in ELA. Students are expected to improve annually, with a cumulative score of 97% on the ELA SBA by 2020.
		Where can a budget plan of the proposed expenditures for this goal be found?
		District funding along with funding from the Parents’ Club and Lafayette Partners in Education will be used to support teacher professional development, teacher collaboration, release time, instructional materials, and technology used in the implementation of California State Standards.

STRATEGY: AHS faculty will continue to implement CCSS and utilize professional development opportunities and collaboration to further analyze data, support student learning, and improve curriculum development and instruction. AHS will utilize the new student school day schedule with embedded time for intervention to target students not meeting standards and enhance opportunities for learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30 2018</p> <ol style="list-style-type: none"> 1. The AHS English teachers will review and implement the new courses of study for English 1-4 that include the adopted California Standards. 2. The Acalanes ELA (science, social science, VAPA, World Language, English) teachers will review data from SBA administered in 2017. 3. Students in grade 11 will take the SBA assessments. 4. AHS will continue collaborative work to revise all English courses to align with the California State Standards, including vertical and horizontal alignment between all levels of English curriculum. 5. Instructional Coaches will continue to work and support the implementation of the California State Standards and effective technology 	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership “Sync” team (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities. This will include collaboration around ELA/Literacy support. Sync team will gather input after each PD day. (Ongoing) • Utilize Department Chairs as department leaders to work within departments on strategies for ELA/Literacy support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on ELA standards and instructional practices. (Fall / Spring) • Teachers will attend PD opportunities and conferences throughout the year that focus on ELA/Literacy support and implementation of CCSS. (Ongoing) • Instructional Coaches will work with individual teachers and departments to help with instruction and the curriculum to meet student needs school-wide. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent brain science and learning information to support student learning. (Ongoing) • Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. (Fall) This will be given to the Professional Development committee to plan PD days. (Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> • District and site professional development days will have a focus on targeted intervention for students not 	<p>Acalanes High School Parents’ Club Professional Development \$30,000</p> <p>Principal’s Discretionary \$10,000</p> <p>LPIE Technology \$110,000</p> <p>LPIE Section release and WFM support \$40,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)

<p>by working with teachers across disciplines to help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>6. AHS will work within the Instructional Council to identify areas of need and develop a plan for professional development.</p> <p>7. ELA teachers will develop a framework for data based assessments to identify if students have met ELA/Literacy standards in appropriate subjects.</p> <p>8. AHS will implement effective "Academy" periods for intervention having identified students not meeting standards.</p> <p>9. AHS will implement a site based "Writing for Mastery" (WFM) program to support student writing in all ELA subjects.</p> <p>10. AHS will implement a full 1:1 device plan for all Freshmen and Sophomores with adequate teacher support and parent education.</p>		<p>meeting standards. (Ongoing)</p> <ul style="list-style-type: none"> • AHS "Sync" team will work with teachers to plan, develop, and implement effective intervention opportunities for students during "Academy" periods. (Ongoing) • Site will utilize a teacher with a release period to work on writing with students in World and U.S. History courses. This is currently known as Writing for Mastery (WFM). (Ongoing) • Site will hold a weekly SRT meeting to discuss at-risk students. (Weekly) • Site will establish a system to utilize the Peer Tutor Program within the new school day schedule as additional support for students. (Establish system early fall and run for the full year) • AHS Academic Counsellors will work with teachers to identify students that need additional ELA/Literacy support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Ongoing & Quarterly) • There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • District-wide committee will meet to revise and write the course of study for the new "Senior Elective" English courses. (Fall) • District-wide committee will continue to meet regarding the new Social Science framework and curriculum to update the course of studies for each class. (Fall, Spring) • During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing) • "Sync" team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Monthly) • Department Chairs will use collaboration time to ensure an understanding of ELA/Literacy standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing) 	
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		<ul style="list-style-type: none"> • Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall) • AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A plan for PD to support will be developed and implemented. (Fall) • AHS Leadership “Sync” Team will develop an opportunity for parent support and education on the 1:1 Chromebook model for all Freshmen and Sophomores. (Fall) 	
<p>By June 30, 2019</p> <ol style="list-style-type: none"> 1. Administration and Instructional Coaches will continue to work and support the implementation of the California State Standards and effective technology by working with teachers across disciplines to help them implement best teaching practices and to understand the "shifts" in standards and expectations. 2. AHS will continue to offer professional development on CCSS during release days and in collaboration Wednesday mornings and staff meetings. 3. The AHS faculty will obtain and reflect upon data from the 2017 and 2018 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. 	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership “Sync” team (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities and collaboration around ELA/Literacy support. Sync team will review feedback from previous PD days as well as gather input after each PD day. (Weekly, Ongoing) • Utilize Department Chairs as department leaders to work within departments on strategies for ELA/Literacy support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on ELA standards and instructional practices. (Fall, Spring) • Teachers will attend PD opportunities and conferences throughout the year that focus on ELA/Literacy support and effective instruction of CCSS on block schedule. (Ongoing) • Instructional Coaches will continue to work with individual teachers and departments to help with instruction and the curriculum to meet student needs school-wide. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science and learning information to support student learning. (Monthly) • Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the fall and spring. (Fall, Ongoing) 	<p>Assumption of funds available:</p> <p>Acalanes High School Parents’ Club Professional Development \$30,000</p> <p>Principal’s Discretionary \$10,000</p> <p>LPiE Technology \$100,000</p> <p>LPiE Section release and WFM support \$40,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)

<p>4. 11 graders will take the SBA in the Spring</p> <p>5. AHS Sync team will continue to offer professional development for authentic technology integration into curriculum.</p> <p>6. AHS will evaluate the plan created for professional development and update as appropriate.</p> <p>7. AHS will have implemented an effective BYOD program for Juniors, still providing 1:1 devices for all Freshmen and Sophomores.</p>		<p>Intervention:</p> <ul style="list-style-type: none"> • District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Fall, Spring) • Site will have a focus on “Tier III” invention working with district and site Special Education personnel. This will include presentations during staff meetings along with the SRT process. (Ongoing) • AHS “Sync” team will work with teachers to plan, develop, and implement effective intervention opportunities for students during “Academy” periods. (Ongoing) • Site will expand the use of a teacher with a release period to work on writing with students in multiple disciplines. This is currently known as Writing for Mastery but will expand beyond just Social Science. (Fall and Ongoing) • Site will hold a weekly SRT meeting to discuss at-risk students. (Weekly) • Site will continue to utilize the Peer Tutor program as additional support for students. (Ongoing) • AHS Academic Counsellors will work with teachers to identify students that need additional ELA/Literacy support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Quarterly, Ongoing) • There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • A district-wide committee will continue to meet regarding review and update for any course of study. (As needed) • During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing) • Having developed common assessments the year prior, departments will review the data from the assessments to collaboratively discuss what instructional strategies are working and areas of need for student support. Common assessments will 	
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		<p>be reviewed, updated, and administered before the start of second semester. (Fall)</p> <ul style="list-style-type: none"> • “Sync” team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing) • Department Chairs will use collaboration time to review vertical alignment of curriculum and equity of access along with student experience in each grade level to support student learning. (Ongoing) • Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall, Ongoing) • AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A plan for PD support will be developed and implemented. (Fall, Ongoing) • AHS Leadership “Sync” Team will develop an opportunity for parent support and education on the 1:1 Chromebook model for all Freshman and Sophomores and Juniors. (Fall) • “Sync” team will develop a survey for student and staff experience of 1:1 technology in the classroom, both provided devices and BYOD. Survey will be administered and data will be evaluated by Instructional Council and “Sync” team for effectiveness and areas for growth.(Fall) 	
<p>By June 30, 2020</p> <p>1. Administration and Instructional Coaches will continue to work and support the implementation of the California State Standards and effective technology by working with teachers across disciplines to help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>2. AHS will continue to offer</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly leadership “Sync” team to plan and implement professional development days and weekly professional development opportunities and collaboration around ELA/Literacy support. “Sync” team will review feedback from previous PD days as well as gather input after each PD day. (Fall, Ongoing) • Utilize Department Chairs as department leaders to work within departments on strategies for ELA/Literacy support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on ELA standards and instructional practices. (Fall, Spring) • Teacher will attend PD opportunities and conferences throughout the year that focus on ELA/Literacy support and effective instruction of CCSS. (Ongoing) 	<p>Assumption of funds available:</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>LPiE Technology \$100,000</p> <p>Coach <i>Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental

<p>professional development on CCSS during release days and in collaboration Wednesday mornings and staff meetings.</p> <ol style="list-style-type: none"> 3. The AHS faculty will obtain and continue to reflect upon data from the 2017, 2018, and 2019 Smarter Balanced Assessment to identify areas of strength and growth as a means of informing practice and driving instruction. 4. 11 graders will take the SBA in the Spring 5. AHS Sync team will continue to offer professional development for authentic technology integration into curriculum. 6. AHS will evaluate the plan created for professional development and update as appropriate. 7. AHS will continue to offer professional development on California State Standards during release days and in collaboration Wednesday mornings and staff meetings. 8. AHS will have implemented an effective BYOD program for Juniors and Seniors, still providing 1:1 devices for all Freshmen and Sophomores. 		<ul style="list-style-type: none"> • Instructional Coaches will continue to work with individual teachers and departments to help with instruction and the curriculum to meet student needs school-wide. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science and learning information to support student learning. (Monthly) • Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the Fall and Spring. (Fall) <p>Intervention:</p> <ul style="list-style-type: none"> • District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Fall, Spring) • Site will continue to focus on “Tier III” invention with our Special Education department. (Ongoing) • AHS “Sync” team will work with teachers to plan, develop, and implement effective intervention opportunities for students during “Academy” periods. (Ongoing) • Site will explore expanding the number of teacher release periods to work on writing with students across disciplines. (Ongoing) • Site will continue hold a weekly SRT meeting to discuss at-risk students. (Weekly) • Site will utilize Peer Tutor Program to as additional support for students. (Ongoing) • AHS Academic Counsellors will work with teachers to identify students that need additional ELA/Literacy support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Quarterly, Ongoing) • There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • During collaboration mornings, the departments will work on implementing and reviewing multiple 	<ul style="list-style-type: none"> • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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		<p>common assessments to help identify students for intervention and best instructional strategies. (Fall, Ongoing)</p> <ul style="list-style-type: none">• Common assessments will be reviewed, updated, and administered before the start of second semester. (Fall)• “Sync” team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing)• Department Chairs will use collaboration time to review vertical alignment of curriculum and equity of access along with student experience in each grade level to support student learning. (Ongoing)• Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall)• “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. The PD plan developed will be reviewed, updated, and implemented. (Fall, Ongoing)• AHS Leadership “Sync” Team will develop an opportunity for parent support and education on the 1:1 Chromebook model for all students. (Fall)• “Sync” team will develop a survey for student and staff experience of 1:1 technology in the classroom, both provided devices and BYOD. Survey will be administered and data will be evaluated by Instructional Council and Sync team for effectiveness and areas for growth. (Fall)• The faculty will 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 Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)
 AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High quality programs**)

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

Acalanes High School students achieving “Exceeded” and “Met” on the Mathematics Smarter Balanced Assessment will increase by 10 percentage points from 2017 to 2020.

<p>What data did you use to form this goal? 72% of students met or exceeded the mathematics standards as measured by the California Smarter Balance Assessment in 2016. Our baseline data/achievement was 74% in 2015.</p>	<p>What were the findings from the analysis of this data? Acalanes High School was disappointed to see a decrease in the number of students meeting or exceeding the Mathematics standards by 2 percentage points on the 2016 Smarter Balance Assessment. Based on those results, Acalanes has set a goal of having 82 percent of students meet or exceed the Mathematics standards as measured by the Smarter Balance Assessment over the next three years.</p>	<p>How will the school evaluate the progress of this goal? We will use our baseline data taken in the spring of 2016. Of the students tested, 72% “Exceeded” and/or “Met” standards in Mathematics. Students are expected to improve annually, with a cumulative score of 82% on the Mathematics SBA by 2020.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? District funding along with funding from the Parents’ Club and Lafayette Partners in Education will be used to support teacher professional development, teacher collaboration, 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 implement CCSS and utilize professional development opportunities and collaboration to further analyze data, support student learning, and improve curriculum development and the delivery of instruction. AHS will utilize the new student school day schedule with embedded time for intervention to target students not meeting standards and enhance opportunities for learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30, 2018 1. AHS will implement effective professional development on the Common Core State Standards for Mathematics.</p>	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Math Department, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> Meet weekly with leadership “Sync” team (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities as well as collaboration for student Mathematic support. Sync team will gather input after each PD day. 	<p>Acalanes High School Parents’ Club Professional Development \$30,000 Principal’s Discretionary \$10,000 LPIE Technology \$110,000</p>

<p>2. AHS will provide professional development for the Math department to review recently revised Course(s) of Study and ensure alignment of AUHSD Math student pathways.</p> <p>3. AHS will articulate with middle school math teachers to bridge student transition to high school. Meetings will be held to develop transition plans and to align courses grades 6-12.</p> <p>4. The Acalanes math teachers will review, revise, and administer a common assessment to test students on the California State Standards.</p> <p>5. Students in grade 11 will take the SBA assessment.</p> <p>6. Teachers will review the 2017 SBA data.</p> <p>7. Instructional Coaches will continue to work and support the transition to the California State Standards by working with teachers to help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>8. AHS will implement a full 1:1 device plan for all</p>		<p>(Ongoing)</p> <ul style="list-style-type: none"> • Instructional Coach will continue to work with individual teachers and provide professional development to the Math department to help meet student needs school-wide. (Ongoing) • Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. (Ongoing) • Set aside two Collaboration mornings to articulate with the middle school math teachers. (Twice a year, Fall & Spring) • Utilize Math Department Chair as department leader to work within the Math department on strategies for Math support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on Math standards and instructional practices. (Ongoing) • Teachers will attend PD opportunities and conferences throughout the year that focus on Math support and implementation of CCSS. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science and learning information to support student learning. (Monthly) • Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the Fall and Spring. (Fall, Ongoing) • Math department chair will receive training on new presentation station technology and work to ensure all department members know how to use technology effectively. (Fall) • One teacher will take advantage of Project Based Learning conference and then train the department on PBL strategies. (Fall, Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> • District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Fall, Spring) • AHS "Sync" team will work with teachers to plan, develop, and implement effective intervention opportunities for students during "Academy" periods. (Ongoing) 	<p>LPIE Math Budget \$15,000 (for teacher station technology)</p> <p>LPIE Section release and WFM support \$40,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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<p>Freshmen and Sophomores with adequate teacher support and parent education.</p> <p>9. AHS will purchase and implement new Teacher presentation technology for student support.</p> <p>10. Implement regular Statistics course as an option for an accessible math course within current math pathway.</p>		<ul style="list-style-type: none"> • Site will hold a weekly SRT meeting to discuss at-risk students. (Weekly) • Site will utilize Peer Tutor Program to as additional support for students. (Ongoing) • AHS Academic Counsellors will work with teachers to identify students that need additional Math support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Quarterly, Ongoing) • There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) • Algebra A and Algebra B teacher(s) will establish a system of support for students upon completion of Algebra B and entering the next course. (Spring) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • During collaboration mornings, the math department will work to revise common assessments to be administered in the spring of 2018. (Fall) • District-wide committee will continue to meet regarding the new Math pathways and curriculum to update the course of studies for each class. (Ongoing) • During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing) • “Sync” team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing) • Department Chairs will use collaboration time to ensure an understanding of Math standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing) • Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall) • AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A plan for PD to support will be developed and 	
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		<p>implemented. (Fall, Ongoing)</p> <ul style="list-style-type: none"> • The teacher(s) of the new regular Statistics course will work to develop class framework and assessments with the coaches and department chair. (Ongoing) • Math department will utilize the new presentation stations for student support within each class. (Ongoing) 	
<p>By June 30, 2019</p> <ol style="list-style-type: none"> 1. AHS will continue its implementation of effective professional development on the Common Core State Standards for Mathematics. 2. AHS will provide professional development for the Math department to review Course of Study and ensure alignment of AUHSD Math student pathways. 3. AHS will continue articulation with middle school math teachers to bridge student transition to high school. Meetings will be held to assess effectiveness of transition plans and grade 6-12 course alignment. 4. The Acalanes math teachers will review, revise, and administer two common assessments to test students on the California State Standards. 5. Students in grade 11 will take the SBA assessment. 	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Math Department, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership “Sync” team to plan and implement professional development days and weekly professional development opportunities as well as collaboration for student Mathematic support. Sync team will review feedback from previous PD days as well as gather input after each PD day. (Weekly, Ongoing) • Instructional Coach will continue to work with individual teachers and provide professional development to the Math department to help meet student needs school-wide. (Ongoing) • Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. (Ongoing) • Set aside two Collaboration mornings to continue articulation with the middle school math teachers. (Twice a year, Fall & Spring) • Utilize Math Department Chair as department leader to work within the Math department on strategies for Math support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on Math standards and instructional practices. (Fall, Spring) • Teachers will attend PD opportunities and conferences throughout the year that focus on Math support and instruction of CCSS. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science and learning information to support student learning. (Monthly, Ongoing) • Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the Fall and Spring. (Fall, Ongoing) • Math department will be offered specific professional 	<p>Assumption of funds available:</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><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)

<p>6. Teachers will review the 2017 and 2018 SBA data.</p> <p>7. Instructional Coaches will continue to work and support the transition to the California State Standards by working with teachers to help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>8. AHS will implement a BYOD program for Juniors and continue the full 1:1 device plan for all Freshmen and Sophomores with adequate teacher support and parent education.</p>		<p>develop opportunities on the implementation of Mathematics CCSS and effective instruction in Mathematics. (Ongoing)</p> <ul style="list-style-type: none"> The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Ongoing) AHS "Sync" team will work with teachers to plan, develop, and implement effective intervention opportunities for students during "Academy" periods. (Ongoing) Site will hold a weekly SRT meeting to discuss at-risk students. (Ongoing) Site will utilize Peer Tutor Program to as additional support for students. (Ongoing) AHS Academic Counsellors will work with teachers to identify students that need additional Math support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Quarterly, Ongoing) There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) Algebra A and Algebra B teacher(s) will review and revise as appropriate the system of support for students upon completion of Algebra B and entering the next course. (Spring) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> During collaboration mornings, the math department will work to revise common assessments to be administered in the spring of 2018 (Fall, Spring) District-wide committee will continue to meet regarding the new Math pathways and curriculum to update the course of studies for each class. (Ongoing) During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional 	
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		<p>strategies. (Ongoing)</p> <ul style="list-style-type: none"> • “Sync” team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing) • Department Chairs will use collaboration time to ensure an understanding of Math standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing) • Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Fall, Ongoing) • AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A plan for PD to support will be developed and implemented. (Fall, Ongoing) 	
<p>By June 30, 2020</p> <ol style="list-style-type: none"> 1. A professional development plan for implementation and effective instruction on the CCSS for Mathematics will be in place with feedback for continued PD from department members. 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 2017, 2018, and 2019 Smarter Balanced Assessment to identify trending needs as well as areas of strength and growth as a means of informing practice and 	<p>Principal, Associate Principals, Instructional Coaches, Department Chairs, Math Department, Leadership “Sync” Team, District Administration</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership “Sync” team to plan and implement professional development days and weekly professional development opportunities as well as collaboration for student Mathematic support. Sync team will review feedback from previous PD days. (Ongoing) • Instructional Coach will continue to work with individual teachers and provide professional development to the Math department to help meet student needs school-wide. (Ongoing) • Provide departments with collaboration time to examine the curriculum and its alignment with the California standards. (Ongoing) • Set aside two Collaboration mornings to continue articulation with the middle school math teachers. (Twice a year, Fall & Spring) • Utilize Math Department Chair as department leader to work within the Math department on strategies for Math support. (Ongoing) • Site and District-wide PD days will feature opportunities for training on Math standards and instructional practices. (Fall, Spring) • Teachers will attend PD opportunities and conferences throughout the year that focus on Math support and implementation of CCSS. (Ongoing) • Monthly staff meetings will provide teachers with opportunities for PD on most recent Brain Science 	<p>Assumption of funds available:</p> <p>Acalanes High School Parents’ Club Professional Development \$36,000</p> <p>Principal’s Discretionary \$10,000</p> <p>Professional Development/Technology one time monies \$25,000</p> <p>LPIE Technology \$100,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)

<p>driving instruction.</p> <p>4. 11th graders will take 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. Instructional Coaches will continue to work and support the transition to the California State Standards by working with teachers to help them implement best teaching practices and to understand the "shifts" in standards and expectations.</p> <p>7. AHS will implement a BYOD program for Juniors and Seniors and will continue the full 1:1 device plan for all Freshmen and Sophomores with adequate teacher support and parent education.</p>		<p>and learning information to support student learning. (Monthly)</p> <ul style="list-style-type: none"> Administration and Instructional Coaches will work with Instructional Council to identify needs and develop a plan for professional development. This will be given to the Professional Development committee to plan PD days in the Fall and Spring. (Fall, Ongoing) Math department will be offered specific professional develop opportunities on the implementation of Mathematics CCSS and effective instruction in Mathematics. (Ongoing) The faculty will continue to share best practices and showcase technology integration at staff meetings, release days, and professional development days. (Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> District and site professional development days will have a focus on targeted intervention for students not meeting standards. (Fall, Spring) AHS "Sync" team will work with teachers to plan, develop, and implement effective intervention opportunities for students during "Academy" periods. (Ongoing) Site will hold a weekly SRT meeting to discuss at-risk students. (Weekly) Site will utilize Peer Tutor Program to as additional support for students. (Ongoing) AHS Academic Counsellors will work with teachers to identify students that need additional Math support and then create a plan to meet that need through the SRT process or individual student-counselor meetings. This will also include a systemic review with the Associate Principals of the D & F lists generated at each grading period. (Quarterly, Ongoing) There will be opportunities during Academy periods for students to meet with teachers. (Ongoing) Algebra A and Algebra B teacher(s) will review and revise as appropriate the system of support for students upon completion of Algebra B and entering the next course. (Fall, Spring) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> During collaboration mornings, the math department 	
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		<p>will work to revise common assessments to be administered in the fall and spring of 2018. (Fall, Spring)</p> <ul style="list-style-type: none">• During collaboration mornings, the departments will work on common assessments to help identify students for intervention and best instructional strategies. (Ongoing)• “Sync” team will work with Department Chairs to discuss technology support as it relates to enhancing the learning in the classroom. (Ongoing)• Department Chairs will use collaboration time to ensure an understanding of Math standards, vertical alignment of curriculum, and equity of access and experience in each grade level to support student learning. (Ongoing)• Department Chairs will use collaboration time to review SBA data and discuss areas for growth with actionable goals for implementation of effective instruction. (Ongoing)• AHS Leadership “Sync” Team will work with teachers to identify areas of need for effective integration of technology to enhance the learning in the classroom. A plan for PD support will be reviewed, revised, and implemented. (Fall, Ongoing)	
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LEA GOAL:

AUHSD LCAP Goal Area #5 - Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (**School climate and Social-emotional development**)

SCHOOL GOAL: Acalanes High School will increase the number of students reporting “High” levels of being connected to school by 10 percentage points in each significant subgroup as measured by the California Healthy Kids Survey from 2017 to 2020.

<p>What data did you use to form this goal? Data from the California Healthy Kids Survey given in 2015-2016 school year was used to create this goal. Additionally, data was used from the Stanford Survey for Adolescent School Experiences (Challenge Success) on perception of meaningful participation helped to identify this goal.</p>	<p>What were the findings from the analysis of this data? In the 2015-2016 school year, AHS saw a decrease in the percent of students reporting “High” levels of school connectedness by 1 percentage point in grade 9 and 9 percentage points in grade 11, going from 68% to 67% and 65% to 56% respectively. Additionally, the Stanford Survey for Adolescent School Experiences (Challenge Success) Data indicated that a significant percentage of students do not find their schoolwork meaningful and purposeful, increasing the perception of feeling disconnected.</p>	<p>How will the school evaluate the progress of this goal? AHS will conduct the CA Healthy Kids Survey and Stanford Survey for Adolescent School Experiences (Challenge Success) 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 along with funding from the Parents’ Club and Lafayette Partners in Education will be used to support opportunities for Professional Development, collaboration, student and parent education, and Counselling services. ASB funds will be used for student events, student clubs, and extracurricular activities.</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 as well as engage students in meaningful participation to increase students’ sense of school connectivity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By June 30, 2018 1. AHS will review and analyze the data from the Stanford Survey for Adolescent School Experiences (Challenge Success) administered in the spring of 2017. Data will be shared with staff, students, and parent. 2. AHS will administer the</p>	<p>Principal, Associate Principals, Counsellors (Academic and Crisis/Intervention) Leadership Advisor/Teacher, Instructional Coaches, Teachers, Leadership Students</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> Meet weekly with leadership “Sync” team (Administration and Instructional Coaches) to plan and implement professional development days and weekly professional development opportunities as well as collaboration on student connectedness. Sync team will collect and analyze feedback from PD opportunities. (Fall, Ongoing) Instructional Coaches will continue to work with individual teachers and provide professional development to all staff on student connectedness and meaningful engagement in the classroom. 	<p>Acalanes High School Parents’ Club</p> <ul style="list-style-type: none"> Professional Development: \$30,000 Parent Education \$2,000 Health Education \$3,500 Principal’s Discretionary: \$10,000 Safe school Ambassador’s: \$6,000 Club Support: \$5,000 Intervention Specialists:

<p>California Healthy Kids Survey in the fall of 2017.</p> <p>3. Site will provide Professional Development opportunities to collaborate and think critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work.</p> <p>4. Provide PD and resources to allow teachers to create curriculum and differentiated instruction to meet needs of block schedule.</p> <p>5. Use student leadership teams, Student Senate, and different student clubs to provide input on effective instructional strategies and student connectedness.</p> <p>6. Develop a system which better captures student’s non-academic obligations and interests after school hours and share information with teachers.</p> <p>7. Adjust structures/curricular interventions around whole child development based on California Healthy Kids Survey (CAHKS) and Stanford Survey for Adolescent School Experiences (Challenge Success).</p> <p>8. Analyze effectiveness of Academy periods as an</p>		<p>(Ongoing)</p> <ul style="list-style-type: none"> • Provide departments with collaboration time to examine data and curriculum to help support student engagement and connectedness. (Ongoing) • Identify a support teacher to work with the Leadership Teacher on “New Crew” in order to help new and transfer students find ways to be involved and connected on our campus; provide PD opportunities for that teacher. PD opportunities can include conferences and/or pull out day(s) with Leadership teacher. (Fall, Ongoing) • AHS will continue to engage with “Beyond Diversity” for professional development on ways to engage students in conversation around race, diversity, and equity. (Fall, Ongoing) • Site will gather feedback from students, parents, and staff on implementation of the new “Block” schedule and use that feedback to evaluate effectiveness of instructional practices as it relates to meaningful and purposeful learning and participation. (Spring) • Staff will work in School-wide teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Monthly, Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> • Use Academy periods for a Freshman Seminar to discuss academic support and ways to get connected on campus. (Fall, 10 sessions) • At end of first semester, during a staff meeting, staff will identify students that need to be connected. (Invisible Student) (Fall) • Leadership will keep a list of student groups, and individual students, who have been celebrated or highlighted throughout the year to target students who are not identified. There will be a goal to highlight every student. This can include but is not limited to: Weekly flush, Locker Decorations, etc. (Ongoing) <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • Staff will use some form of “get-to-know-you” activity with students in the first week of school to help foster a positive environment in their classroom. (Fall) • Student Leadership class will plan activities and events throughout the year to foster connectedness 	<p>\$15,000</p> <ul style="list-style-type: none"> • Wellness Program: \$3,000 <p>LPIE</p> <ul style="list-style-type: none"> • Intervention Specialists: \$15,000 <p>ASB: \$70,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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<p>avenue to promote whole child awareness.</p> <p>9. Provide further professional development opportunities for staff and students centered on whole child awareness.</p> <p>10. New Crew will consider adding ongoing activities to connect underclassmen and transfer students to each other and the school.</p> <p>11. Implement and assess a "Freshman Seminar" to take place during Academy periods working with teachers and students to create connections and engage in meaningful participation.</p> <p>12. Continue to work with leadership to have students serve on the Diversity Committee and Student Support committee. Students will report out to ASB and staff / administration ideas to address students who do not feel included in the school community.</p>		<p>and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, CARE week, etc. (Ongoing)</p> <ul style="list-style-type: none"> • AHS will continue to engage with the "Safe School Ambassador" curriculum and create a SSA team with smaller cohorts to meet regularly and discuss connectedness at Acalanes. (Fall, Ongoing) • AHS Staff will spend department and curricular collaboration time discussing ways to include "connectedness" in lesson plans or class activities such as group work or peer-to-peer discussion. (Ongoing) • Staff will spend department collaboration time discussing ways to include how class assignments or course work is meaningful and related to each student's individual learning. (Ongoing) • Administration and Instructional Council will develop a Student Recognition program to help foster a culture of positive connections with staff, students and their families. (Fall, Ongoing) 	
<p>By June 30, 2019</p> <p>1. AHS will review and analyze the data from the California Healthy Kids Survey administered in the fall of 2017. Data will be shared with staff, students, and parent.</p> <p>2. AHS will administer the</p>	<p>Principal, Associate Principals, Counsellors (Academic and Crisis/Intervention) Leadership Advisor/Teacher, Instructional Coaches, Teachers, Leadership Students</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership "Sync" team to plan and implement professional development days and weekly professional development opportunities as well as collaboration on student connectedness. Sync team will collect and analyze feedback from PD opportunities. (Fall, Ongoing) • Instructional Coaches will continue to work with individual teachers and provide professional development to all staff on student connectedness 	<p>Acalanes High School Parents' Club</p> <ul style="list-style-type: none"> • Professional Development: \$30,000 • Parent Education \$2,000 • Health Education \$3,500 • Principal's Discretionary: \$10,000 • Safe school Ambassador's: \$6,000

<p>Stanford Survey for Adolescent School Experiences (Challenge Success) in the spring of 2019.</p> <p>3. Site will continue to provide Professional Development opportunities to collaborate and think critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work.</p> <p>4. Site will use “Block” schedule feedback to continue to provide PD and resources allowing teachers to create curriculum and differentiated instruction to meet needs of block schedule.</p> <p>5. Use student leadership teams, Student Senate, and different student clubs to provide input on effective instructional strategies and student connectedness.</p> <p>6. AHS will evaluate the system in place to capture student’s non-academic obligations and interests after school hours and share information with teachers.</p> <p>7. Continue to look at ways the Academy period and interventions can focus on</p>		<p>and meaningful engagement in the classroom. (Ongoing)</p> <ul style="list-style-type: none"> • Provide departments with collaboration time to examine data and curriculum to help support student engagement and connectedness. (Fall, Ongoing) • Continue to support a teacher to work with the Leadership Teacher on “New Crew” in order to help new and transfer students find ways to be involved and connected on our campus; provide PD opportunities for that teacher. PD opportunities can include conferences and/or pull out day(s) with Leadership teacher. (Ongoing) • AHS will continue to engage with “Beyond Diversity” for professional development on ways to engage students in conversation around race, diversity, and equity. (Ongoing) • Site will gather feedback from students, parents, and staff on implementation of the new “Block” schedule and use that feedback to evaluate effectiveness of instructional practices as it relates to meaningful and purposeful learning and participation. (Fall, Ongoing) • Staff will continue to work in School-wide teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Monthly, Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> • Site will identify through School Wide Teams areas for “Connected” enrichment and/or intervention for students based off of feedback from the first year of implementation. (Fall, Ongoing) • Use Academy periods for a Freshman Seminar to discuss academic support and ways to get connected on campus. (Fall, 10 sessions) • At end of first semester, during a staff meeting, staff will identify students that need to be connected. (Invisible Student) This list will be compared to the list developed the previous year. (Fall) • Leadership will keep a list of student groups and individual students celebrated or highlighted throughout the year to target students who are not identified. There will be a goal to highlight every student. This can include but is not limited to: Weekly flush, Locker Decorations, etc. (Ongoing) 	<ul style="list-style-type: none"> • Club Support: \$5,000 • Intervention Specialists: \$15,000 • Wellness Program: \$3,000 <p>LPIE</p> <ul style="list-style-type: none"> • Intervention Specialists: \$15,000 <p>ASB: \$70,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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<p>whole child development using data from California Healthy Kids Survey (CAHKS) and Stanford Survey for Adolescent School Experiences (Challenge Success). Analyze effectiveness of Academy periods as an avenue to promote whole child awareness.</p> <p>8. Provide further professional development opportunities for staff and students centered on whole child awareness.</p> <p>9. New Crew will evaluate effectiveness of activities to connect underclassmen and transfer students to each other and the school. They will continue to implement</p> <p>10. Implement and assess a "Freshman Seminar" to take place during Academy periods working with teachers and students to create connections and engage in meaningful participation.</p> <p>11. Increase capacity of school-wide Safe School Ambassador program to promote connectedness and safety.</p>		<p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • Staff will continue to use some form of "get-to-know-you" activity with students in the first week of school to help foster a positive environment in their classroom. (Fall) • Student Leadership class will plan activities and events throughout the year to foster connectedness and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, CARE week, etc. (Ongoing) • AHS will continue to engage with the "Safe School Ambassador" curriculum and create a SSA team with smaller cohorts to meet regularly and discuss connectedness at Acalanes. (Fall, Ongoing) • AHS Staff will spend department and curricular collaboration time discussing ways to include "connectedness" in lesson plans or class activities such as group work or peer-to-peer discussion. (Ongoing) • Staff will spend department collaboration time discussing ways to include how class assignments or course work is meaningful and related to each student's individual learning. (Ongoing) • Increase student and staff joint activities such as dodgeball, spelling bee, ping pong, etc. during lunchtime or extended lunch schedules. (Ongoing) • Create spirit recognition through the Spirit Board in Leadership to recognize students who display outstanding school spirit. (Fall) • Administration and Instructional Council will evaluate and revise the Student Recognition program to help foster a culture of positive connections with staff, students and their families. (Fall, Ongoing) 	
<p>By June 30, 2020</p> <p>1. Acalanes High School will review the data from the</p>	<p>Principal, Associate Principals, Counsellors (Academic and Crisis/Intervention)</p>	<p>Professional Development & Support:</p> <ul style="list-style-type: none"> • Meet weekly with leadership "Sync" team to plan and implement professional development days and weekly professional development opportunities as 	<p>Acalanes High School Parents' Club</p> <ul style="list-style-type: none"> • Professional Development: \$30,000

<p>Stanford Survey for Adolescent School Experiences (Challenge Success) administered in the spring of 2019.</p> <p>2. AHS will administer the California Healthy Kids Survey in the Fall of 2019.</p> <p>3. Site will continue to provide Professional Development opportunities to collaborate and think critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work.</p> <p>4. Site will use “Block” schedule feedback to continue to provide PD and resources allowing teachers to create curriculum and differentiated instruction to meet needs of block schedule.</p> <p>5. Use student leadership teams, Student Senate, and different student clubs to provide input on effective instructional strategies and student connectedness.</p> <p>6. AHS will evaluate the system in place to capture student’s non-academic obligations and interests after school hours and share information with teachers and continue to make those connection</p>	<p>Leadership Advisor/Teacher, Instructional Coaches, Teachers, Leadership Students</p>	<p>well as collaboration on student connectedness. Sync team will collect and analyze feedback from PD opportunities. (Ongoing)</p> <ul style="list-style-type: none"> • Instructional Coaches will continue to work with individual teachers and provide professional development to all staff on student connectedness and meaningful engagement in the classroom. (Ongoing) • Provide departments with collaboration time to examine data and curriculum to help support student engagement and connectedness. (Ongoing) • Continue to support a teacher to work with the Leadership Teacher on “New Crew” in order to help new and transfer students find ways to be involved and connected on our campus; provide PD opportunities for that teacher. PD opportunities can include conferences and/or pull out day(s) with Leadership teacher. (Ongoing) • AHS will continue to engage with “Beyond Diversity” for professional development on ways to engage students in conversation around race, diversity, and equity. (Ongoing) • Site will gather feedback from students, parents, and staff on instructional strategies within our “Block” schedule and use that feedback to evaluate effectiveness of instructional practices as it relates to meaningful and purposeful learning and participation. (Fall) • Staff will continue to work in School-wide teams to address ongoing issues within the school including Challenge Success recommendations, school climate and school connectedness. (Ongoing) <p>Intervention:</p> <ul style="list-style-type: none"> • Site will identify through School Wide Teams areas for “Connected” enrichment and/or intervention for students based off feedback from previous two years of implementation. (Ongoing) • Use Academy periods for a Freshman Seminar to discuss academic support and ways to get connected on campus. (Fall, 10 Sessions) • At end of first semester, during a staff meeting, staff will identify students that need to be connected. (Invisible Student) This list will be compared to the list developed the previous years. (Fall) • Leadership will keep a list of student groups and 	<ul style="list-style-type: none"> • Parent Education \$2,000 • Health Education \$3,500 • Principal’s Discretionary: \$10,000 • Safe school Ambassador’s: \$6,000 • Club Support: \$5,000 • Intervention Specialists: \$15,000 • Wellness Program: \$3,000 <p>LPIE</p> <ul style="list-style-type: none"> • Intervention Specialists: \$15,000 <p>ASB: \$70,000</p> <p><i>Coach Release Periods</i></p> <ul style="list-style-type: none"> • \$25,000 – LCFF Supplemental • \$50,000 – LCFF Base • \$25,000 – One time Discretionary (NGSS)
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<p>opportunities available to all staff.</p> <p>7. Continue to use the Academy period and interventions to focus on whole child development</p> <p>8. Provide further professional development opportunities for staff and students centered on whole child awareness.</p> <p>9. New Crew will evaluate effectiveness of activities to connect underclassmen and transfer students to each other and the school. They will continue to implement</p> <p>10. Continue to offer a “Freshman Seminar” to take place during Academy periods working with teachers and students to create connections and engage in meaningful participation.</p> <p>11. Increase capacity of school-wide Safe School Ambassador program to promote connectedness and safety.</p> <p>12. 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>individual students celebrated or highlighted throughout the year to target students who are not identified. There will be a goal to highlight every student. (Ongoing)</p> <p>Curriculum, Instruction, & Assessment:</p> <ul style="list-style-type: none"> • Staff will continue to use some form of “get-to-know-you” activity with students in the first week of school to help foster a positive environment in their classroom. (Fall) • Student Leadership class will plan activities and events throughout the year to foster connectedness and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, CARE week, etc. (Ongoing) • AHS will continue to engage with the “Safe School Ambassador” curriculum and create a SSA team with smaller cohorts to meet regularly and discuss connectedness at Acalanes. (Ongoing) • AHS Staff will spend department and curricular collaboration time discussing ways to include “connectedness” in lesson plans or class activities such as group work or peer-to-peer discussion. (Ongoing) • Staff will spend department collaboration time discussing ways to include how class assignments or course work is meaningful and related to each student’s individual learning. (Ongoing) • Increase student and staff joint activities such as dodgeball, spelling bee, ping pong, etc. during lunchtime or extended lunch schedules. (Ongoing) • Update the spirit recognition plan through the Spirit Board in Leadership to recognize students who display outstanding school spirit. (Fall, Ongoing) • Administration and Instructional Council will evaluate and revise the Student Recognition program to help foster a culture of positive connections with staff, students and their families. (Fall, Ongoing) 	
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<p>13. New Crew will continue to add ongoing activities to connect underclassmen and transfer students to each other and the school.</p> <p>14. Work with teachers to develop and continue practices where students are encouraged make new connections with students they might now know.</p>			
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<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. 	August 2017 – June 2018	Conference registration, travel and hotel costs	\$40,000	Mandated Cost Reimbursement, LCFF Base Grant
<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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> • English Instructional summer camp held for teams of English teachers to examine instructional practices, alignment to Common Core as related to reading and writing strategies as well as course development for new English courses of study. 	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> • Induction program for new teachers. 	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> • Response to Intervention training and support 	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> • Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant
<ul style="list-style-type: none"> • NGSS coaching 	August 2017 – June 2018	Release periods (4)	\$100,000	One time discretionary
<p>Curriculum Development</p> <ul style="list-style-type: none"> • Pull-out days to support implementation of English 1, 2, 3, 3(H) and 4 new Courses of Study aligned to the California State standards. 	2017-2018	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 2017 – June 2018	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 	August 2017 – June 2018	Salary	\$40,000	Measure A & G

<p>district to provide assistance in the design of curriculum with the use of technology tools.</p> <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. 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.) <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. 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. Associate Superintendent of Educational Services meets with ELA department chairs to coordinate districtwide efforts in common assessment development and data analysis. 	<p>August 2017 – June 2018</p> <p>July 2017 – Ongoing</p> <p>August 2017 – June 2018</p> <p>August 2017 – June 2018</p> <p>October 2017</p> <p>August 2017 – June 2018</p>	<p>Cost of new, additional books</p> <p>Cost of books</p> <p>Substitute cost for the attendees</p> <p>Software annual cost</p> <p>None</p> <p>Substitute cost when release days are utilized</p>	<p>\$20,000</p> <p>\$20,000</p> <p>\$3,000</p> <p>\$35,000</p> <p>NA</p> <p>\$1000</p>	<p>Inst. Materials</p> <p>Instructional Materials</p> <p>LCFF Base Grant</p> <p>LCFF Supplemental</p> <p>NA</p> <p>LCFF Base Grant</p>
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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 percentage points from 2017 to 2020.

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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus Districtwide optional professional development days (3) for teachers to develop instructional strategies for the new school day schedule. 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. The instructional and curricular shifts with the implementation of the new school day schedule will be the focus. Certificated staff attends conferences and workshops with the focus on: Common Core standards, instructional practices, student intervention, student learning and more. 	<p>August 2017 – June 2018</p>	<p>Certificated Salaries, facilitator preparation time, presenter fees</p>	<p>\$150,000</p>	<p>LCFF Base Grant</p>
	<p>June 2017 – August 2017</p>	<p>Certificated Salaries</p>	<p>\$150,000</p>	<p>LCFF Base Grant</p>
	<p>August 2017</p>	<p>Attendee compensation, facilitator preparation time, presenter fees, supplies</p>	<p>\$75,000 \$28,000</p>	<p>Title II Educator Effectiveness Grant</p>
	<p>October 2017 – June 2018</p>	<p>Participant compensation (after school hours), substitutes for peer observations</p>	<p>\$20,000</p>	<p>LCFF Base Grant</p>
	<p>August 2017 – June 2018</p>	<p>Conference registration, travel and hotel costs</p>	<p>\$40,000</p>	<p>Mandated Cost Reimbursement, 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 2017 – June 2018	Substitute cost for the attendees	\$3,000	LCFF Base Grant
<ul style="list-style-type: none"> Math Instructional summer camp held for teams of Math teachers to examine instructional practices, alignment to Common Core. Target courses: Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc. 	June 2017	Attendee compensation (summer institute rate)	\$10,000	Educator Effectiveness Grant
<ul style="list-style-type: none"> Induction program for new teachers. 	August 2017 – June 2018	Coordinator, mentor and County cost	\$32,000	Title II
<ul style="list-style-type: none"> Response to Intervention training and support 	June 2017 – June 2018	Conference & travel cost	\$50,000	LCFF Supplemental
<ul style="list-style-type: none"> Instructional coaches (3 release periods per site for instructional coach, RTI, academy support, and tech integration) 	August 2017 – June 2018	Release periods (12)	\$300,000	LCFF Supplemental & Base Grant LCFF Base Grant
<p>Curriculum Development</p>				
<ul style="list-style-type: none"> Pull-out days to support implementation of Algebra 2, Algebra 2 Adv., Algebra 2/PreCalc new Courses of Study aligned to the California State standards. 	December 2017 – June 2018	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 2017 – June 2018	Substitute cost for the attendees	\$3,000	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 2017 – June 2018	Salary	\$40,000	Measure G & A
<p>Instructional Strategies</p>				
<ul style="list-style-type: none"> Release days for teachers to collaborate on best practices for instruction, assessment and grading with new school day schedule and longer instructional block 	August 2017 – June 2018	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 2017 – June 2018	Software annual cost	\$35,000	LCFF Supplemental
<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 2017	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 2017 - Ongoing	None	NA	NA

School Goal # 3 Acalanes High School will increase the number of students reporting “High” levels of being connected to school by 10 percentage points in each significant subgroup as measured by the California Healthy Kids Survey from 2017 to 2020.

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 Revision and Implementation 	Ongoing	None	NA	NA
<ul style="list-style-type: none"> Coordinated Districtwide implementation of programs to address student academic stress and mental health as informed by the Challenge Success survey data 	2017-2018	Review of Challenge Success Survey data and engagement with local network of “challenge success” effort	\$3000	LCFF Base Grant
<ul style="list-style-type: none"> Districtwide Professional Development day included a variety of workshop sessions focusing on classroom strategies to minimize student stress and improve student engagement. 	2017-2018	Certificated Salaries, facilitator preparation time, presenter fees	\$140,000	LCFF Base Grant
<ul style="list-style-type: none"> Review and implement a robust support for mental health and mental health program for Special Education students. 	2017-2018	Mental Health Services	\$20,000	Special Education
<ul style="list-style-type: none"> District Student Leadership Student Retreat/Conference to exchange strategies and ideas to enhance inclusiveness and student connections. 	Ongoing	Conference cost, transportation	\$10,000	LCFF Base
<ul style="list-style-type: none"> Implementation of Wellness Centers 	2017-2018	District Social Worker Wellness Facilities Clerical/reception support	\$120,000 \$50,000 \$60,000	LCFF Supplemental Developer Fees LCFF Base Grant
<ul style="list-style-type: none"> Districtwide Student Equity Summits and student leadership development in equity 	2017-2018	Student meetings/conferences	\$30,000	LCFF Supplemental
<ul style="list-style-type: none"> Districtwide staff development related to equity issues 	2017-2018	Substitutes, conferences, travel	\$45,000	LCFF Supplemental

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