

The Single Plan for Student Achievement Acalanes High School 2021-2024

District: Acalanes Union High School District
County-District School (CDS) Code: 07-61630-0734244
Principal: Eric Shawn
Date of this revision: May 2022

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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2021-2024 Goals

Goal #1: Acalanes High School will implement curricular, instructional, student support and communication strategies to foster high-levels of English language arts achievement and college and career readiness for all students.

- Acalanes High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 8 percentage points from 2021 to 2024.
- Acalanes High School will Increase the percentage of Students with Disabilities attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 10 percentage points from 2021 to 2024.
- Acalanes High School will decrease the percentage of all students receiving D’s and F’s in English, Social Science, and Science classes by 5 percentage points.
- Acalanes High School will decrease the percentage of Students with Disabilities receiving D’s and F’s in English, Social Science, and Science classes by 5 percentage points in three years.

Goal #2: Acalanes High School will implement curricular, instructional, student support and communication strategies to foster high-levels Mathematics achievement and college and career readiness for all students.

- Acalanes High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 8 percentage points from 2021 to 2024.
- Acalanes High School will Increase the percentage of Students with Disabilities attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Mathematics section of the Smarter Balanced Assessment by 8 percentage points from 2021 to 2024.
- Acalanes High School will decrease the percentage of all students receiving one or more D or F semester grades in Math classes by 2 percentage points.
- Acalanes High School will decrease the percentage of Students with Disabilities receiving one or more D or F semester grades in Math classes by 5 percentage points in three years.

Goal #3: Acalanes will implement curricular, instructional, student support, and communication strategies to increase student connectedness, ensure belonging, and foster positive academic engagement in an equitable and inclusive school environment.

- Acalanes High School will increase the number of students reporting “High” levels of being connected to school by 10 percentage points as measured by the California Healthy Kids Survey from 2021-2024.
- Acalanes High School will increase the number of students reporting feeling a sense of belonging by 5 percentage points as measured by the quarterly Acalanes Pulse Survey.
- Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by 10 percentage points from 2021 to 2024 as measured by the Stanford Survey of Adolescent School Experiences.

The District Governing Board approved the 2021-2024 SPSA on May 4, 2022.

Form A: Planned Improvements in Student Performance

A School Site Committee of students, 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 or exceed standards. 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:

<p>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)</p> <p>SCHOOL GOAL: Acalanes High School will implement curricular, instructional, student support and communication strategies to foster high-levels English language arts achievement and college and career readiness for all students.</p> <ul style="list-style-type: none"> • Acalanes High School will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 8 percentage points from 2022 to 2024. • Acalanes High School will Increase the percentage of Students with Disabilities attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 10 percentage points from 2022 to 2024. • Acalanes High School will decrease the percentage of all students receiving D’s and F’s in English, Social Science, and Science classes by 5 percentage points. • Acalanes High School will decrease the percentage of Students with Disabilities receiving D’s and F’s in English, Social Science, and Science classes by 10 percentage points.
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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?
<p><i>Student performance on the 2021 Smarter Balanced Assessment in English Language Art/Literacy</i></p>	<p><i>Smarter Balanced Assessment Data:</i></p> <ol style="list-style-type: none"> In 2020-2021, 84.8% of students met or exceeded the standards on the ELA/Literacy section of the Smarter Balanced Assessment. In 2018-2019, 91% of students met or exceeded the standards. Acalanes saw a decrease of almost 7 percent of students meeting or exceeding the standards between 2019 and 2021. In 2020-2021, 55% of students with reported disabilities met or exceeded the standards on the ELA/Literacy section of the Smarter Balanced Assessment. Acalanes has a substantial achievement gap between students with identified disabilities and students without. <p><i>Grade Data:</i></p>	<p>Acalanes will continue to administer the California Smarter Balanced Assessment and analyze our data for progress towards this goal. We will also continue to collect and analyze our D/F grade data to ensure students with disabilities and Hispanic/Latino students are achieving at higher levels academically.</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>

<p>Semester grade data in English, Social Science, and Science classes from the 2020-2021 school year.</p>	<p>a. In 2020-2021, 13% of all students received D/F grades in their ELA, Social Science and Science classes.</p> <p>b. In 2020-2021, 27% of students with disabilities received D/F grades in their ELA, Social Science and Science classes. Students with disabilities received D/F grades at higher rates than their peers contributing to the achievement gap for this population of students.</p>	
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STRATEGY
Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Common Assessments Build and implement common formative assessments and district common assessment for all grade levels in English, Social Science and Science courses Utilize data from common formative assessments to refine curriculum and instruction. (June 2024)</p>	<p>English, Social Science, Science Department Chairs</p> <p>English, Science and Social Science Teachers</p> <p>Curriculum Team Leads</p> <p>Associate Principal / Principal</p>	<ul style="list-style-type: none"> Develop and deliver common assessments in English 1, Living Earth and World History. (First Semester 2022) Develop District-wide common formative assessments for English 1, World History, Algebra I, Geometry , and Living Earth, Spring 2022. Implement common formative assessments and analyze student performance data for Grade 9 core courses, 2022-2024. Develop and implement District-wide common formative assessments for Grade 10-12 core courses (English 2-4, Geometry, Algebra II, Algebra II, Chemistry, Physics, U.S. History, Government, and Economics), Fall 2022 - Spring 2024. Utilize data from common assessments in collaborative teams to determine best teaching practices and interventions (Winter of 2022). Develop common assessments in grade 10 English, Social Science, and Science classes (2022-2023 School Year). Implement common assessments in grade 10 English, Social Science and Science classes (2023-2024 School Year). All English, Social Science, and Science curricular teams utilize data from common assessments in collaborative teams to determine best teaching practices and interventions (2023-2024 School Year and Ongoing). 	<p>Acalanes High School Parents' Club Professional Development \$35,000</p> <p>Principal's Discretionary \$10,000</p> <p>LPIE Technology \$50,000</p> <p>LPIE Departmental Curriculum and Instruction \$70,000</p> <p>LPIE Special Education \$4500</p> <p>LPIE Release Section for Climate and Culture TOSA \$25,000</p> <p>Site Curricular Team Leads \$100,000 - One time LCFF</p> <p>Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF</p>

		<ul style="list-style-type: none"> ● Implement CAASPP ELA assessment (Yearly, Spring) 	
<p>Curriculum Revisions and Updates Continue to revise and update approved texts and engage in analysis of district courses of study to align curriculum with California Standards for English and Language Arts. (Fall 2022)</p>	<p>English, Social Science and Science Department Chairs</p> <p>English, Social Science and Science Curriculum Team Leads</p> <p>Associate Principal / Principal</p> <p>District Leadership Teams</p>	<ul style="list-style-type: none"> ● English: District-wide committee will meet to update curriculum for instructional material based on revised board policy. This includes the requirement of diverse voices (Female, Authors of Color, and LGBTQ) within the choice of ELA novels and supplementary material. (2022-2023 School Year) ● Social Science: District-wide committee will continue to meet regarding the new Social Science framework and curriculum to update the course of studies for each class including ensure accurate representation of issues of race, identity and equity within the curriculum. (2022-2023 School Year) ● Science: Site curricular teams will collaborate on the continued implementation of NGSS standards and develop strategies to improve reading, writing, and speaking outcomes for students within the science curriculum. (Beginning 2022 and ongoing) ● All Departments: Collaborative teams will work to develop vertical alignment of essential standards between grades 9-12. (Beginning 2022 and ongoing) ● Research “Media Literacy” programming and how it could most effectively be taught across the curriculum (Academy, ELA, Social Science, Science). (2022-2023 School Year) ● Implement Media Literacy across the curriculum. (2023-2024 school year). 	
<p>Grading for Equity Foster mastery of grading for equity across all curricular teams. (June 2023)</p>	<p>All Departments, Department Chair and Curricular Team Leads</p> <p>Associate Principal / Principal</p> <p>District Grading for Equity Leadership</p>	<ul style="list-style-type: none"> ● All teachers will receive training in grading for equity from district and site level leadership teams. (Spring 2023) ● Site curricular teams will align grading components and grading for equity strategies across course alike. (Fall 2022 and ongoing) 	

<p>Technology English, Social Science and Science teachers will continue to develop skills in the use of technology to ensure state of the art instruction of English standards. (June 2024)</p>	<p>English, Social Science and Science Department Chairs</p> <p>English, Social Science and Science Teachers</p> <p>Curriculum Team Leads</p> <p>Associate Principal / Principal</p> <p>District Technology Support</p>	<ul style="list-style-type: none"> • Departments will review Canvas best practices for posting daily/weekly agenda, assignments, learning resources, gradebook and course information. Curricular course alike teams will begin process of aligning how Canvas is utilized to ensure equitable access. (Fall 2022 and ongoing) • Teachers will receive training from site and district leadership experts on the effective use of technologies that can benefit student access to curriculum. (Ongoing) • Departments will continue to develop technology assessment tools for formative assessment and intervention. (Ongoing) • All departments will continue to investigate technologies and instructional practices that could improve access for all students including students with disabilities. (Ongoing) 	
<p>Co-Teaching AHS will develop a Special Education Co-Teaching model to provide targeted support for students with disabilities in English, Social Science and Science Classes in order to provide all students access and support for ELA skills and standards. (June 2024)</p>	<p>English, Social Science and Science Teachers</p> <p>Special Education Resource Specialist</p> <p>District Coordinator of Special Education</p> <p>Program Specialist</p> <p>Instructional Aids</p> <p>Associate Principal / Principal</p>	<ul style="list-style-type: none"> • Principal will work with the district Special Education Administration to develop Co-Teaching in English, Social Science and Science classes including ongoing professional development and planning, and common prep periods. (August 2023, Ongoing) • Resource teachers will collaborate with English, Social Science and Science teachers to ensure intervention and scaffolding to support students with disabilities in accessing the curriculum. (August 2023, Ongoing) • Instructional Aids will push into English, Social Science and Science classes to ensure support for students with disabilities. (August 2023, Ongoing) 	

STRATEGY

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the new California English Language Arts / Literacy Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Professional Development Design and provide professional development to staff on the implementation of ELA standards and the courses of study (2022-2025 Ongoing)</p>	<p>Teachers Department Chairs Site curricular team leads Climate and Culture, and Intervention TOSAS Associate Principals / Principal</p>	<ul style="list-style-type: none"> ● Admin Team and Department Chairs Retreat utilized to prepare for the year. (August, 2022-2025) ● AUHSD Summer Institute Professional Development days provided for teachers. (August, 2022-2025) ● Create professional development and training plan for the year. (August, 2022-2025) ● Climate and Culture, and Intervention TOSAs will provide facilitated collaboration monthly to address ELA support for students with disabilities, hispanic and latino students, and other student groups. (Monthly, 2022-2025) ● AUHSD Staff Development Days provided three days per academic year. (2022-2025) ● Provide a Department Release Day once per year. (2022-2025) ● Support staff who want to attend conferences and workshops. (2022-2025) ● Ensure all teachers have access and attend Grading for Equity trainings (2022-2025) ● Ensure all teachers and staff have access and attend district wide Diversity, Equity and Inclusion professional development (2022-2025) 	<p>Acalanes High School Parents’ Club Professional Development \$35,000 Principal’s Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000 LPIE Special Education \$4500 LPIE Release Section for Climate and Culture TOSA \$25,000 Site Curricular Team Leads \$100,000 - One time LCFF Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF</p>
<p>Collaboration Utilize Friday Professional Learning Community (PLC) collaboration time effectively to design and assess ELA instruction. (2022-2025 Ongoing)</p>	<p>Teachers Department Chairs Site curricular team leads Climate and Culture, and Intervention TOSAS Associate Principals / Principal</p>	<ul style="list-style-type: none"> ● Create collaboration plan for the year. (August, 2022-2025) ● Site curricular teams establish norms and develop SMART goals for the year. (August 2022-2025) ● Provide collaboration days for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning. (Annually, 2022-2025) ● Site curricular teams meet weekly on Fridays to engage in collaboration on curriculum, analyze data and develop instructional strategies. (Weekly, Ongoing) ● Site curricular teams will utilize disaggregated student group data to analyze and discuss student learning outcomes and best instructional practices (Ongoing) ● Site curricular team leads and department chairs will meet twice monthly in order to develop strategies to facilitate effective collaborative teams, share successes and best practices. (Monthly, 	

		<p>Ongoing)</p> <ul style="list-style-type: none"> ● Develop peer-to-peer observation protocol and create system for peer-to-peer observation of best teaching practices and instruction. (Annually, 2022-2025) 	
<p>CAASPP Implement ELA CAASPP Assessments and Collaboratively analyze assessment data, and grade data. (Fall, 2022-2025)</p>	<p>English, Social Science and Science Teachers</p> <p>Curricular Team Leads</p> <p>Department Chairs and Instructional Council</p> <p>Associate Principal / Principal</p>	<ul style="list-style-type: none"> ● Train teachers in the implementation of CAASPP interim assessments (Winter, Yearly). ● Teachers implement CAASPP interim assessments (March, Yearly). ● Teachers will utilize data from CAASPP interim assessments and to identify areas of growth and intervention. (April, Yearly) ● Train teachers to proctor CAASPP assessments for all students within the testing range (March, yearly). ● Teachers will utilize disaggregated data from CAASPP assessments to identify areas of growth and intervention. (Ongoing) ● In Instructional Council meeting and Department meetings, review best practices and protocols for collaboratively analyzing data. (August, 2022-2025). ● In Instructional Council meeting, Department meetings, and in curricular teams collaboratively analyze schoolwide ELA Smarter Balanced Assessment data, including disaggregated data by gender, ethnicity, and disability. (September, 2022-2025) 	

STRATEGY

Student Support: Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Intervention AHS will continue to offer ELD intervention courses for English Language Learners and targeted support for students with disabilities in English, Social Science and Science Classes to provide all students access and support for ELA skills and standards. (Ongoing, 2021-2024)</p>	<p>English, Social Science and Science Teachers Intervention TOSA Resource Teachers District Special Education Administration Principal</p>	<ul style="list-style-type: none"> • ELD teacher(s) will continue to review and revise yearlong curriculum to support students in English Language Development. (August 2022, Ongoing) • Principal will work with the district Special Education Administration to develop Co-Teaching in English, Social Science and Science classes including ongoing professional development and planning, and common prep periods. (August 2023, Ongoing) • Resource teachers will collaborate with English, Social Science and Science teachers to ensure intervention and scaffolding to support students with disabilities in accessing the curriculum. (August 2023, Ongoing) • Instructional Aids will push into English, Social Science and Science classes to ensure support for students with disabilities. (August 2023, Ongoing) 	<p>Acalanes High School Parents' Club Professional Development \$35,000 Principal's Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000 LPIE Special Education \$4500 LPIE Release Section for Climate and Culture TOSA \$25,000</p>
<p>Student Resource Team (SRT) Implement Student Resource Team weekly to discuss students who exhibit academic struggles in English, Social Science and Science Classes and coordinate services of support for all students. (Ongoing, 2021-2024)</p>	<p>Intervention TOSA Resource Teacher School Psychologist Wellness Coordinator Intake Specialist Associate Principals</p>	<ul style="list-style-type: none"> • Review "ACA Intervention Guide" with all teachers and staff including how to make a referral to SRT. (Yearly, start of school) • Review, update and refine SRT Referral utilized by all staff to refer students of concern. (Yearly, start of school year) • Review, update and refine SRT Roles and Responsibilities yearly. (Yearly, start of school year) • SRT meets bi-weekly on Wednesdays at 1:30pm and follows structured protocol to discuss new referrals and monitor progress on previous referrals. Students not making progress may be referred to Student Study Team (SST) for further intervention and Tier 2/3 supports. (Weekly, Ongoing) • Develop and implement robust Student Study Team (SST) process as intervention action item out of SRT. (2022-2023 school year) 	<p>Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF Site Curricular Team Leads \$100,000 - One time LCFF Peer Tutoring Program \$19,600</p>

<p>Academy Effectively organize and utilize the Academy period for targeted academic assistance in meeting ELA standards. (Ongoing, 2022-2024)</p>	<p>Teachers Intervention TOSA Curricular Teams Departments Associate Principal / Principal</p>	<ul style="list-style-type: none"> ● Academy “Training” for students will be developed and implemented during the first weeks of school. (August, 2022-2025) ● Teachers will develop and implement a system for providing Academy offerings to ensure targeted intervention for students with disabilities and other student groups most at risk of not meeting standards. (Quarterly, 2022-2025) ● Teachers will be provided with collaboration time to plan for Academy. (Monthly, 2022-2025) ● Teachers will provide opportunities for re-teaching and assessment retakes and redos to show mastery of standards during Academy. (Ongoing, 2022-2025) ● Intervention TOSA will facilitate teacher collaboration on Academy data to analyze Academy attendance and D/F grades disaggregated by student groups. (Quarterly, 2022-2025) ● Student Response Team (SRT) will meet to discuss students at risk and in need of further Tier 2 or Tier 3 intervention support. (Weekly, 2022-2025) 	
<p>Peer Tutoring Expand peer tutoring opportunities for targeted support in meeting ELA standards (Ongoing, 2022-2024)</p>	<p>Peer Tutoring Coordinators Associate Principal Intervention TOSA Librarian</p>	<ul style="list-style-type: none"> ● Peer tutoring coordinators recruit Peer Tutors to the Peer Tutoring program. (Spring, 2022-2025) ● Peer tutoring coordinators train Peer Tutors to provide peer support. (Fall, 2022-2025) ● Open the Peer Tutoring center for students to access during Academy, at lunch, and after school for additional support. Librarian and Peer Tutoring Coordinators organize and ensure access to peer tutoring (Ongoing, 2022-2025) ● Intervention TOSA will collaborate with Peer Tutoring Coordinators to deploy Peer Tutors to classrooms during Academy to provide extra support (Ongoing, 2022-2025) ● Provide funding for Peer Tutoring program coordinators and ongoing training and professional development. (Annually, 2022-2025) 	
<p>Acalanes Resource Center (ARC) Intervention Implement Targeted Intervention Case Management for Students with D/F grades in English, Social Science and Science Classes (2023-2024)</p>	<p>Associate Principal Intervention TOSA Counselors Teachers</p>	<ul style="list-style-type: none"> ● Associate Principal, Intervention TOSA, and Counselors will develop and implement a quarterly program targeting students with D/Fs grades in English, Social Science and Science classes. Acalanes Resource Center (ARC) Team will develop case management protocols to support students in executive function, organization and targeted intervention in writing, reading and communication. (Fall 2023 and Ongoing) 	

STRATEGY:

Communication and Articulation: Partner with stakeholders on implementing the new California ELA/Literacy standards and the new Courses of Study for English 1-4. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Vertical Articulation Provide release time for English, Social Science and Science teachers to collaborate with Stanley Middle School teachers and local community colleges on vertical integration (2022-2025)</p>	<p>Principal / Associate Principals</p> <p>English, Social Science and Science Departments</p> <p>College and Career Counselor</p> <p>School Counselors</p>	<ul style="list-style-type: none"> ● AHS and Stanley Middle School administration coordinate release time for vertical articulation meetings and collaboration among academic departments at each school. (August, 2022-2025) ● AHS teachers develop agenda, action items, and data to inform effective collaboration with Stanley teachers. ● AHS College and Career Counselor will coordinate with Diablo Valley Community College to ensure success articulation of AHS students to the community college system (Spring, 2023) ● AHS School Counselors and College and Career Counselor will work with DVC to coordinate parent and student information session ensuring accurate information and positive promoting of the community college system (Spring, 2023) 	<p>Acalanes High School Parents' Club Professional Development \$35,000</p> <p>Principal's Discretionary \$10,000</p> <p>LPiE Technology \$50,000</p> <p>LPiE Departmental Curriculum and Instruction \$70,000</p> <p>LPiE Special Education \$4500</p>
<p>Parent Education Effectively communicate with parents/guardians and students regarding academic progress in English, Science, and Social Science Classes and opportunities for intervention and enrichment.</p>	<p>Principal / Associate Principals</p> <p>Counselors</p> <p>English, Social Science and Science Teachers</p> <p>District Technology Support</p>	<ul style="list-style-type: none"> ● Strengthen and align use of Canvas across curricular subjects to ensure effective communication regarding student academic progress between teachers, students and parent/guardians. (Fall, 2023) ● Provide parent/guardian directions and training on how to utilize the Canvas Observer Role to monitor student academic progress. (August, 2022-2025) ● Monthly Parent Education Events (Dons Dialogue) to highlight strategies to support students at home and to inform parents/guardians of intervention opportunities (Peer Tutoring, Academy) at school. (Monthly, 2022-2025) ● Counselors and Associate Principals communicate and meet with families of students with multiple D/Fs to discuss school based and home strategies to improve academic outcomes. (Ongoing) ● Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs). (Spring 2022-2024) ● Acalanes Administration will share results from grade and CAASPP data with students and parents to ensure proper feedback regarding the implementation of English, Science and Social Science curriculum and standards and their impact on student learning outcomes. (Spring, Ongoing) ● Acalanes Administration will facilitate focus groups with specific student groups, including students with disabilities, to ensure targeted feedback regarding the implementation and impact of the English, Social Science and Science curriculum on student outcomes. (Fall and Spring, Yearly) 	<p>LPiE Release Section for Climate and Culture TOSA \$25,000</p> <p>Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF</p> <p>Site Curricular Team Leads \$100,000 - One time LCFF</p>

STRATEGY:**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to foster student mastery of the new California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Common Assessments Build and implement common formative assessments for all grade levels in Math courses. Utilize data from common formative assessments to refine curriculum and instruction. (June 2024)	Math Department Chairs Math Teachers Curriculum Team Leads Associate Principal / Principal	<ul style="list-style-type: none"> Develop and deliver common assessments in Algebra 1 and Geometry. (First Semester 2022) Utilize data from common assessments in collaborative teams to determine best teaching practices and interventions (Winter of 2022). Develop common assessments in Algebra 2 and upper division mathematics (2022-2023 School Year). Implement common assessments in Algebra 2 and upper division mathematics (2023-2024 School Year). All Math curricular teams utilize data from common assessments in collaborative teams to determine best teaching practices and interventions (2023-2024 School Year and Ongoing). 	Acalanes High School Parents' Club Professional Development \$35,000 Principal's Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000 LPIE Special Education \$4500
Courses of Study and Pathways AHS Math teachers will continue to implement the courses of study for all Math classes ensuring best teaching practices, alignment across the curriculum and access to the standards. (June 2024)	Math Department Chairs Math Teachers Curriculum Team Leads Associate Principal / Principal District Leadership	<ul style="list-style-type: none"> AHS math teachers will collaborate with the district on the understanding and implementation of the new math standards scheduled for adoption (July 2022) AHS math teachers will address potential changes of the new math standards for the 2023-2024 school year (July 2022) AHS math teachers will review the effectiveness of current math pathways and determine potential improvements/changes (July 2022) Math department and curricular teams will utilize collaboration time to examine the curriculum and its alignment to California standards including equity of access for all students. (Ongoing) District-wide math teams will meet to examine Math pathways. (Ongoing) Math department will engage in collaboration and professional development on Project Based Learning and other instructional strategies for high levels of engagement in the math curriculum. (Ongoing) Math and Science departments will continue to develop STEM curriculum, computer science and engineering courses, as well as instructional opportunities for AHS students (2022-2023 School Year, Ongoing) 	LPIE Release Section for Climate and Culture TOSA \$25,000 Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF Site Curricular Team Leads \$100,000 - One time LCFF

		<ul style="list-style-type: none"> ● AHS will explore the development of a Fabrication Lab for hands-on applied mathematics education (2022-2023 school year) 	
<p>Grading for Equity Foster mastery of grading for equity across all Math curricular teams. (June 2023)</p>	<p>Math Department Chairs</p> <p>Math Teachers</p> <p>Curriculum Team Leads</p> <p>Associate Principal / Principal</p> <p>District Grading for Equity Leadership</p>	<ul style="list-style-type: none"> ● All Math teachers will receive training in grading for equity from district and site level leadership teams. (Spring 2023) ● Math curricular teams will align grading components and grading for equity strategies across course alike. (Fall 2022 and ongoing) 	
<p>Technology Math teachers will continue to develop skills in the use of technology to ensure state of the art instruction of Math standards. (June 2024)</p>	<p>Math Department Chairs</p> <p>Math Teachers</p> <p>Curriculum Team Leads</p> <p>Associate Principal / Principal</p> <p>District Technology Support</p>	<ul style="list-style-type: none"> ● All math department teachers will utilize presentation technology and textbooks with online components. (August 2023, Ongoing) ● Departments will review Canvas best practices for posting daily/weekly agenda, assignments, learning resources, gradebook and course information. Curricular course alike teams will begin process of aligning how Canvas is utilized to ensure equitable access. (Fall 2022 and ongoing) ● Teachers will receive training from site and district leadership experts on the effective use of technologies that can benefit student access to curriculum. (Ongoing) ● Departments will continue to develop technology assessment tools for formative assessment and intervention. (Ongoing) ● Math department will continue to investigate technologies and instructional practices that could improve access for all students including students with disabilities. AHS and District administration will provide necessary professional development and ongoing support. (Ongoing) 	
<p>Co-Teaching AHS will develop a Special Education Co-Teaching model to provide targeted support for students with disabilities in Math Classes in order to provide all students access and support for Math skills and standards. (June 2024)</p>	<p>Math Teachers</p> <p>Special Education Resource Specialist</p> <p>District Coordinator of Special Education</p> <p>Program Specialist</p> <p>Instructional Aids</p> <p>Associate Principal / Principal</p>	<ul style="list-style-type: none"> ● Principal will work with the district Special Education Administration to develop Co-Teaching in Math classes including ongoing professional development and planning, and common prep periods. (August 2023, Ongoing) ● Resource teachers will collaborate with Math teachers to ensure intervention and scaffolding to support students with disabilities in accessing the curriculum. (August 2023, Ongoing) ● Instructional Aids will push into Math classes to ensure support for students with disabilities. (August 2023, Ongoing) 	

STRATEGY:

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the new California Mathematics Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Professional Development Utilize collaboration time, department meetings, and professional development. (2022-2025 Ongoing)</p>	<p>Math Teachers</p> <p>Math Department Chair and Instructional Council</p> <p>Math curricular team leads</p> <p>Climate and Culture, and Intervention TOSAS</p> <p>Associate Principals / Principal</p>	<ul style="list-style-type: none"> • Admin Team and Department Chairs Retreat utilized to prepare for the year. (August, 2022-2025) • AUHSD Summer Institute Professional Development days provided for teachers. (August, 2022-2025) • Create professional development and training plan for the year. (August, 2022-2025) • Climate and Culture, and Intervention TOSAs will provide facilitated collaboration monthly to address Math support for students with disabilities, hispanic and latino students, and other student groups. (Monthly, 2022-2025) • AUHSD Staff Development Days provided three days per academic year. (2022-2025) • Provide a Department Release Day once per year. (2022-2025) • Support staff who want to attend conferences and workshops regarding the implementation of Math CCSS. (2022-2025) • Ensure all teachers have access and attend Grading for Equity trainings (2022-2025) • Ensure all teachers and staff have access and attend district wide Diversity, Equity and Inclusion professional development (2022-2025) 	<p>Acalanes High School Parents’ Club Professional Development \$35,000</p> <p>Principal’s Discretionary \$10,000</p> <p>LPIE Technology \$50,000</p> <p>LPIE Departmental Curriculum and Instruction \$70,000</p> <p>LPIE Special Education \$4500</p> <p>LPIE Release Section for Climate and Culture TOSA \$25,000</p> <p>Site Curricular Team Leads \$100,000 - One time LCFF</p> <p>Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF</p>
<p>Collaboration Utilize Friday Professional Learning Community (PLC) collaboration time effectively to design and assess Math instruction.</p>	<p>Math Teachers</p> <p>Math Department Chair and Instructional Council</p> <p>Math curricular team leads</p> <p>Climate and Culture,</p>	<ul style="list-style-type: none"> • Create collaboration plan for the year. (August, 2022-2025) • Site curricular teams establish norms and develop SMART goals for the year. (August 2022-2025) • Provide collaboration days for teachers to work with course-alike teams, grade-level teams or other collaborative groups for planning. (Annually, 2022-2025) • Site curricular teams meet weekly on Fridays to engage in collaboration on curriculum, analyze data and develop instructional strategies. (Weekly, Ongoing) • Site curricular teams will utilize disaggregated student group data to 	

	<p>and Intervention TOSAS</p> <p>Associate Principals / Principal</p>	<p>analyze and discuss student learning outcomes and best instructional practices. (Ongoing)</p> <ul style="list-style-type: none"> ● Site curricular team leads and department chairs will meet twice monthly in order to develop strategies to facilitate effective collaborative teams, share successes and best practices. (Monthly, Ongoing) ● Develop peer-to-peer observation protocol and create a system for peer-to-peer observation of best teaching practices and instruction. (Annually, 2022-2025) 	
<p>CAASPP Implement Math CAASPP Assessments and Collaboratively analyze assessment data, and grade data. (Fall, 2022-2025)</p>	<p>Math Teachers</p> <p>Curricular Team Leads</p> <p>Department Chairs and Instructional Council</p> <p>Associate Principal / Principal</p>	<ul style="list-style-type: none"> ● Train teachers in the implementation of CAASPP interim assessments (Winter, Yearly). ● Teachers implement CAASPP interim assessments (March, Yearly). ● Teachers will utilize data from CAASPP interim assessments and to identify areas of growth and intervention. (April, Yearly) ● Train teachers to proctor CAASPP assessments for all students within the testing range (March, yearly). ● Teachers will utilize disaggregated data from CAASPP assessments to identify areas of growth and intervention. (Ongoing) ● In Instructional Council meeting and Department meetings, review best practices and protocols for collaboratively analyzing data. (August, 2022-2025). ● In Instructional Council meeting, Department meetings, and in curricular teams collaboratively analyze schoolwide Math Smarter Balanced Assessment data, including disaggregated data by gender, ethnicity, and disability. (September, 2022-2025) 	

STRATEGY

Student Support: Provide direct student support services to assist students struggling to attain basic mastery of the new California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Intervention AHS will continue to offer math intervention courses in Algebra and targeted Co-Taught classes in Geometry to provide all students access and support for Math skills and standards. (Ongoing, 2021-2024)</p>	<p>Math Teachers Intervention TOSA Resource Teachers District Special Education Administration Principal</p>	<ul style="list-style-type: none"> Algebra A and Algebra B teacher(s) will continue to review and revise yearlong curriculum to support students in foundational mathematics skills to ensure articulation and access to Geometry and other Math standards. (August 2022, Ongoing) Principal will work with district Special Education Administration to develop Co-Teaching in Geometry classes including ongoing professional development and planning, and common prep periods. (August 2023, Ongoing) Resource teachers will collaborate with Algebra and Geometry teachers to ensure intervention and scaffolding to support students with disabilities in accessing the curriculum. (August 2023, Ongoing) Instructional Aids will push into Algebra and Geometry classes to ensure support for students with disabilities. (August 2023, Ongoing) 	<p>Acalanes High School Parents' Club Professional Development \$35,000 Principal's Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000 LPIE Special Education \$4500</p>
<p>Student Resource Team (SRT) Implement Student Resource Team weekly to discuss students who exhibit academic struggles in Math classes and coordinate services of support for all students. (Ongoing, 2021-2024)</p>	<p>Intervention TOSA Resource Teacher School Psychologist Wellness Coordinator Intake Specialist Associate Principals</p>	<ul style="list-style-type: none"> Review "ACA Intervention Guide" with all teachers and staff including how to make a referral to SRT. (Yearly, start of school) Review, update and refine SRT Referral utilized by all staff to refer students of concern. (Yearly, start of school year) Review, update and refine SRT Roles and Responsibilities yearly. (Yearly, start of school year) SRT meets bi-weekly on Wednesdays at 1:30pm and follows structured protocol to discuss new referrals and monitor progress on previous referrals. Students not making progress may be referred to Student Study Team (SST) for further intervention and Tier 2/3 supports. (Weekly, Ongoing) Develop and implement robust Student Study Team (SST) process as intervention action item out of SRT. (2022-2023 school year) 	<p>LPIE Release Section for Climate and Culture TOSA \$25,000 Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF Site Curricular Team Leads \$100,000 - One time LCFF Peer Tutoring Program \$19,600</p>
<p>Academy Effectively organize and utilize Academy period for targeted academic assistance in meeting Math standards. (Ongoing, 2022-2025)</p>	<p>Math Teachers Intervention TOSA Curricular Teams Departments Associate Principal /</p>	<ul style="list-style-type: none"> Academy "Training" for students will be developed and implemented during the first weeks of school. (August, 2022-2025) Math teachers will develop and implement a system for providing Academy offerings to ensure targeted intervention for students with disabilities and other student groups most at risk of not meeting standards. (Quarterly, 2022-2025) Math teachers will be provided with collaboration time to plan for Academy. (Monthly, 2022-2025) 	

	Principal	<ul style="list-style-type: none"> • Math teachers will provide opportunities for re-teaching and assessment retakes and redos to show mastery of standards during Academy. (Ongoing, 2022-2025) • Intervention TOSA will facilitate teacher collaboration on Academy data to analyze Academy attendance and Math D/F grades disaggregated by student groups. (Quarterly, 2022-2025) • Student Response Team (SRT) will meet to discuss students at risk and in need of further Tier 2 or Tier 3 intervention support. (Weekly, 2022-2025) 	
Peer Tutoring Expand peer tutoring opportunities for targeted support in meeting Math standards (Ongoing, 2022-2025)	Peer Tutoring Coordinators Associate Principal Intervention TOSA Librarian	<ul style="list-style-type: none"> • Peer tutoring coordinators recruit Peer Tutors to the Peer Tutoring program. (Spring, 2022-2025) • Peer tutoring coordinators train Peer Tutors to provide peer support. (Fall, 2022-2025) • Open the Peer Tutoring center for students to access during Academy, at lunch, and after school for additional support. Librarian and Peer Tutoring Coordinators organize and ensure access to peer tutoring (Ongoing, 2022-2025) • Intervention TOSA will collaborate with Peer Tutoring Coordinators to deploy Peer Tutors to Math classrooms during Academy to provide extra support (Ongoing, 2022-2025) • Provide funding for Peer Tutoring program coordinators and ongoing training and professional development. (Annually, 2022-2025) 	
Acalanes Resource Team (ARC) Implement Targeted Intervention Case Management for Students with D/F grades in English, Social Science and Science Classes (2023-2025)	Associate Principal Intervention TOSA Counselors Teachers	<ul style="list-style-type: none"> • Associate Principal, Intervention TOSA, and Counselors will develop and implement a quarterly program targeting students with D/Fs grades in Math classes. Acalanes Resource Center (ARC) Team will develop case management protocols to support students in executive function, organization and targeted intervention in Math skills. (Fall 2023 and Ongoing) 	

STRATEGY:

Communication and Articulation: Partner with stakeholders on implementing the new California Mathematics standards and the new math courses of study. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Vertical Articulation Provide release time for Math teachers to collaborate with Stanley Middle School teachers and local community colleges. (2022-2025)	Principal Math Departments	<ul style="list-style-type: none"> ● AHS and Stanley Middle School administration coordinate release time for vertical articulation meetings and collaboration among Math departments at each school. (August, 2022-2025) ● AHS teachers develop agenda, action items, and data to inform effective collaboration with Stanley teachers. ● AHS College and Career Counselor will coordinate with Diablo Valley Community College to ensure success articulation of AHS students to the community college system (Spring, 2023) ● AHS School Counselors and College and Career Counselor will work with DVC to coordinate parent and student information session ensuring accurate information and positive promoting of the community college system (Spring, 2023) 	Acalanes High School Parents' Club Professional Development \$35,000 Principal's Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000
Parent Education Effectively communicate with parents/guardians regarding academic progress in Math Classes and opportunities for intervention and enrichment. (2022-2025)	Principal / Associate Principals Counselors Math Teachers District Technology Support	<ul style="list-style-type: none"> ● Strengthen and align use of Canvas across curricular subjects to ensure effective communication regarding student academic progress between teachers, students and parent/guardians. (Fall, 2023) ● Provide parent/guardian directions and training on how to utilize the Canvas Observer Role to monitor student academic progress. (August, 2022-2025) ● Monthly Parent Education Events (Dons Dialogue) to highlight strategies to support students at home and to inform parents/guardians of intervention opportunities (Peer Tutoring, Academy) at school. (Monthly, 2022-2025) ● Counselors and Associate Principals communicate and meet with families of students with D/F grades in Math classes to discuss school based and home strategies to improve academic outcomes. (Ongoing) ● Acalanes Administration will share results from grade and CAASPP data with students and parents to ensure proper feedback regarding the implementation of English, Science and Social Science curriculum and standards and their impact on student learning outcomes. (Spring, Ongoing) ● Acalanes Administration will facilitate focus groups with specific student groups, including students with disabilities, to ensure targeted feedback regarding the implementation and impact of the English, Social Science and Science curriculum on student outcomes. (Fall and Spring, Yearly) 	LPIE Special Education \$4500 LPIE Release Section for Climate and Culture TOSA \$25,000 Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF Site Curricular Team Leads \$100,000 - One time LCFF

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 will implement curricular, instructional, student support, and communication strategies to increase student connectedness, ensure belonging, and foster positive academic engagement in an equitable and inclusive school environment.

- Acalanes High School will increase the number of students reporting “High” levels of being connected to school by 10 percentage points as measured by the California Healthy Kids Survey from 2022-2024.
- Acalanes High School will increase the number of students reporting feeling a sense of belonging by 5 percentage points as measured by the quarterly Acalanes Pulse Survey.
- Increase the percentage of students reporting that they are “Purposefully Engaged” or “Fully Engaged” with school by 10 percentage points from 2021 to 2024 as measured by the Stanford Survey of Adolescent School Experiences.

What data did you use to form this goal?

California Healthy Kids Survey (2019-2020)

Acalanes Pulse Survey (2021-2022): Three administrations of survey (Fall, Winter, Spring)

Stanford Survey of Adolescent School Experiences - Challenge Success Survey (2019)

What were the findings from the analysis of this data?

California Healthy Kids Survey (2019-2020)

On the 2019 California Healthy Kids Survey (CHKS), 70% of 9th graders and 63% of 11th graders reported “high levels” of being connected to school. 9th graders report higher levels of connectedness than 11th graders. AHS would like to ensure students remain feeling connected to school throughout their time at Acalanes.

Acalanes Pulse Survey (2021-2022)

Over three administrations of the Acalanes Pulse Survey (Fall, Winter, Spring) 76% of students agree or strongly agree with the statement “I feel like I belong in my school.” AHS students report high levels of belonging with students of color reporting lower levels of belonging than white students and students feeling a decrease of belonging over their time at Acalanes.

Stanford Survey of Adolescent School Experiences - Challenge Success Survey (2019)

On the 2019 Challenge Success Survey, 26% of students reported they were “purposefully” or “fully” engaged. Purposefully and fully engaged students report high levels of cognitive, behavioral and affective engagement. 55% of students reported they were “doing school.” AHS would like to ensure students see the purpose in school and are fully engaged.

How will the school evaluate the progress of this goal?

Acalanes will administer the California Healthy Kids Survey and Stanford Survey for Adolescent School Experiences on an alternating yearly basis. Acalanes will administer the Acalanes Pulse survey three times a year in the Fall, Winter and Spring.

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 Counseling services. ASB funds will be used for student events, student clubs, and extracurricular activities.

STRATEGY:			
Curriculum and Instruction: Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Equity Acalanes will effectively implement culturally relevant pedagogy throughout the curriculum and ensure student education in diversity, inclusion, and equity through targeted lessons during Academy. (2022-2025)	All Teachers Curricular Team Leads Department Chairs Instructional Council Climate and Culture TOSA Equity Liaisons Administration District Director of Student Support Equity & Inclusion	<ul style="list-style-type: none"> Acalanes administration and teachers will effectively administer the Acalanes Pulse Survey (3x yearly), the California Healthy Kids Survey (every other year), and the Stanford Survey on Adolescent Experiences (every other year). Instructional Council, departments, and curricular teams will analyze Acalanes Pulse, California Healthy Kids, and Stanford Survey data and determine implications for designing curriculum and instructional practices that are inclusive of all students. District teams will design “Equity Lessons”. The Acalanes administration will provide training to teachers in the implementation of “Equity Lessons”. Teachers will implement “Equity Lessons” during Academy. District level curricular teams and department chairs will analyze content standards and courses of study to ensure culturally relevant curriculum, use of diverse texts, and diversity, equity and inclusion throughout the curriculum. Equity Liaisons from each department will participate in the Equity Advisory Board to collaborate and hear experiences from students and parents regarding issues of equity, diversity and inclusion. Equity Liaisons will share information with departments and curricular teams to inform collaboration on curriculum and instruction. 	<p>Acalanes High School Parents’ Club Professional Development \$35,000</p> <p>Principal’s Discretionary \$10,000</p> <p>LPIE Technology \$50,000</p> <p>LPIE Departmental Curriculum and Instruction \$70,000</p> <p>LPIE Special Education \$4500</p> <p>LPIE Release Section for Climate and Culture TOSA \$25,000</p> <p>Site Curricular Team Leads \$100,000 - One time LCFF</p>
Course Offerings Ongoing refinement of course offerings to enable students to have a rigorous, engaging, accessible, and balanced course schedule.	Administration Counselors Instructional Council Department Chairs Math Department Special Education Department English Department	<ul style="list-style-type: none"> Evaluate Courses Added Since 2019 to ensure equity of access: Earth and Space Science, Wood Technology, Introduction to Ethnic Studies, Deconstructing Race (English 4), Athletic PE. Mathematics: Examine Algebra A/B sequence and how to utilize Special Education to support students taking this sequence. Examine third-year math graduation requirement, specifically develop an alternative to the Math Applications course. (2022-2023) English: Continue to develop English 4 “Deconstructing Race” to provide more choice in course selection and foster higher student engagement, Fall 2022. Evaluate effectiveness of new course annually, 2023-2024. Career Technical Education / VAPA: Evaluate and refine CTE (Wood Technology and Autotech) and VAPA (Photo, Digital Design, and 	<p>Intervention TOSA <i>Release Period</i> \$25,000 – One time LCFF</p>

	<p>Science Department</p> <p>Career Technical Education Department</p> <p>VAPA Department</p>	<p>Video Production) offerings to ensure continuity and effective pathways to careers. Fall 2023. Evaluate effectiveness of new courses annually, 2023-2024</p> <ul style="list-style-type: none"> ● Science: Implement new science course, Earth and Space Science, as a college-preparatory alternate to existing Advanced Placement courses, Fall 2022, Evaluate effectiveness of new course annually, 2023-2024 ● Performing Arts: Analyze reasons for declining enrollment in performing arts classes, Spring and Fall 2022. Rebuild enrollment in performing arts courses after post-pandemic decline: <ul style="list-style-type: none"> ○ Parent Information events ○ Visits to partner middle school ○ Articulation with partner middle schools ○ Concerts / showcases during the school day for current students,2022-2024 ● Advanced Placement Courses: Analyze enrollment statistics with respect to race and gender. Use counselor meetings, parent ed. events, and course registration documents to increase AP enrollment for underrepresented student groups, 2022-2024 ● Review all course offerings annually to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule, 2022-2024. 	
<p>Social-Emotional Learning Acalanes will implement trauma informed practices and Social-Emotional Learning Strategies (SEL) throughout the curriculum to ensure connection and belonging.</p>	<p>Teachers</p> <p>Department Chairs</p> <p>Instructional Council</p> <p>Associate Principal</p> <p>Principal</p> <p>Intervention TOSA</p> <p>Climate and Culture TOSA</p> <p>Equity Liaisons</p> <p>Intervention Liaisons</p> <p>District Director of Student Support Equity & Inclusion</p>	<ul style="list-style-type: none"> ● Acalanes administration and teachers will effectively administer the Acalanes Pulse Survey (3x yearly), the California Healthy Kids Survey (every other year), and the Stanford Survey on Adolescent Experiences (every other year). ● Instructional Council, departments and curricular teams will analyze Acalanes Pulse, California Healthy Kids, and Stanford Survey data and determine implications for implementing trauma informed practices and SEL strategies within the classroom to ensure connection and belonging. ● Intervention TOSA, Climate and Culture TOSA and Associate Principal will facilitate monthly collaboration with Intervention and Equity Liaisons from each department to analyze data, discuss instructional practices and implications for curricular collaboration. ● Curricular teams will collaborate on instructional practices that ensure connection and belonging and analyze their effectiveness. ● All teachers attend Grading for Equity Seminar to foster best practices with respect to homework, 2022-2023. ● Wellness Center staff to reinforce use of effective practices for mindfulness and social-emotional health through classroom presentations, Fall 2022-2024. 	

<p>Instructional Practices Acalanes will analyze curriculum and instructional practices to reduce student stress and increase the number of students who are purposefully and meaningfully engaged.</p>	<p>Teachers Department Chairs Instructional Council Administration Intervention TOSA Climate and Culture TOSA</p>	<ul style="list-style-type: none"> • Acalanes administration and teachers will effectively administer the Stanford Survey on Adolescent Experiences (every other year). • Instructional Council, departments and curricular teams will analyze Stanford Survey data as well as the Challenge Success recommendations to determine implications for curriculum and instructional practices that reduce stress. • Departments and curricular teams will share course syllabi and come to agreements regarding course policies (grading percentages, test retakes, homework, late work, etc.) to ensure consistency and continuity. • Strengthen professional practice related to homework and ensure adherence to Administrative Regulation 6154, “Homework/Makeup Work.” 2022-2024. • Partner with Challenge Success to improve homework practices, 2022-2023. • Utilize Friday collaboration sessions to refine homework practices, 2022-2024. • All teachers attend Grading for Equity Seminar to foster best practices with respect to homework, 2022-2023. 	
<p>Technology Advance 1:1 technology integration to ensure clear teacher-to-student communication and access to course materials, 2022-2024.</p>	<p>Administration Instructional Council</p>	<ul style="list-style-type: none"> • Maintain 1:1 Bring-You- Own Device (BYOD) program for all grades, 2022-2024. • Staff orientation / reorientation on key Canvas expectations regarding organization and posting, August, 2022-2024. • Student orientation / reorientation regarding use of Canvas, Academy session, August, 2022-2024. • Parent education on use of Canvas, August 2022-2024. 	

STRATEGY

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively guide and help students reduce stress and establish strong connections within the school community.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Professional Development Acalanes teachers will engage in professional development on issues of diversity, equity, and inclusion as well as</p>	<p>Intervention TOSA Equity / Campus Climate TOSA</p>	<ul style="list-style-type: none"> • All teachers will receive training in Diversity, Equity and Inclusion (“Elevation to Transformation” previously “Beyond Diversity”). All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar, Spring and Summer 2022. • All teachers will receive training in Grading for Equity. 	<p>Acalanes High School Parents’ Club Professional Development \$35,000</p>

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<p>trauma informed and Social Emotional Learning to ensuring connection, belonging and strategies to reduce student stress.</p>	<p>Instructional Council Wellness Center Coordinator Administration Instructional Council Administration</p>	<ul style="list-style-type: none"> Utilize release days, paid days during summer, and schedule professional development days for this required seminar series. Seminar to address best practices for equitable grading, 2022-2023. All teachers will engage in trauma-informed practices training. All teachers will engage in training in SEL strategies. AHS will provide Professional Development opportunities to collaborate and think critically about assignments (classwork and homework) as it relates to “meaningful and purposeful” work. 	<p>Principal’s Discretionary \$10,000 LPIE Technology \$50,000 LPIE Departmental Curriculum and Instruction \$70,000 LPIE Special Education \$4500</p>
<p>Collaboration Acalanes teachers will engage in collaboration in PLCs during Wednesday staff meetings and Friday Collaboration Time to ensure connection, belonging and strategies to reduce student stress.</p>	<p>All Acalanes Teachers Equiy / Campus Climate and Culture TOSA Wellness Cooridnator Administration Site Curricular Team Leads</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) Utilize Friday subject-level collaboration sessions to calibrate curriculum and course expectations, 2022-2024. Analyze survey data from Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and the CHS Pulse Survey to assess connection, belonging and engagement, 2022-2024. Homework -- Staff orientation / reorientation on Board Policy 6154, “Homework/Makeup Work.” August, 2022-2024. Partner with Challenge Success to improve homework practices, 2022-2023. Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings, 2022-2024. Teachers use tools from seminar to implement culturally-diverse curriculum and build equitable and inclusive classrooms and school culture, 2022-2024. 	<p>LPIE Release Section for Climate and Culture TOSA \$25,000 Site Curricular Team Leads \$100,000 - One time LCFF Intervention TOSA Release Period \$25,000 – One time LCFF</p>

STRATEGY:
Student Support: Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Wellness Center Expand awareness and use of the Wellness Center to support social-emotional health of students (2022-2024)</p>	<p>Wellness Center Coordinator Administration Human and Social Development Teachers</p>	<ul style="list-style-type: none"> AHS will continue to implement and evaluate its Wellness Center and determine needs to best support students. Present available Wellness Center services at August staff meeting, Frosh Orientation, and student Acadey programming at the start of the year (August 2022-2024) Wellness center staff visit Human and Social Development classes (Anually, 2022-2024) Analyze Wellness Center data and Pulse Survey data to gauge effectiveness of Wellness center support (Quarterly, 2022-2024) 	<p>Acalanes High School Parents’ Club</p> <ul style="list-style-type: none"> Professional Development: \$35,000 Parent Education \$2,000 Diversity & Inclusion \$5,000

<p>Systems of Support Implement school systems to establish a school culture characterized by respect and belonging (2022-2024)</p>	<p>Bias Incident Reporting Team</p> <p>Student Equity Council</p> <p>Leadership Advisors</p> <p>Equity / Campus Culture TOSA</p> <p>Counselors</p> <p>Wellness Center Athletic Director</p> <p>Administration</p>	<ul style="list-style-type: none"> ● Ensure student awareness of the Say-Something Anonymous Reporting System to ensure student safety and wellness: <ul style="list-style-type: none"> ● Provide students information during start of school year Academy sessions (August 2022-2024) ● Ensure training and support of admin and counselors in the response to Say-Something reports (August, 2022-2024) ● Use Bias Incident Reporting Team (BIRT) to support students harmed by bias and exclusion: <ul style="list-style-type: none"> ● Review BIRT goals and process with all stakeholders, Fall 2022-2024 ● Publish and publicize monthly BIRT summary reports, 2022-2024 ● Coordinate BIRT process with Restorative Justice initiative to foster student support, 2022-2024 ● Research and implement training Restorative Justice Practices for staff and students (Fall 2023) ● Review student behavioral expectations during Academy and Frosh Connet programming ● Develop Acalanes Community Always Pledge, implement and review with all students by Spring 2023 (Spring 2023) ● Review Athletic Code of Conduct with all athletes at the start of each season (Ongoing, 2022-2024) ● Review School Wide Safety Plan to include goals on preventative measures such as student connectedness and decreasing academic stress. ● Develop and utilize Time Management Tool and use during counseling sessions, intervention programming, parent education, and teacher support (2023 School Year, Ongoing) 	<ul style="list-style-type: none"> ● Principal's Discretionary: \$10,000 ● Club Support: \$5,000 ● New Student Support: \$10,000 ● Grade Level Support: \$7,000 ● Breaking Down the Walls: \$10,000 <p>LPIE</p> <ul style="list-style-type: none"> ● Wellness Coordinator, Intake Specialist, Support Staff, Supplies: \$129,000 ● Culture & Climate TOSA: \$25,000 <p>ASB: \$70,000</p>
<p>College and Career Center Implement College and Career Center initiatives to help reduce academic stress, 2022-2024.</p>	<p>College and Career Center Coordinator</p> <p>Administration</p> <p>Counselors</p>	<ul style="list-style-type: none"> ● Presentations to students and families about the wide breadth of post-secondary options, including community college, 2022-2024. ● Community College transition planning meetings with students and parents, 2022-2024. 	
<p>Student Resource Team (SRT) Identify students struggling with social-emotional issues and design supports, 2022-2024.</p>	<p>Counselors</p> <p>Administration</p> <p>Intervention TOSA</p> <p>Special Education Department Chair</p> <p>School Psychologist</p>	<ul style="list-style-type: none"> ● Review ACA Teacher Intervention Guide as reference tool for SRT at Fall Staff Meeting (Fall 2022) ● Weekly meetings to collaboratively design academic and social-emotional supports identified students (2022-2024) ● Review and refine SRT Roles and Responsibilities and SRT process (Annually, Fall 2022-2024) ● Review SRT Referral Form with all staff annually at staff meeting (Fall, 2022-2024) 	

<p>Academy Utilize Academy for programing related to campus climate issues, 2022-2024.</p>		<ul style="list-style-type: none"> ● Acalanes “Equity Lessons” lessons (4-5 sessions) for all students, 2022-2024. ● Frosh Connect (5 sessions) to address issues related to student wellness, 2022-2024. ● Senior Speaker Series (4 sessions) to address topics related to the post high school transition, 2022-2024. ● Monthly Student Equity Council session with student equity leaders on student led and chosen topics to address issues of equity (Monthly, 2022-2024) 	
<p>Extra-Curricular Programming Maintain strong extra-curricular programs: visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics, 2022-2024.</p>	<p>ASB Leadership Program</p> <p>Leadership Teachers</p> <p>Administration</p> <p>Athletic Director</p>	<ul style="list-style-type: none"> ● Annual Club Day, October 2022-2024. ● Annual Mini-Club Day, February 2022-2024. ● Publicize clubs during counselor meetings, Dons Day, Frosh Orientation, Back-to-School Night, and via the website, Fall 2022-2024. ● New student athletic orientation meeting, Spring 2022-2024. ● Develop and implement Senior Speaker Series, Quarterly (2022-2024) ● Continue to implement and fine tuen New Crew programming for successful Frosh transition at the start of the school year and through Frosh Connect programming (2022-2024) ● Implement “Breaking Down the Walls” programming for all Sophomore and Juniors (Every other year, October, 2023-2024) ● Monthly Student Equity Council session with student equity leaders on student led and chosen topics to address issues of equity (Monthly, 2022-2024) ● Develop and implement affinity group model to provide targetted support and engagement of specific student groups (2023 School Year, Ongoing) ● Student leadership monthly diversity and equity programming to ensure belonging and connection (2022-2024, Ongoing) 	

STRATEGY:
Communication and Articulation: Better understand levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>School Culture and Student Experience Analyze and communicate data related to student connectedness, belonging, and positive academic engagement, 2022-2024.</p>	<p>Instructional Council</p> <p>Administration</p> <p>ASB Leadership Classes</p>	<ul style="list-style-type: none"> ● Analyze data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and CHS Pulse Survey, 2022-2024. ● Presentation of data from California Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and CHS Pulse Survey to school interest groups -- Academy sessions, staff meetings, Dons Dialogues, and seasonal athletic meetings, 2022-2024. ● Quarterly parent education events to support equity and inclusion, student 	<p>Acalanes High School Parents’ Club</p> <ul style="list-style-type: none"> ● Professional Development: \$35,000 ● Parent Education \$2,000

	Leadership Teachers	<p>stress, belonging and connection (Quarterly 2022-2024)</p> <ul style="list-style-type: none"> Quarterly student focus group meetings to present schoolwide data and generate feedback on school plans and implementation (Quarterly 2022-2024) 	<ul style="list-style-type: none"> Diversity & Inclusion \$5,000 Principal's Discretionary: \$10,000 Club Support: \$5,000 New Student Support: \$10,000 Grade Level Support: \$7,000 Breaking Down the Walls: \$10,000
Athletics Coordinate with Athletics Department staff to address issues related to student stress, 2022-2024.	Athletic Director Coaches Administration	<ul style="list-style-type: none"> Develop, implement and communicate new Acalanes Athletic Administration organization to ensure efficiency, communication and efficacy of athletic programming to address issues of stress, belonging and equity (Fall 2022) Review impact of new school day schedule on athletic practices and competitions, Spring and Summer 2022. Work with athletic coaches to adjust practice and game times to minimize overlap with the school day, 2022-2024. 	
Vertical Articulation -- Partner with middle schools to strengthen alignment of curriculum, Spring 2022-2024	English Department Math Department World Language Department Special Education Department Counselors Administration	<ul style="list-style-type: none"> Review and refine student placement process for incoming ninth-grade students in World Language and Mathematics, Spring 2022-2024. Review and refine transition IEP process to help ensure a successful transition to high school for Special Education students, 2022-2024. Annual Math and English articulation with partner middle schools, Spring 2022-2024. Acalanes Leadership Students will partner with Stanley Middle School leadership to develop connections for belonging and equity (Ongoing, 2022-2024) 	

LPIE

- Wellness Coordinator, Intake Specialist, Support Staff, Supplies: \$129,000
- Culture & Climate TOSA: \$25,000

ASB: \$70,000

Form D: School Site Advisory Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
	•	•	•	•	•
Sofia Gonzalez	•	•	•	•	•
Marissa Meadows	•	•	•	•	•
Pamela Dawkins	•	•	•	•	•
Gretchen Schwab	•	•	•	•	•
Ava Freeman	•	•	•	•	•
Teli Thayer	•	•	•	•	•
Mike Ivankovich	•	•	•	•	•
Kristen Labrose	•	•	•	•	•
Veronique Kuhner	•	•	•	•	•
Rupy Kirshnan	•	•	•	•	•
Tina Gullberg	•	•	•	•	•
Olivia Dawkins	•	•	•	•	•
Cathy Challacombe	•	•	•	•	•
Eric Shawn	•	•	•	•	•
Andrea Powers	•	•	•	•	•
Mike Plant	•	•	•	•	•
Number of members in each category	1	3	4	5	3

