School Year: **2026-27**

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 15, 2026	May 6, 2026

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 2023–2024 school year, completing it in March 2023. Our annual update for 2026-2027 was completed in April of 2026. School administrators and faculty leaders facilitated this process, examining all facets of school programming. Through surveys, facilitated focus groups, and in-depth data analysis, Acalanes gained valuable insights into the school's strengths and areas for growth.

To ensure continued progress toward SPSA goals, Acalanes will employ multiple monitoring strategies. The School Site Council—composed of administrators, certificated and classified staff, students, and parents/guardians—meets regularly throughout the 2025–2026 school year (October 15, December 10, February 26, April 15, and May 13) to review progress and recommend adjustments to strategies as needed.

The Instructional Council, which includes administrators and academic department chairs, also plays a key role in monitoring SPSA implementation. This leadership group meets monthly throughout the school year (August 18, September 8, October 6, November 3, December 1, January 12, February 2, March 2, and April 6).

In addition, the Acalanes Equity Council—comprised of student leaders from a range of cultural and interest-based clubs—reviews SPSA goals and actions, providing feedback throughout the year. Their meeting dates include: September 8, September 17, October 17, November 2, January 3,, and April 28. Acalanes Associated Student Body leaders and representatives from the Leadership class have also reviewed and discussed SPSA goals throughout the year in both small group and whole class settings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The 2025 California School Dashboard shows Acalanes' overall suspension rate increased to 2% ("Orange" category on the school dashboard). Notably, students with disabilities were disproportionately impacted, with a suspension rate of 7.5% ("Red Category" on the dashboard; a 4.9% increase). To address this, we are implementing targeted strategies focused on academic support, engagement, belonging, and connection for all students.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with disabilities demonstrated significant progress, increasing their achievement by 74.3 points in Mathematics. This performance earned a "Yellow" rating on the California Dashboard, which remains two color bands below the "Blue" average for the general student population. This upward trend is attributed to focused efforts in foundational mathematics, targeted interventions, and inclusive practices.

The overall suspension rate was 2%, reflecting a 1% increase from the previous year and resulting in an "Orange" rating on the California Dashboard. This rating was consistent across several student groups, including Hispanic/Latino, Multi-racial, Socioeconomically Disadvantaged, and White students, all of whom saw increases. Notably, students with disabilities were disproportionately affected; 7.5% were suspended for at least one day, representing a 4.9% increase. This "Red" dashboard rating underscores the need for strengthened climate and culture initiatives, specifically through restorative practices and enhanced support for students with disabilities to reduce suspension rates.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

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	Year 1 Outcome	Year 2 Outcome	Expected Outcome
SMARTER BALANCED ASSESSMENT: English Language Arts / Literacy -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	83% of All Students (Spring 2023) 44% of Students with Disabilities (Spring 2023)	87% of All Students (Spring 2024) 54% of Students with Disabilities (Spring 2024)	82% of All Students (Spring 2025) 53% of Students with Disabilities (Spring 2025)	86% of All Students (Spring 2026) 47% of Students with Identified Disabilities (Spring 2026)
SMARTER BALANCED ASSESSMENT:	69% of All Students (Spring 2023)	67% of All Students (Spring 2024)	63% of All Students (Spring 2025)	72% of All Students (Spring 2026)

Mathematics -- Percentage of students achieving "Standard Met" or "Standard Exceeded"	21% of Students with Disabilities (Spring 2023)	23% of Students with Disabilities (Spring 2024)	14% of Students with Disabilities (Spring 2024)	24% of All Students (Spring 2026)
SEMESTER ACHIEVEMENT GRADES: Percent of students one or more semster grades below a "C-"	15% (Spring 2023)	16% (Spring 2024)	14% (Spring 2025)	14% of All Students (Spring 2026)
SEMESTER ACHIEVEMENT GRADES: Percent of students with an identified disability earning one or more semster grades below a "C-"	41% (2023 School Year)	46% (2024 School Year)	41% (Spring 2025)	38% (2026 School Year)
COLLEGE AND CAREER READINESS: Percentage of graduates completing the UC/CSU a-g course requirements	83% (Spring 2023)	83% (Spring 2024)	80% (Spring 2025)	86% (Spring 2026)
COLLEGE AND CAREER READINESS: Percentage of graduates with disabilities completing the UC/CSU a-g course requirements	6% (Spring 2023)	20% (Spring 2024)	27% (Spring 2025)	38% (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
1.1	Acalanes educators and curricular teams will identify essential standards (What do we want students to know?) Activities: 1. Curricular teams will identify essential standards. 2. Curricular teams will clarify proficiency on each standard, common pacing, quantity of work, and rigor. 3. Curricular teams will engage in an ongoing process of reviewing, refining, and aligning essential standards and proficiency to AUHSD courses. 4. Administration will provide professional development on essential standards and release time for curricular teams. 5. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by teachers engaging in collaboration and professional	All Students	80000 LCFF - Base 1000-1999: Certificated Personnel Salaries Department Chairs and Other Hourly 18000 LCFF - Base 3000-3999: Employee Benefits Department Chairs and Other Hourly

	development to effectively determine essential standards.		
1.2	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?) Activities: 1. Curricular teams will develop and utilize common assessments. 2. Curricular teams will share results from common assessments to inform curricular and instructional practices. 3. Curricular teams will engage in collaboration and professional development on effective, equitable grading and assessment practices, including the implementation of the AUHSD grading initiative and the alignment of grading and assessment. 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. 4. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by teachers who will engage in collaboration and professional development to facilitate the work of developing and utilizing common assessments effectively.	All Students	
1.3	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?) Activities: 1. Curricular teams will analyze common assessments to identify students who need additional time and intervention to gain proficiency on essential standards. 2. Curricular teams and teachers will develop systems to provide appropriate student interventions. 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. 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).	All Students	13700 Foundation 1000-1999: Certificated Personnel Salaries Math Inclusion and Intervention TOSA 6252 Foundation 3000-3999: Employee Benefits Math Inclusion and Intervention TOSA

	5. Math Inclusion and Intervention TOSA will coordinate ongoing collaboration and facilitation of intervention strategies and programming to support students' math achievement. 6. Administration will provide professional development on coordinating Tier 1 and Tier 2 intervention and release time for curricular teams. 7. Core curricular teams (Math, Science, English, and Social Science) will be facilitated by teachers engaging in collaboration and professional development to facilitate collaboration on common assessments and interventions.		
1.4	Acalanes will effectively utilize a schoolwide structure (Academy) to provide targeted intervention and support for students. (How will the school organize a response to those students who need more intervention and support?) Activities: 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. 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. 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.	All Students	
1.5	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. Activities: 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. 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. 3. Administration and Special Education team will continue the development of collaborative learning	Students with Disabilities	13700 Foundation 1000-1999: Certificated Personnel Salaries Math Inclusion and Intervention TOSA 6252 Foundation 3000-3999: Employee Benefits Math Inclusion and Intervention TOSA

	periods taught by General Education and Education Specialists, focusing on Foundational Math Classes, including professional development, common prep, and Friday collaboration. 4. The special education team will continue developing the Learning Skills program and curriculum, including targeted intervention, executive functioning, and social-emotional learning. 5. Special education and administration will continue developing and implementing Instructional Aid Push-In Support in English, Math, Social Science, and Science courses. 6. Administration will provide professional development and release time for Special Education and General Education collaboration on universal design learning.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Strategy 1.1: Acalanes educators and curricular teams will identify essential standards (What do we want students to know?)
Curricular teams at Acalanes have successfully identified essential standards across all core subject areas through strategic use of release time and embedded collaboration. These teams have worked to define what proficiency looks like for each standard, aligning expectations for pacing, rigor, and workload across classrooms. This increased clarity and coherence have contributed to improved outcomes in College and Career Readiness; however, while the 12th-grade UC A-G completion rate for students with disabilities rose to 27.1% in 2025 (up from 19.9% in 2024), it remains below the 41% high seen in prior reporting periods. The overall student population maintained a steady completion rate of 80.4%.

Strategy 1.2: 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?)
Curricular teams have developed and implemented common formative and summative assessments across courses, using these tools to monitor student learning and evaluate instructional effectiveness. Assessment results are regularly shared and analyzed during PLC meetings to guide instructional adjustments and identify trends in student understanding. While these collaborative efforts previously saw higher gains, 2024-2025 ELA Smarter Balanced assessment data shows that 82% of all students and 53% of students with disabilities met or exceeded standards. Despite a slight dip from the previous year's 87% for all students, the school remains close to its overall goal of 86% proficiency in ELA.

Strategy 1.3: 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?)
Curricular teams are actively leveraging assessment data to identify students in need of intervention and to adjust instruction in support of mastering essential standards. Departments have developed systems for providing timely interventions, with focused support from the Math TOSA to address both Tier 1 and Tier 2 needs. Targeted analysis of Smarter Balanced Assessment scores has informed instructional planning, though recent data indicates a need for intensified support as Math proficiency declined to 63% for all students and 14% for students with disabilities in 2025. Additionally, 60% of students met or exceeded standards on the CAST Science assessment, with 21% of students with disabilities meeting the standard.

Strategy 1.4: Acalanes will effectively utilize a schoolwide structure (Academy) to provide targeted intervention and support for students (How will the school organize a response to those students who need more intervention and support?)
Academy continues to function as a structured, schoolwide intervention period, with ongoing refinements informed by data analysis and teacher feedback. The administration has implemented systems to monitor attendance and grade trends, ensuring that students earning below a C- receive targeted support. In 2025, the percentage of students earning below a C- improved, dropping to 14% overall (from 16% in 2024). Significant progress was also noted among students with disabilities, where the percentage of students earning below a C- decreased from 46% to 41%. It is essential that Acalanes continues to strengthen these intervention systems to reach the long-term goals of 12% and 38%, respectively.

Strategy 1.5: 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.
The General Education–Special Education liaison system is in place, fostering stronger communication between case managers and general education teachers to better support students with IEPs. Math pathways and collaborative teaching models in foundational math courses are being refined to enhance access to core content, with shared prep time and professional development supporting team collaboration. While Smarter Balanced Math scores for students with disabilities saw a decline this year to 14% , other indicators show growth; the percentage of 12th-grade students with disabilities meeting UC A-G readiness benchmarks increased from 19.9% in 2024 to 27.1% in 2025. Furthermore, Advanced Placement achievement across the school reached a new high, with 94.1% of all AP students scoring a 3 or higher.

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

There were no major differences between 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.

For the 2026-2027 school year, the Math Inclusion and Intervention TOSA release will be reduced from .4 to .2 periods due to budget constraints. Despite this reduction, the Math Inclusion & Intervention lead will continue to oversee teacher collaboration, curricular development, and intervention within our math inclusion and co-teaching programs. The workflow will be reorganized to ensure efficiency within the updated release schedule.

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 Socialemotional 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	Year 1 Outcome	Year 2 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)	91% (Fall 2024)	93% (Fall 2025)	94% (Fall 2026)
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)	No New Data Until Fall of 2025	79% 9th Grade (Fall 2025) 78% 11th Grade (Fall 2025)	81% 9th Grade (Fall 2027) 80% 11th Grade (Fall 2027)

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)	31% of all students reported feeling "purposefully" or "fully" engaged in school (Spring 2024)	No New Data Until Spring of 2026	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	Acalanes will improve systems for collecting, analyzing, and sharing student perceptions of connection and belonging. Analyze student perceptions to improve school and classroom experiences. Activities: 1. Administration and Leadership Advisor 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. 2. Administration and Leadership Advisor will annually facilitate focus groups of historically marginalized students to improve staff learning and create opportunities for feedback. 3. 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. 4. Administration and Instructional Council will analyze schoolwide and classroom policies and procedures for equity issues and ensure alignment with district and school equity goals. 5. 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. 6. 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.	All Students	27400 Foundation 1000-1999: Certificated Personnel Salaries Additional Leadership Period 12500 Foundation 3000-3999: Employee Benefits Additional Leadership Period 2000 LCFF - Base 1000-1999: Certificated Personnel Salaries BIRT Chair 470 LCFF - Base 3000-3999: Employee Benefits BIRT Chair

2.2	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. Activities: 1. Administration and Leadership Advisor will continue to develop and implement schoolwide supplemental programming that educates, promotes, and celebrates diversity, equity, inclusion, and belonging. 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). 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. 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.	All Students	
2.3	Acalanes educators will develop schoolwide classroom instructional strategies to engage students fully and purposefully and support students in developing skills to manage stress. Activities: 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. 2. Administration will maintain a Canvas lead to support teachers on effectively using and implementing Canvas tools. 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.	All Students	
2.4	Acalanes educators will develop course, department, and schoolwide alignment of grading	All Students	

	and assessment practices to ensure purposeful student engagement. Activities: 1. Administration and district will provide continued professional development on research-based grading practices. 2. Department and curricular teams will engage in ongoing collaboration and alignment of grading and assessment practices. 3. Administration will provide professional development and release time on implementing the AUHSD grading initiative.		
2.5	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. Activities: 1. Administration will continue the development of the Acalanes Wellness Center including schoolwide programming, classroom integration and support systems. 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. 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. 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.	All Students	15677 Foundation 3000-3999: Employee Benefits Benefits Wellness Staff 91583 Foundation 1000-1999: Certificated Personnel Salaries Wellness Coordinator 22421 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Wellness Coordinator 52572 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Wellness Intake Specialist 42817 LCFF - Supplemental 3000-3999: Employee Benefits Benefits Wellness Staff 25000 Foundation 2000-2999: Classified Personnel Salaries College and Career Counseling Extra Hours 1500 Foundation 3000-3999: Employee Benefits College and Career Counseling Extra Hours

Annual Review

SPSA Year Reviewed: 2025-26

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.

Strategy 2.1: Acalanes will develop systems to improve student-staff connection, elevate student voice, and evaluate equity-related practices and policies
The administration and Leadership Advisor (formerly released as a Climate & Culture TOSA) have implemented systems to support equity-focused student clubs, mentoring models, and to strengthen student-staff connections through intentional programming and advisor support. Annual focus groups with historically marginalized students, combined with disaggregated analysis of Pulse belonging data and Challenge Success engagement results, have informed staff development and instructional practices. Continued efforts to refine and promote the Bias Incident Reporting Team (BIRT) have increased student awareness and contributed to a stronger sense of inclusion—reflected in the Fall 2025 Pulse Survey, where 93% of students reported a strong sense of belonging, exceeding the school's 2026 goal of 86%.

Strategy 2.2: Acalanes will continue implementation of a schoolwide equity plan including supplemental programming, grade-level curricular experiences, and leadership opportunities
The school has expanded its equity programming through events, assemblies, and support for affinity groups, building on Pulse Survey results that indicate increased belonging among students engaged in these experiences. Ninth-grade transition programs—such as New Crew and Frosh Connect—have been refined to strengthen student connection to school. These efforts are reflected in the 2025 California Healthy Kids Survey (CHKS) results, where 9th-grade school connectedness rose to 79% (exceeding the 74% goal) and 11th-grade connectedness rose to 78% (exceeding the 72% goal), representing a significant improvement over the 2023 baselines.

Strategy 2.3: Acalanes educators will develop instructional strategies to engage students fully and support stress management
Educators are leveraging data from the Pulse Survey, Challenge Success engagement results, and classroom surveys to inform lesson planning and adopt stress-reducing instructional strategies. Continued investment in Canvas support has enabled teachers to streamline communication and feedback—key factors in boosting student engagement and reducing academic stress. The consistent implementation of classroom technology expectations, including clear cellphone norms, has further supported student focus and well-being. These efforts are reflected in the 2024 Challenge Success data showing that the percentage of students reporting feeling purposefully or fully engaged in school has increased to 31%, moving closer to the 2026 goal of 32%.

Strategy 2.4: Acalanes educators will align grading and assessment practices to support engagement and equity
Teachers across departments have engaged in professional development on research-based grading practices, supporting greater alignment with AUHSD's grading initiative. Curricular teams have used collaboration time to examine formative and summative assessment practices, enhancing both transparency and student engagement with grading systems. Challenge Success engagement data highlighted the positive impact of grading clarity and consistency on student motivation, reinforcing the importance of continued alignment. This focused work on grading and assessment has contributed to a rise in student engagement, which reached 31% in the most recent administration, up from the 28% baseline.

Strategy 2.5: Acalanes will integrate counseling, wellness, and college and career services with classroom practice and schoolwide programming
The Wellness Center has expanded its impact through schoolwide programming and integrated support services, in response to data highlighting the need for stronger student connectedness and stress management. Teachers have participated in professional development focused on trauma-informed practices and social-emotional learning, contributing to more supportive classroom environments. These efforts are reflected in the improved school connectedness scores across both 9th and 11th grades in the 2025 CHKS data, as well as the 93% of students who now report a sense of belonging on the Pulse Survey, indicating a highly effective integration of support services and school culture.

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

There were no major differences between 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.

Due to budget reductions, we are no longer able to fund the Climate & Culture TOSA for the 2026-2027 school year. While this work will continue under the direction of the Leadership Advisor in collaboration with school administration, their dedicated time will be reduced. To mitigate this, Acalanes has increased the Leadership period to more effectively engage students in our climate and culture initiatives.

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	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$431,844.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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	$213,564.00
LCFF - Base	$100,470.00
LCFF - Supplemental	$117,810.00

Subtotal of state or local funds included for this school: $431,844.00

Total of federal, state, and/or local funds for this school: $431,844.00

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
Foundation	213,564.00
LCFF - Base	100,470.00
LCFF - Supplemental	117,810.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	250,804.00
2000-2999: Classified Personnel Salaries	77,572.00
3000-3999: Employee Benefits	103,468.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Foundation	146,383.00
2000-2999: Classified Personnel Salaries	Foundation	25,000.00
3000-3999: Employee Benefits	Foundation	42,181.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	82,000.00
3000-3999: Employee Benefits	LCFF - Base	18,470.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22,421.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	52,572.00
3000-3999: Employee Benefits	LCFF - Supplemental	42,817.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	137,904.00
Goal 2	293,940.00

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

5 Secondary Students

Name of Members	Role
Eric Shawn	Principal
Neku Pogue	Principal
Colin Malcolm	Principal
Julee Henderson	Classroom Teacher
Dan Appel	Classroom Teacher
Robert Porter	Classroom Teacher
Anisa Stanton	Other School Staff
Liat Romick	Parent or Community Member
Wendy Hush	Parent or Community Member
Angie Jung Musch	Parent or Community Member
Delana Tellez	Secondary Student
Savannah Martinez	Secondary Student
Daphne Dale	Secondary Student
Reid Martin	Secondary Student
Harry Zimmerman	Secondary Student
	Secondary Student
	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.

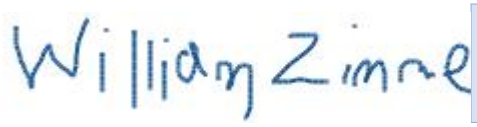
Recommendations and Assurances

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 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 4/15/26.

Attested:

	Principal, Eric Shawn, Principal on 4/15/26
	SSC Chairperson, Neku Pogue on 4/15/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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