



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acalanes High School	07 61630 0730283	April 17, 2024	May 1, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Acalanes High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Acalanes High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Acalanes High School's School Plan for Student Achievement will guide the school's efforts at continuous school improvement. The goals and strategies outlined in this SPSA align with the goals and strategies of the Local Control and Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts.

# Educational Partner Involvement

How, when, and with whom did Acalanes High School consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Staff and educational partners began the comprehensive self-study process for this SPSA during the 2021-2022 school year and completed this process in March of 2023. School administrators and faculty leaders facilitated the process, examining all facets of school programming. Through surveys, facilitated focus-group meetings, and extensive data analysis, Acalanes gained critical insights into the school's successes and areas for growth.

Acalanes will employ multiple strategies to monitor progress toward the SPSA goals. An active School Site Council meets regularly throughout the year. Composed of administrators, certificated staff, classified staff, students, and parents/guardians, the School Site Council actively monitors progress on the SPSA goals and recommends new or revised strategies as necessary. The school's Instructional Council includes administrators and academic department chairs, and this leadership group also monitors the implementation of the SPSA. The Western Association of Schools and Colleges' accreditation process also calls for close monitoring of goals and action steps by staff and educational partners.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Teaching, Learning, and Academic Support

At Acalanes, we are committed to ensuring that all students have equal access to an engaging and relevant curriculum. Our staff will provide appropriate interventions and support to help every student effectively demonstrate their learning, regardless of their background or abilities.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High Quality Programs).  
Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (Access and Equity).

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Acalanes students with disabilities continue to be an area where we need to improve educational outcomes based on the California Dashboard. Students with disabilities perform at substantially lower rates than their peers on the Smarter Balanced Assessments in English Language Arts and Math and have higher rates of earning one or more semester grades below a C-. Students with disabilities also graduate at lower rates than their peers, and fewer graduates complete the UC/CSU A-G course requirements.

In previous SPSA and WASC action plans, Acalanes has taken steps to address these gaps by implementing a liaison system between special education and general education, implementing collaborative teaching models, and engaging in targeted intervention and support for students with disabilities. By engaging in curriculum collaboration, Acalanes educators have been identifying essential standards and organizing their curriculum to ensure access to all students' success, including students with disabilities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	83.2% of All Students (Spring 2023) 44.2% of Students with Disabilities (Spring 2023)	86% of All Students (Spring 2025) 47% of Students with Identified Disabilities (Spring 2025)
SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	69.4% of All Students (Spring 2023) 21% of Students with Disabilities (Spring 2023)	72% of All Students (Spring 2025) 24% of All Students (Spring 2025)

SEMESTER ACHIEVEMENT GRADES: Percent of students one or more semester grades below a "C-"	15% (Spring 2023)	14% of All Students (Spring 2025)
SEMESTER ACHIEVEMENT GRADES: Percent of students with an identified disability earning one or more semester grades below a "C-"	41% (2023 School Year)	38% (2025 School Year)
COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements	83% (Spring 2023)	86% (Spring 2025)
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements	35% (Spring 2023)	38% (Spring 2025)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Acalanes educators and curricular teams will Identify essential standards (What do we want students to know?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Curricular teams will identify essential standards.</li> <li>2. Curricular teams will clarify proficiency on each standard, common pacing, quantity of work, and rigor.</li> <li>3. Curricular teams will engage in an ongoing process of reviewing, refining, and aligning essential standards and proficiency to AUHSD courses.</li> <li>4. Administration will provide professional development on essential standards and release time for curricular teams.</li> <li>5. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by curricular team leads engaging in collaboration and professional development to effectively determine essential standards.</li> </ol>	All Students	<p>82000 LCFF - Base 1000-1999: Certificated Personnel Salaries Department Chairs and Other Hourly 17000 LCFF - Base 3000-3999: Employee Benefits Department Chairs and Other Hourly 10000 Other 1000-1999: Certificated Personnel Salaries Curricular Leads 2000 Other 3000-3999: Employee Benefits Curricular Leads</p>
1.2	<p>Acalanes educators and curricular teams develop and utilize common formative and summative assessments and implement aligned grading practices (How will we know if each student has learned it?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Curricular teams will develop and utilize common assessments.</li> <li>2. Curricular teams will share results from common assessments to inform curricular and instructional practices.</li> <li>3. Curricular teams will engage in collaboration and professional development on effective, equitable</li> </ol>	All Students	

	<p>grading and assessment practices, including the implementation of the AUHSD grading initiative and the alignment of grading and assessment.</p> <p>4. Administration will provide professional development on formative and summative assessments, as well as equitable grading practices, and provide release time for curricular team collaboration.</p> <p>4. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by curricular team leads who will engage in collaboration and professional development to facilitate the work of developing and utilizing common assessments effectively.</p>		
<b>1.3</b>	<p>Acalanes educators and curricular teams will analyze team and schoolwide data to improve our instructional practices, measure student progress, and provide intervention to improve student academic outcomes (How will we respond when some students have not learned it?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Curricular teams will analyze common assessments to identify students who need additional time and intervention to gain proficiency on essential standards.</li> <li>2. Curricular teams and teachers will develop systems to provide appropriate student interventions.</li> <li>3. Administration will develop practices for schoolwide, department, and teacher team collaboration analyzing CAASPP data (incoming 9th grade and past 11th grade) for instructional planning and intervention.</li> <li>4. School and curricular teams will analyze disaggregated data by student groups to target support and intervention for historically marginalized student populations and students with learning disabilities (504s and IEPs).</li> <li>5. Math Inclusion and Intervention TOSA will coordinate ongoing collaboration and facilitation of intervention strategies and programming to support students' math achievement.</li> <li>6. Administration will provide professional development on coordinating Tier 1 and Tier 2 intervention and release time for curricular teams.</li> <li>7. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by curricular team leads engaging in collaboration and professional development to facilitate collaboration on common assessments and interventions.</li> </ol>	All Students	<p>26000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Inclusion and Intervention TOSA 11000 LCFF - Supplemental 3000-3999: Employee Benefits Math Inclusion and Intervention TOSA</p>
<b>1.4</b>	<p>Acalanes will effectively utilize a schoolwide structure (Academy) to provide targeted intervention and support for students. (How will the</p>	All Students	

	<p>school organize a response to those students who need more intervention and support?)</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Administration and curricular teams will regularly analyze best practices for teacher implementation of Academy and revise/update teacher and student norms/expectations for Academy as necessary.</li> <li>2. Administration will utilize Academy attendance data and the weekly Grade Dashboard with teachers to assess and improve how students use Academy and increase the number of students receiving below C- grades attending the Academies where they need the most support.</li> <li>3. Administration and curricular teams will analyze Academy attendance and grade data to improve Academy structures and practices and inform curricular team alignment and intervention planning.</li> </ol>		
<p><b>1.5</b></p>	<p>Acalanes will develop and improve systems for Special Education and General Education teachers to coordinate accommodations and interventions to ensure access and improve academic outcomes for students with disabilities, focusing on ensuring access and proficiency in English Language Arts and Math.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Implementation of a General Education - Special Education liaison system, including designated teacher assignments, to coordinate support for students with IEPs between general education teachers and case managers.</li> <li>2. Administration and Math Inclusion and Intervention TOSA will facilitate the refinement of the Acalanes Math pathways and intervention classes to ensure access to essential standards in Algebra 1, Geometry, and Algebra 2.</li> <li>3. Administration and Special Education team will continue the development of collaborative learning periods taught by General Education and Education Specialists, focusing on Foundational Math Classes, including professional development, common prep, and Friday collaboration.</li> <li>4. The special education team will continue developing the Learning Skills program and curriculum, including targeted intervention, executive functioning, and social-emotional learning.</li> <li>5. Special education and administration will continue developing and implementing Instructional Aid Push-In Support in English, Math, Social Science, and Science courses.</li> <li>6. Administration will provide professional development and release time for Special Education and General Education collaboration on universal design learning.</li> </ol>	<p>Students with Disabilities</p>	<p>26000 Foundation 1000-1999: Certificated Personnel Salaries Math Inclusion and Intervention TOSA 11000 Foundation 3000-3999: Employee Benefits Math Inclusion and Intervention TOSA</p>

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# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Belonging, Connection, Engagement and Wellness

At Acalanes, our goal is to foster a supportive and inclusive environment where all students feel a strong sense of belonging, connection, and representation. Through engaging and purposeful learning experiences, we aim to equip students with the skills to persevere, develop their individual wellness, and thrive academically.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students. (School Climate and Socioemotional Development)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Survey and focus group data reveals that not all students feel a strong sense of belonging and connection. Survey data also shows that the majority of students report they are "doing school" rather than report being positively engaged in their learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate and Culture -- Belonging  Percentage of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school"; AUHSD Pulse Survey	82% (Fall 2023)	84% (Fall 2024)
School Climate and Culture -- Connectedness  Average of students reporting "Agree" or "Disagree" on five "School Connectedness" items; CA Healthy Kids Survey	71% 9th Grade (Fall 2023) 69% 11th Grade (Fall 2023)	74% 9th Grade (Fall 2025) 72% 11th Grade (Fall 2025)
School Climate and Culture -- Academic Engagement  Percentage of students indicating positive academic engagement; Stanford Survey of School Experiences	28% of all students report feeling "purposefully" or "fully" engaged in school (Spring 2022)	32% (Spring 2026)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Acalanes will improve systems for collecting, analyzing, and sharing student perceptions of connection and belonging. Analyze student perceptions to improve school and classroom experiences.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>Administration and Climate and Culture TOSA will develop systems to identify student-staff connections, develop mentoring models, and further the support of equity clubs and affinity groups on campus, including supporting equity club advisors in facilitating the goals of student clubs.</li> <li>Administration and Climate and Culture TOSA will annually facilitate focus groups of historically marginalized students to improve staff learning and create opportunities for feedback.</li> <li>Administration and Bias Incident Reporting Team (BIRT) will develop methods for sharing the understanding and use of the BIRT System with students and continue to evaluate its effectiveness for improvements.</li> <li>Administration and Instructional Council will analyze schoolwide and classroom policies and procedures for equity issues and ensure alignment with district and school equity goals.</li> <li>Administration will facilitate students taking the Acalanes Pulse Survey (2x annually), Challenge Success Survey of Adolescent Experiences (every other year), and California Healthy Kids Survey (every other year), and develop systems for analyzing results and disaggregated data by historically marginalized student groups to determine implications for schoolwide programming and instructional practices in the classroom.</li> <li>Teachers and curricular teams will create and develop opportunities for students to provide feedback on their classroom experiences and reflect on this feedback for implications on instructional practice and classroom environment.</li> </ol>	All Students	<p>26000 Foundation 1000-1999: Certificated Personnel Salaries Culture and Climate TOSA 11000 Foundation 3000-3999: Employee Benefits Culture and Climate TOSA 2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits BIRT Chair</p>
2.2	<p>Acalanes will continue implementation of schoolwide equity plan that includes a) Supplemental programming; b) explicit curricular experiences during each grade level, 9-12; c) Educators reflecting and implementing Equitable Instructional Practices; d) implementation of districtwide student leadership program to improve school climate and culture.</p> <p>Activities:</p>	All Students	

	<p>1. Administration and Climate and Culture TOSA will continue to develop and implement schoolwide supplemental programming that educates, promotes, and celebrates diversity, equity, inclusion, and belonging.</p> <p>2. Administration and 9th Grade Team will continue the development and implementation of 9th-grade-specific support to ensure an effective transition to high school, community connection, belonging, and support (9th-grade orientation (New Crew), start of school year assemblies, Frosh academies, intervention programming, and Frosh Connect program).</p> <p>3. Administration will support curricular teams in developing a schoolwide equity curricular programming progression by grade level, including the development and implementation of the 10th Grade Ethnic Studies course and graduation requirement.</p> <p>4. Administration will provide professional development and opportunities for teacher collaboration on equitable instructional practices, including trauma-informed teaching practice, equitable grouping and engagement strategies, and classroom climate and culture initiatives.</p>		
<p><b>2.3</b></p>	<p>Acalanes educators will develop schoolwide classroom instructional strategies to engage students fully and purposefully and support students in developing skills to manage stress.</p> <p>Activities:</p> <p>1. Acalanes staff (schoolwide, department, and curricular teams) will analyze data on engagement (Challenge Success, Pulse; formative assessment, classroom surveys) to inform curriculum and instruction.</p> <p>2. Administration will maintain a Canvas lead to support teachers on effectively using and implementing Canvas tools.</p> <p>3. Administration and teachers will continue to implement schoolwide student expectations on the use and purpose of technology in the classroom as well as the implementation of student cellphone, computer, and other technology usage expectations.</p>	<p>All Students</p>	
<p><b>2.4</b></p>	<p>Acalanes educators will develop course, department, and schoolwide alignment of grading and assessment practices to ensure purposeful student engagement.</p> <p>Activities:</p> <p>1. Administration and district will provide continued professional development on research-based grading practices.</p> <p>2. Department and curricular teams will engage in ongoing collaboration and alignment of grading and assessment practices.</p>	<p>All Students</p>	

	3. Administration will provide professional development and release time on implementing the AUHSD grading initiative.		
2.5	<p>Acalanes will continue to improve by integrating counseling services, wellness services, college and career programming, and resources with classroom practices, schoolwide activities, and school policies and procedures.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Administration will continue the development of the Acalanes Wellness Center including schoolwide programming, classroom integration and support systems.</li> <li>2. Administration and Wellness Center staff will provide ongoing professional development for teachers on trauma-informed practices, social-emotional learning, as well as engagement and wellness strategies.</li> <li>3. Administration and College and Career Center staff will continue to improve the integration of College and Career Center practices and programming schoolwide. College and Career Center will identify students who do not access College and Career support and provide them with additional guidance on post-secondary goals.</li> <li>4. Counselling staff will implement 4 year planning with all students, ensuring students are enrolled in appropriate A-G courses and are college and career-ready.</li> </ol>	All Students	16100 Foundation 2000-2999: Classified Personnel Salaries College and Career Counseling Extra Hours 6900 Foundation 3000-3999: Employee Benefits College and Career Counseling Extra Hours 65000 Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 65000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Wellness Coordinator 25000 Foundation 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 25000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake 30000 Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 30000 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$487,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Foundation	\$217,000.00
LCFF - Base	\$101,470.00
LCFF - Supplemental	\$157,000.00
Other	\$12,000.00

Subtotal of state or local funds included for this school: \$487,470.00

Total of federal, state, and/or local funds for this school: \$487,470.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
Foundation	217,000.00
LCFF - Base	101,470.00
LCFF - Supplemental	157,000.00
Other	12,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	302,000.00
2000-2999: Classified Personnel Salaries	66,100.00
3000-3999: Employee Benefits	119,370.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Foundation	117,000.00
2000-2999: Classified Personnel Salaries	Foundation	41,100.00
3000-3999: Employee Benefits	Foundation	58,900.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	84,000.00
3000-3999: Employee Benefits	LCFF - Base	17,470.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	91,000.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	41,000.00
1000-1999: Certificated Personnel Salaries	Other	10,000.00
3000-3999: Employee Benefits	Other	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,000.00
Goal 2	302,470.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 3 School Principal
- 4 Classroom Teachers
- 4 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Eric Shawn	Principal
Jeanne Johnson	Principal
Andrea Powers	Principal
Jenna Pridmore	Classroom Teacher
Anna Deignan	Classroom Teacher
Elizabeth Holland	Other School Staff
Andy McDonald	Other School Staff
Kiara Thomas	Other School Staff
Debbie Levy	Other School Staff
Tina Gullberg	Other School Staff
Jaime Roder	Parent or Community Member
Nicole Long	Parent or Community Member
Raina Foster	Parent or Community Member
Stella Wotherspoon	Parent or Community Member
Jane Smith	Parent or Community Member
Esmerelda Ordaz	Secondary Student
Jack Gebhardt	Secondary Student
Laila Vivek	Secondary Student
Jenna Stelle	Secondary Student
Nikhil Hunn	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: Acalanes School Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/17/24.

Attested:

	Principal, Eric Shawn, Principal on 4/17/24
	SSC Chairperson, Andrea Powers on 4/17/24