



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-----------------------|-----------------------------------|--|---------------------------|
| Las Lomas High School | 07 61630 0733725 | April 15, 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 Las Lomas 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 Las Lomas High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Las Lomas High School's School Plan for Student Achievement (SPSA) will guide the school's efforts to provide outstanding programming for all students. The goals and action steps detailed 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 progress as Las Lomas pursues continuous school improvement efforts.

Educational Partner Involvement

How, when, and with whom did Las Lomas 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

Las Lomas High School will engage with our various community stakeholders to gather data and feedback which will be used to form site wide goals for the 2024-2025 school year. The School Site Plan for Student will be reviewed with the Las Lomas School Site Council which is made up of certificated and classified staff, site administrators and members of our parent community. In addition our school leadership team will also review the goals set out in the SPSA. Acalanes Union High School District school board will also review and approve the Las Lomas High School Single Plan for Student Achievement.

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

Las Lomas students will demonstrate learning in all curricular areas with an emphasis on Math, Science, and ELA. Las Lomas staff will focus on providing access to the curriculum with appropriate interventions to emphasize growth for all student groups on campus with a focus on English Language Learners and students with an identified disability.

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.

Las Lomas High School will focus site wide goals around planned improvement for students who are English Language Learners, students with Disabilities and students who are socioeconomically disadvantaged to ensure growth can be made for the students struggling the most to meet standards.

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" | During the 2022-2023 school year, Las Lomas High School had 77.08% students achieving Standard Met or Standard Exceeded on the Smarter Balanced Assessment in the area of English Language Arts, | In the Spring of 2025 Las Lomas Students will have 82% of students will achieve Standard Met or Standard Exceeded on the Smarter Balanced Assessment in the area of English Language Arts. |
| SMARTER BALANCED ASSESSMENT: Mathematics -- Percentage of students achieving "Standard Met" or "Standard Exceeded" | During the 2022-2023 school year, Las Lomas High school had 52.2% of students achieving Standard Met or Standard Exceeded on the Smarter Balanced Assessment in Mathematics. | In the Spring of 2025 Las Lomas Students will have 58% of students will achieve Standard Met or Standard Exceeded on the Smarter Balanced Assessment in the area of English Language Arts. |
| Percent of students with an indentified disability earning one or more semester grades below a "C" | During the 2023-2024 School year Las Lomas has 25% of students who have a grade of a C- or below. | In the spring of 2025, Las Lomas students will reduce the total number of students with semester grades of a C- or below to 22% of students. |
| SEMESTER ACHIEVEMENT GRADES: Percent of students with an indentified disability earning one or more semester grades below a "C" | During the 2023-2024 School year Las Lomas has 41.6% of students with a disability who have a grade of a C- or below. | In the spring of 2025, Las Lomas students will reduce the below number of students with disabilities with semester grades of a C- or below to 38.5%. |

| | | |
|---|---|--|
| COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements | During the 2022-2023 school year, Las Lomas High School had 70.3% of graduates meet the UC/CSU a-g course requirements. | In the spring of 2025, Las Lomas High School will have 73% of graduates meet the UC/CSU a-g course requirements. |
| COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements | During the 2022-2023 school year, Las Lomas High School had 31.0% of graduates with a known disability meet the UC/CSU a-g course requirements. | In the spring of 2025, Las Lomas High School will have 36% of graduates with a known disability meet the UC/CSU a-g course requirements. |

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>Curriculum and Instruction:</p> <ul style="list-style-type: none"> Staff will continue to use course content materials that are engaging, meet all standards and are culturally relevant to our students. Las Lomas will expand the collaborative teaching model to have both Math and Special Education teachers to co-teach in Algebra courses to provide additional teaching staff in each class period to allow students more in class support. Las Lomas will utilize a TOSA to provided coaching and teacher support in the area of integrated ELD classroom practices. Teachers will use the PLC model based on site Essential Standards to better align classroom practices and formative assessments. Teachers will use Canvas to keep detailed records for students that allow them better access to course materials and real time understanding of their grade and what they must do to meet course standards. Las Lomas will maintain smaller class sizes for key course such as foundational math to allow for more connection to teacher support. Math, English and Science will be offered additional professional development by attending conferences specific to their course content to ensure the most up to date teaching practices can be implemented in our classrooms. | All Students, with a focus on students with disabilities, English Language Learners and students who are socioeconomically disadvantaged. | 95000 LCFF - Base 1000-1999: Certificated Personnel Salaries Department Chairs and Other Hourly 2000 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 26000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title I Intervention TOSA 11000 Title I Part A: Allocation 3000-3999: Employee Benefits Title I Intervention TOSA |

| | | | |
|-------------------|---|--|--|
| | <ul style="list-style-type: none"> Las Lomas will host parent informational nights for 9-11th grade parents to ensure understanding of A-G requirements and how to meet student needs on site. Las Lomas will continue our Peer Tutoring program that can provide assistance in classes and Academy periods for students looking for peer to peer support on course content. Curricular Team Leads will be utilized to lead curricular teams through the PLC model to determine needed interventions for students. | | |
| <p>1.2</p> | <p>Academic Intervention:</p> <ul style="list-style-type: none"> In order to improve the percentage of students making growth in the areas of English, Math and Science. Las Lomas will focus on interventions for our students who are struggling with course content. Teachers, site admin and TOSA's will will various classroom tools and supports such as Canvas to Use of online tools such as Canvas and Aeries to track data and determine students in need of interventions services. Las Lomas teachers will be given additional planning time to design academic interventions to be held during Academy aimed at quickly addressing students deficiencies in course content. Las Lomas will use our Student Resource Team meetings to determine students who have D's and F's to coordinate counselor intervention prevention. The Las Lomas site leadership team will hold bi-weekly meetings to analyze site data and discuss trends to target assistance to the students needing it most. Las Lomas will continue to use Learning skills sections, Algebra A, Reading and Math Fusion and Literacy as academic intervention courses. Las Lomas will implement a site wide policy requiring students to select their academy and make an appointment to ensure students are getting support from the content they are struggling in. | <p>All Students, with a focus on students with disabilities, English Language Learners and students who are socioeconomically disadvantaged.</p> | <p>26000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention TOSA 11000 LCFF - Supplemental 3000-3999: Employee Benefits Intervention TOSA 52000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Literacy Classes 22000 LCFF - Supplemental 3000-3999: Employee Benefits Literacy Classes</p> |

| | | | |
|-------------------|--|--|--|
| <p>1.3</p> | <p>Professional Development:</p> <ul style="list-style-type: none"> Las Lomas will utilize various professional development tools to ensure our staff can best support students both inside and out of the classroom. Curricular team leads will help design professional development for staff on the PLC model. Las Lomas will host site wide professional development on Formative and Summative assignments and using common formative assessments to drive instruction and intervention. Las Lomas Algebra 1 teachers and SPED teachers will receive professional training on specific interventions for Algebra 1. Las Lomas Algebra 1 and SPED teachers will receive professional training on the collaborative model of teaching. Las Lomas Intervention TOSA will provide site wide professional development during Knight's Canteen time for all staff to better understand integrated ELD and strategies that will assist instruction for struggling learners. | <p>All Students, with a focus on students with disabilities, English Language Learners and students who are socioeconomically disadvantaged.</p> | <p>10000 District Funded 5000-5999: Services And Other Operating Expenditures PLC Training 65000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries ELD Instructional Assistants 20000 LCFF - Supplemental 3000-3999: Employee Benefits ELD Instructional Assistants</p> |
|-------------------|--|--|--|

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.

Las Lomas High School will increase student wellness, belonging and inclusion by making the resources and services available on campus more readily accessible and increasing opportunities for peer to peer connection

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.

Las Lomas High School will focus site goals towards increasing the number of students who feel connected to the school culture, know how to access support services and have adults on campus they feel they can go to in times of struggle and success.

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 | 2023 Fall Pulse Survey showed 75% of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school." | In the fall of 2024 the Pulse Survey will show showed 77% of students responding "Agree" or "Strongly Agree" with the statement: "I belong at this school" |
| School Climate and Culture -- Connectedness Average of students reporting "Agree" or "Disagree" on five "School Connectedness" items; CA Healthy Kids Survey | The 2022-2023 CA Healthy Kids survey indicated that 64% 9th Grade (Fall 2023) and 60% 11th Grade (Fall 2023) students agree or strongly agreed that they feel connected to the school culture at Las Lomas High School | The 2025 CA Healthy Kids survey indicated that 67% 9th Grade (Fall 2025) and 63% 11th Grade (Fall 2025) students agree or strongly agreed that they feel connected to the school culture at Las Lomas High School |
| School Climate and Culture -- Academic Engagement Percentage of students indicating positive academic engagement; Stanford Survey of School Experiences | The 2022 Survey of School Experiences Las Lomas 21.1 % of students indicated they feel positively engaged in their courses. | By the spring of 2026, Las Lomas 25% of students will feel positively engaged in their courses. |

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 | | | |
| 2.2 | <p>Social Emotional Wellness</p> <ul style="list-style-type: none"> In order to use data driven practices to strengthen school culture and climate, Las Lomas will utilize the California Healthy Kids Survey, The Stanford Challenge Success Survey and AUHSD Pulse Surveys to drive our work to continuously improve our supports for students social emotional wellness. To help combat academic stress, the Las Lomas counselors will check in with students at twice a year to connect on potential supports needed by students to ensure A-G completion. Las Lomas will continue to have Wellness Center supports services to allow students mental health breaks and check ins with support staff when needed. Las Lomas wellness center will work with staff to incorporate social emotional strategies that can be used both inside and outside of the classroom to support student wellness. Las Lomas will use the Student Resource Team to determine students who need possible intervention both academic and social emotional supports. Las Lomas will create an ELD department and ELD Department Head to better support the needs of English Language Learners and at risk students. | <p>All Students, with a focus on students with disabilities, English Language Learners and students who are socioeconomically disadvantaged.</p> | <p>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 Specialist 30000 Foundation 3000-3999: Employee Benefits Wellness Coordinator and Intake Benefits 30000 LCFF - Supplemental 3000-3999: Employee Benefits Wellness Coordinator and Intake Benefits</p> |
| 2.3 | <p>Connection and Belonging</p> <ul style="list-style-type: none"> In order to use data driven practices to analyze student connection and belonging, Las Lomas will utilize the California Healthy Kids Survey, The Stanford Challenge Success Survey and AUHSD Pulse Surveys. | <p>All Students, with a focus on students with disabilities, English Language Learners and students who are socioeconomically disadvantaged.</p> | <p>26000 Foundation 1000-1999: Certificated Personnel Salaries Climate and Culture TOSA 11000 Foundation 3000-3999: Employee Benefits Climate and Culture TOSA</p> |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> • The Las Lomas Climate and Culture TOSA will support activities and professional development focused on increasing student feelings of belonging in both content area courses and school wide activities. • Las Lomas will create and promote Canvas bulletins to ensure students are aware of student events and Athletic events such as try outs. • Las Lomas will provide ongoing support for new teachers and meet regularly throughout the school year to ensure understanding of site wide inclusive practices. • Las Lomas will provide field trips for students students enhance content learning and provide outside of classroom experiences that allow for collaboration amongst ELD students. • Las Lomas will promote more inclusive practices that will encourage students with disabilities, English Language Learners and students of color to enroll in courses such as Leadership, Yearbook and Journalism. • Las Lomas will implement Link Crew curriculum to create a Freshman Orientation Program to increase student belonging beginning at the onset of 9th grade and will continue throughout the school year. • Las Lomas will continue the Female Athletics Board to increase awareness of female athletics and address known discrepancies in the Athletics Program • Las Lomas student leadership class will plan activities and events throughout the year to foster connectedness and student involvement. This can include but is not limited to: Club Day(s), Lunch time activities, Homecoming week activities, Rallies, Wellness weeks, etc. (Ongoing) • Las Lomas will create and implement a "New Student" welcome procedure for both non English speaking students and English only speaking students who enroll after the first day of school. • Las Lomas will host club and sports fairs on campus and use social media to ensure students have understanding | | <p>2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 500 LCFF - Base 3000-3999: Employee Benefits BIRT Chair</p> |
|--|---|--|---|

| | | | |
|--|--|--|--|
| | and access to join clubs and sports teams. | | |
|--|--|--|--|

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 | \$631,500.00 |
| 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 (\$) |
|----------------------------|-----------------|
| | |
| Title I Part A: Allocation | \$37,000.00 |

Subtotal of additional federal funds included for this school: \$37,000.00

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 (\$) |
|-------------------------|-----------------|
| | |
| District Funded | \$10,000.00 |
| Foundation | \$157,000.00 |
| LCFF - Base | \$99,500.00 |
| LCFF - Supplemental | \$316,000.00 |
| Other | \$12,000.00 |

Subtotal of state or local funds included for this school: \$594,500.00

Total of federal, state, and/or local funds for this school: \$631,500.00

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 |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|------------|
| District Funded | 10,000.00 |
| Foundation | 157,000.00 |
| LCFF - Base | 99,500.00 |
| LCFF - Supplemental | 316,000.00 |
| Other | 12,000.00 |
| Title I Part A: Allocation | 37,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 367,000.00 |
| 2000-2999: Classified Personnel Salaries | 115,000.00 |
| 3000-3999: Employee Benefits | 139,500.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | District Funded | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Foundation | 91,000.00 |
| 2000-2999: Classified Personnel Salaries | Foundation | 25,000.00 |
| 3000-3999: Employee Benefits | Foundation | 41,000.00 |

| | | |
|--|----------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 97,000.00 |
| 3000-3999: Employee Benefits | LCFF - Base | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 143,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 90,000.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 83,000.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 10,000.00 |
| 3000-3999: Employee Benefits | Other | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 26,000.00 |
| 3000-3999: Employee Benefits | Title I Part A: Allocation | 11,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 352,000.00 |
| Goal 2 | 279,500.00 |

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:

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

| Name of Members | Role |
|--------------------|---|
| Heather Thorner | Principal |
| Pam Seto | Other School Staff |
| Dawna Huff | Other School Staff |
| James Potter | Parent or Community Member |
| Karen Saluja | Classroom Teacher Parent or Community Member |
| Lynn Schwab | Classroom Teacher |
| Michael Constatine | Other School Staff |
| Debra Auker | Parent or Community Member |
| Linda Young | Parent or Community Member |
| Elham Gheytaich | Parent or Community Member |
| Elizabeth Gough | Classroom Teacher |
| Morgan Yuan | Secondary Student |
| Ladan Amin | Classroom Teacher |

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

Other: Las Lomas School Site Council

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 April 15, 2024.

Attested:



Principal, Heather Thorner on April 15, 2024

SSC Chairperson, Linda Young on April 15, 2024