



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acalanes Center for Independent Study	07 61630 0107524	April 8, 2024	May 1, 2024

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

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

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

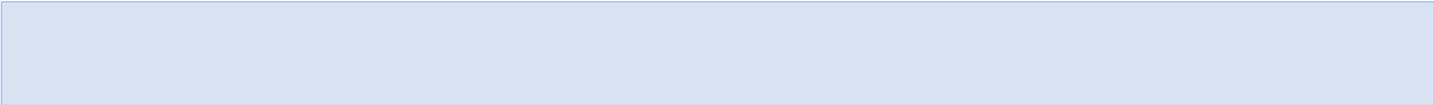
The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with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

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

Schoolwide Program

Schoolwide Program -- The Acalanes Center for Independent Studies Single 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 Accountability Plan of the Acalanes Union High School District, and this alignment will foster targeted, effective, and sustainable school improvement efforts.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets.



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.

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Schoolwide Program

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets.

ACIS and its educational partners developed this SPSA in accordance with all of the requirements of the Every Student Succeeds Act.

Comprehensive Needs Assessment: Staff and educational partners began the comprehensive self-study process for this SPSA during the 2023-2024 school year. School administration and faculty leaders facilitated the process, examining all facets of school programming. Through surveys, facilitated focus-group meetings, and extensive data analysis, ACIS gained critical insights into the school's successes and areas for growth.

Process for Evaluating and Monitoring Progress on Goals: ACIS will employ multiple strategies to monitor progress towards the SPSA goals. A School Site Council will meet regularly throughout the year. Composed of administration, certificated staff, classified staff, students, and parents/guardians, the School Site Council will actively monitor progress on the SPSA goals and recommend new or revised strategies as necessary. The school's Instructional Council includes administration and academic department chairs, and also monitors implementation of the SPSA. The Western Association of Schools and College's accreditation process also calls for close monitoring of goals and action steps by staff and educational partners.

Educational Partner Involvement: To complete a comprehensive needs assessment and develop an action plan for school improvement, ACIS organized five focus groups. All staff served on all of the focus groups; in addition, student representatives and members of the parent community also served on these focus groups.

Goals to Improve Student Outcomes: ACIS's SPSA has three overarching goals and each goal has multiple action steps. Within each of the goal areas are specific action steps that focus on student groups that need additional support.

Evidence-Based Strategies: Throughout ACIS's SPSA are action steps that employ strategies deemed effective by recent educational research. Many of the action steps related to curriculum, instruction and assessment are grounded in the Professional Learning Community model. Academic intervention strategies in the SPSA reflect core characteristics of the Multi-Tiered System of Support model. In addition, social-emotional learning strategies, which are consistent with California's Transformative Social Emotional Learning (T-SEL) initiative, are also part of the SPSA.

Proposed Expenditures: Each of the goals in the SPSA has an accompanying overview of associated expenditures. Key expenditures are related to personnel costs as well as instructional materials.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the ACIS's SPSA was an inclusive process that relied on active participation by all staff members (classified and certificated) as well as student leaders and representatives from the parent community. Staff, student leaders, and parent representatives gathered and discussed at the start of the 2023/24 school year, at the semester, and then at the start of the 4th quarter. At the final meeting the team made recommendations for changes for the 2024/25 ACIS SPSA Plan.

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: English Language Arts

The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level English Language Arts performance and college and career readiness for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Ensure that every student has access to high-quality educational opportunities and attains college and career readiness. Goal 2: Identify and implement policies and practices that eliminate opportunity gaps.

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.

Specific interventions are needed in order to best reach every student. Overall, CAASPP scores are above the state average, and are lower as compared to the other school sites in our district. Students identified as Special Education students have not been successful on the state assessment in ELA. Not all students are succeeding academically in the classroom environment.

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
ACIS cumulative student population Smarter Balanced Summative Assessment for ELA/Literacy	79% of ACIS students "Met Standard" or "Exceeded Standard" on the ELA/Literacy section of the 2023 Smarter Balanced Assessment.	Increase of 6 percentage points to 85% achieving "Standard Met" or "Standard Exceeded", 2024/25
Students with disabilities Smarter Balanced Summative Assessment for ELA/Literacy	80% of the ACIS SpEd students "Met Standard" or "Exceeded Standard" on the ELA/Literacy section of the 2023 Smarter Balanced Assessment.	Increase of 5 percentage points to 85% achieving "Standard Met" or "Standard Exceeded", 2024/25
ACIS cumulative student population earning one or more semester grades of D or F in ELA	12% of the ACIS students earned a D or F in ELA courses, Semester 1 or the 2023 school year.	Decrease of 5 percentage points to 7% of students earning one or more semester grades of D or F for Semester 1 or the 2024/25 school year.
Students with disabilities earning one or more semester grades of D or F in ELA	10% of the ACIS SpEd students earned a D or F in ELA courses, Semester 1 or the 2023 school year.	Decrease of 3 percentage points to 7% of students with disabilities earning one or more semester grades of D or F for Semester 1 or the 2024/25 school year.

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: Implement curriculum and utilize instructional strategies to foster student mastery of the new California ELA/Literacy standards.</p> <ul style="list-style-type: none"> • Build and implement common formative assessments for all grade levels in English, World History, US History, Government, and Economics. -- Utilize data from common formative assessments to shape curriculum and instruction • Develop District-wide common formative assessments for English 1, World History, and Living Earth • Implement common formative assessments and analyze student performance data for Grade 9 core courses • Develop and implement District-wide common formative assessments for Grade 10-12 core courses (English 2-4, U.S. History, Government, and Economics) • Revise and update approved texts for all grade levels • Utilizing AUHSD Grade-Level Reading Lists, establish core texts for each English grade level • Review and add 3-4 new texts that fit within the multicultural categories (Category 2 and Category 3) of AUHSD Grade-Level Reading Lists • Expand the use of nonfiction texts in the curriculum to ensure alignment with ELA/Literacy Standards. Add one new nonfiction text per grade level • Utilize Canvas as the school's online LMS for improved communication, assessments, assignments, and student progress. • Canvas Professional Development areas: Canvas best practices, Expectation , Organization, and Norms. • Student orientation on the use of Canvas • Parent education on the use of Canvas 	All students with a specific focus on students with disabilities.	
1.2	Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new	All students with a specific focus on students with disabilities.	

	<p>California English Language Arts / Literacy Standards.</p> <ul style="list-style-type: none"> • Site Based Collaboration sessions to strengthen instructional practice with respect to ELA/Literacy • Weekly subject level collaboration between ACIS staff and Comprehensive site teams to focus on the following. • Identification of essential standards • Common formative assessments developed, implemented, and results analyzed for appropriate next steps. • Academic interventions, especially for students in Special Education • District-Wide Seminars on Grading for Equity & Inclusion • Utilize release days, paid days during summer, and scheduled professional development days for this required seminar series. • Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings • All staff attended Courageous Conversation & participate in Elevation to Transformation Seminar • Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive school culture • Professional development for staff on CA ELA/Literacy standards and the Courses of Study, 2024-2025 • Professional development to include best practices for analyzing data from CAASPP, including scores for incoming 9th graders. 		
<p>1.3</p>	<p>Student Support: Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.</p> <ul style="list-style-type: none"> • Intervention Schedule: Virtual & In Person targeted academic intervention on ELA standards • Teachers will utilize STR meetings to identify students that are struggling and require targeted academic intervention related to ELA standards. • Teachers, counselors, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needing academic intervention related to the ELA standards. • Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards 	<p>All students with a specific focus on students with disabilities.</p>	

	<ul style="list-style-type: none"> Analyze assessment data & grade data for struggling students through Canvas Guardian portal, grade mark analysis, and advisory teacher notes as related to the ELA standards and progress. 		
1.4	<p>Communication and Articulation: Partner with stakeholders on implementing the new California ELA/Literacy standards and the new Courses of Study for English 1-4. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.</p> <ul style="list-style-type: none"> Annual vertical articulation meetings with partner middle school & weekly articulation with partner comprehensive site ELA instructors Release time for English and SpEd teachers to collaborate with staff from partner comprehensive sites and partner school districts to align curriculum and intervention practices as related to ELA Parent education events to develop strong school-home partnership around supporting ELA/Literacy achievement ACIS connect series Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs) 	All students	

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.

ACIS ELA CASSPP scores have improved and they are still below the district average. ACIS will continue to collaborate with partner schools on curriculum development and classroom practices. ACIS will continue to reevaluate the reading list and writing assignments to ensure that all students are represented and engaged.

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.

Teaching, Learning, and Academic Support: Mathematics

The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Ensure that every student has access to high-quality educational opportunities and attains college and career readiness. Goal 2: Identify and implement policies and practices that eliminate opportunity gaps.

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.

Specific interventions are needed in order to best reach every student. Overall, CAASPP scores are above the state average, and are lower as compared to the other school sites in our district. Students identified as Special Education students have not been successful on the state assessment in Math. Not all students are succeeding academically in the classroom environment.

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
ACIS cumulative student population Smarter Balanced Summative Assessment for Math	58% of ACIS students "Met Standard" or "Exceeded Standard" on the Math section of the 2023 Smarter Balanced Assessment.	Increase of 10 percentage points to 68% achieving "Standard Met" or "Standard Exceeded", 2024/25.
Students with disabilities Smarter Balanced Summative Assessment for Math	40% of the ACIS SpEd students "Met Standard" or "Exceeded Standard" on the Math section of the 2023 Smarter Balanced Assessment.	Increase of 10 percentage points to 50% achieving "Standard Met" or "Standard Exceeded", 2024/25.
ACIS cumulative student population earning A-G eligibility in math.	32% of the 12th grade ACIS students earned A-G eligibility in math in 2023/24.	Increase of 10 percentage points to 42% of the 12th grade ACIS students earning A-G eligibility in math in 2024/25.
Students with disabilities earning A-G eligibility in math.	6% of the 12th grade ACIS SpEd students earned A-G eligibility in math in 2023/24.	Increase of 14 percentage points to 20% of the ACIS students earning A-G eligibility in math in 2024/25.

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

<p>2.1</p>	<p>Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the new California Mathematics Standards.</p> <ul style="list-style-type: none"> • Develop and implement common formative assessments and/or projects on essential standards to identify strengths and areas of growth with respect to the mathematics standards. • Develop and implement District-wide common formative assessments for core Grade 9 Math courses: Algebra A, Algebra I, Geometry, and Advanced Geometry • Develop and implement District-wide common formative assessments for core Grade 10-12 courses (Algebra B, Algebra II, Algebra II Advanced, Algebra II/Pre-Calculus Honors, Pre-Calculus Honors) • Utilize the data analyzes from common formative assessments to strengthen curriculum and instruction • Utilize Canvas as the school’s online LMS for improved communication, assessments, assignments, and student progress. • Canvas Professional Development on best practices and norms • Student orientation on the use of Canvas • Parent education on the use of Canvas • 4 year planning for all students, specifically ensuring that the Algebra 2 or equivalent is scheduled into a students schedule. • Counseling meetings and advisory on the 4 year pathway for students and parents 	<p>All students with a specific focus on students with disabilities.</p>	
<p>2.2</p>	<p>Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff’s ability to effectively present lessons and utilize instructional strategies aligned with the new California Mathematics Standards.</p> <ul style="list-style-type: none"> • Site Based Collaboration sessions to strengthen instructional practice with respect to Math • Weekly subject level collaboration between ACIS staff and Comprehensive site teams to focus on the following. • Identification of essential standards • Common formative assessments for all math courses • Academic interventions, especially for students in Special Education • District-Wide Seminars on Grading for Equity & Inclusion 	<p>All students with a specific focus on students with disabilities.</p>	

	<ul style="list-style-type: none"> Utilize release days, paid days during summer, and scheduled professional development days for this required seminar series. Seminar to address best practices for equitable grading Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings All teachers attend Courageous Conversation and participate in Elevation to Transformation Seminar Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive school culture Professional development for staff on CA Math standards and the Courses of Study during the 2024-2025 school year Professional development to include best practices for analyzing data from CAASPP, including scores for incoming 9th graders. 		
2.3	<p>Provide direct student support services to assist students struggling to attain basic mastery of the new California Mathematics Standards.</p> <ul style="list-style-type: none"> Intervention Monday Schedule: Virtual & In Person targeted academic intervention on Math standards Teachers will utilize STR meetings to identify students that are struggling and require targeted academic intervention related to Math standards. Teachers, counselors, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needing academic intervention related to the Math standards. Student Resource Team (SRT) to identify and design support for students struggling with Math standards Analyze academy assessment data & grade data for struggling students through Canvas Guardian portal, grade mark analysis, and advisory teacher notes as related to the Math standards and progress. 	All students with a specific focus on students with disabilities.	
2.4	<p>Partner with stakeholders on implementing the new California Mathematics standards and the new math courses of study. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.</p> <ul style="list-style-type: none"> Annual vertical articulation meetings with partner middle schools & weekly articulation with partner comprehensive site Math instructors. 	All students with a specific focus on students with disabilities.	

	<ul style="list-style-type: none"> • Release time for Math and SpEd teachers to collaborate with staff from partner comprehensive sites and partner school districts to align curriculum and intervention practices as related to Math standards. • Parent education events to develop strong school-home partnership around supporting Math achievement • Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs) 		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

ACIS students have increased the CASSPP scores and the scores are below our partner school sites, ACIS will 4 year plan for all students to include the Algebra 2 level for all students. Having students take and be successful in multiple levels of math throughout their high school careers makes them A-G eligible and prepares them to be successful for the CASSPP.

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.

A-G readiness was added to this goal and D/F data was dropped from the goal as the D/F was not high and ACIS found through analysis that students were not A-G eligible because of not reaching the Algebra 2 level of math. ACIS will 4 year plan for every student to meet the A-G readiness standards, specifically for math.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social Emotion & Student Connection

The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Provide safe, engaging, and inclusive classrooms and school sites that support the social-emotional growth of every student.

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.

Student connection and feelings of belonging are essential for academic success. ACIS needs to maintain and improve the highest level of student connection to the ACIS campus, peers, and staff.

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
ACIS Fall Pulse Survey	84% of ACIS students responded that they felt like they belonged at ACIS, Fall 2023.	Increase of 6 percentage points to 90% in the combined areas of Strongly agree and agree by Fall 2024.
ACIS Fall Pulse Survey	78% of ACIS students felt that their peer relationships were as satisfying as they would want them to be. 22% neither agree nor disagree, Fall 2023.	Increase of 7 percentage points to 85% in the combined areas of strongly agree and agree. Decrease of 7 percentage points to 15% in the area of neither agree nor disagree by Fall 2024
ACIS Fall Pulse Survey	78% of ACIS students expressed that they feel comfortable expressing their opinions to others. 22% neither agree nor disagree, Fall 2023.	Increase of 7 percentage points to 85% in the combined areas of strongly agree and agree by fall 2024. Decrease of 7 percentage points to 15% in the area of neither agree nor disagree by Fall 2024.
ACIS Fall Pulse Survey	86% of ACIS students expressed that their academic goals were being met by ACIS. 14% neither agree nor disagree, Fall 2023	Increase of 4 percentage points to 90% in the combined areas of strongly agree and agree by Fall 2024. Decrease of 4 percentage points to 10% in the area of neither agree nor disagree by Fall 2024.

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
3.1	<p>Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.</p> <p>Course Offerings - Review and refine course offerings to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule</p> <ul style="list-style-type: none"> • Evaluate ways to incorporate Adult Education classes for ACIS students to enroll • Align online course offerings and courses of study with in-person course offerings and courses of study <p>Homework - Strengthen professional practice related to homework and ensure adherence to Administrative Regulation 6154, "Homework/Makeup Work,"</p> <ul style="list-style-type: none"> • All teachers attend Grading for Equity Seminar to foster best practices with respect to homework, • Partner with Challenge Success to improve homework practices • Utilize Friday collaboration sessions to refine homework practices <p>Social-Emotional Learning - Implement classroom practices that foster mindfulness and social-emotional health</p> <ul style="list-style-type: none"> • Utilize staff meetings to build capacity for implementing practices to reduce student stress and build connectedness <p>Technology - Advance 1:1 technology integration to ensure clear teacher-to-student communication and access to course materials</p> <ul style="list-style-type: none"> • Maintain 1:1 Bring Your Own Device (BYOD) program for all grades • Staff orientation/reorientation on key Canvas expectations regarding organization and posting • Student orientation/reorientation regarding use of Canvas and online classes • Parent education on use of Canvas, ACIS Connect session 	All students	
3.2	Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively guide and help students to	All students	

	<p>reduce stress and establish strong connections within the school community.</p> <p>Site-based Professional Development and Collaboration to foster connection, belonging, and positive academic engagement.</p> <ul style="list-style-type: none"> Utilize staff meetings to build capacity for implementing social-emotional practices that reduce student stress and build connectedness. Utilize Friday subject-level collaboration sessions to calibrate curriculum, course expectations and student workloads. Analyze survey data from Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and the ACIS Pulse Survey to assess connection, belonging and engagement Homework -- Staff orientation / reorientation on Board Policy 6154, "Homework/Makeup Work," Partner with Challenge Success to improve homework practices <p>District-Wide Professional Development and Collaboration to foster connection, belonging, and positive academic engagement</p> <p>Grading for Equity</p> <ul style="list-style-type: none"> Utilize release days, paid days during summer, and schedule professional development days for this required seminar series. Seminar to address best practices for equitable grading Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings. <p>Diversity, Equity, and Inclusion</p> <ul style="list-style-type: none"> All teachers attended Courageous Conversation and participate in Elevation to Transformation Seminar Teachers use tools from seminar to implement culturally-diverse curriculum and build equitable and inclusive classroom and school culture 		
<p>3.3</p>	<p>Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.</p> <p>Wellness services and awareness to support social-emotional health of students.</p> <ul style="list-style-type: none"> Parent education on Wellness services, ACIS Connect session Student & parent tours of the Wellness area during Eagle day & all informational meetings. Analyze Wellness Center data and Pulse survey data to gauge effectiveness. 	<p>All students</p>	<p>26000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Additional Future Ready Section 11000 Title I Part A: Allocation 3000-3999: Employee Benefits Additional Future Ready Section</p>

	<p>Expansion of Extra-Curricular Programming to include visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics.</p> <ul style="list-style-type: none"> Publicize current clubs and how to establish a new club Pursue establishing an ACIS ESports team Partner with Adult Education for VAPA opportunities at the DV campus Collaborate site counselor on community service opportunities in the community and with the AUHSD Transition Program Collaborate with leadership classes from the comprehensive sites to establish monthly student engagement activities at ACIS <p>Utilize Future Ready for programming related to campus climate issues</p> <ul style="list-style-type: none"> ACIS “Equity Lessons” for all students. Continued development of Future Ready curriculum with collaboration from HSD teachers and school psychologist/counselor. 		
<p>3.4</p>	<p>A better understanding of levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.</p> <p>Articulation between Leadership classes from across the district.</p> <ul style="list-style-type: none"> Review and align leadership class practices, events that are offered for student connection, and best practices for student communication. <p>Analyze and communicate data related to student connectedness, belonging, and positive academic engagement</p> <ul style="list-style-type: none"> Analyze data from the California Healthy Kids survey and the AUHSD Pulse surveys. Present data from California Healthy Kids survey and the AUHSD pulse surveys to all stakeholders (staff, students, parents) and post on the ACIS website. 	<p>All students</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.

The ACIS leadership class has engaged students in monthly activities and two schoolwide social events, these activities are attended by 30% of the ACIS population. The leadership class will expand to 2 periods of the 24/25 school year to include more ACIS students.

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.

ACIS students reported a lower number feeling that peer relationships were what they desired, increasing student connection opportunities, social events, peer tutoring, and the Future Ready curriculum to include connection activities.

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	\$37,000.00
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 (\$)

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

Total of federal, state, and/or local funds for this school: \$37,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	37,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,000.00
3000-3999: Employee Benefits	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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 3	37,000.00

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:

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

Name of Members	Role
Jonathan Drury	Principal
Cheryl Stanton	Other School Staff
Maria LaHommedieu	Classroom Teacher
Alison Brooks	Classroom Teacher
Evan Sebree	Classroom Teacher
Erin Bryne	Other School Staff
Lindsey Meinbress	Classroom Teacher
Eric Dannewitz	Other School Staff
Ian McLaughlin	Parent or Community Member
Emily Wetzel	Parent or Community Member
Tina Weber	Parent or Community Member
Sophia Weber	Secondary Student
Sam McLaughlin	Secondary Student
Shawn Woodward	Secondary Student
Steve France	Other School Staff

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



Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 8, 2024.

Attested:



Principal, Jonathan Drury on April 8, 2024