School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Acalanes Center for Independent Study	07 61630 0107524	March 1, 2023	*Approval Pending*

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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.

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

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 2021-2022 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.

Stakeholder Involvement

How, when, and with whom did the 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

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 served on the five focus groups: Organization, Curriculum. Learning and Teaching, Assessment and Accountability, and School Culture and Student Support. These focus groups played a critical role in the development of the school's goals and action steps.

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, & Annual Review

Goal 1

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.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACIS cumulative student population Smarter Balanced Summative Assessment for ELA/Literacy	73% of ACIS students "Met Standard" or "Exceeded Standard" on the ELA/Literacy section of the 2021 Smarter Balanced Assessment.	Increase of 5 percentage points to 78% achieving "Standard Met" or "Standard Exceeded", 2023
Students with disabilities Smarter Balanced Summative Assessment for ELA/Literacy	0% of the ACIS SpEd students "Met Standard" or "Exceeded Standard" on the ELA/Literacy section of the 2021 Smarter Balanced Assessment.	Increase of 25 percentage points to 25% achieving "Standard Met" or "Standard Exceeded", 2023
ACIS cumulative student population earning one or more semester grades of D or F in ELA	10% of the ACIS students earned a D or F in ELA courses, Fall 2022.	Decrease of 5 percentage points to 5% of students earning one or more semester grades of D or F for Fall 2023.
Students with disabilities earning one or more semester grades of D or F in ELA	29% of the ACIS SpEd students earned a D or F in ELA courses, Fall 2022.	Decrease of 5 percentage points to 24% of students with disabilities earning one or more semester grades of D or F for Fall 2023.

Strategy/Activity 1

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the new California ELA/Literacy standards.

- 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, Algebra I, Geometry , 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, Geometry, Algebra II, Algebra II, Chemistry, Physics, 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
    - Norms
  - Student orientation on the use of Canvas
  - Parent education on the use of Canvas

Strategy/Activity 2

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

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

- 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
        - Academic interventions, especially for students in Special Education
- District-Wide Seminars on Grading for Equity, & DEI
    - Grading for Equity
        - 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
    - Diversity, Equity, and Inclusion
        - All teachers who have not 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, 2022-2024
    - Summer Institute Professional Development for teachers
    - AUHSD Staff Development Days: 3 days per academic year
    - Department Release Day: 1 per year
    - AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12
    - Conferences and workshops
    - Professional development to include best practices for analyzing data from CAASPP, including scores for incoming 9th graders.

Strategy/Activity 3

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

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

- Intervention Monday 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
  - Analyze academy 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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

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.

- 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)

Proposed Expenditures for Strategies/Activities 1-4

List the amount(s) and 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.

Amount(s)	Source(s)
$2,000	LCFF (State)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

- AUHSD has developed and implemented the common assessment for 9th grade ELA classes, novels/reading lists were reviewed and several books were added to the reading lists. Every ACIS teacher has gone through DEI and grading for equity training. ACIS English teacher met twice a month with comprehensive site partners. ACIS staff meeting, PD day, and SRT meetings targeted and discussed specifics for ELA standards and students that were struggling, collaborative intervention plans were formed with SpEd and administration to support student improvement.

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

- NA

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 will keep the ELA goal as students scoring exceed or met on the SBAC dropped from 77 to 73% from 21 to 22. This is the first year of implementation of the common formative assessment and more data is necessary before a shift in the goal can be recommended. Prior to SBAC testing, English 11 classes will participate in 2 IAB assessments to give students a preview for the formal assessment and ability to navigate the assessment.

Goal 2

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.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACIS cumulative student population Smarter Balanced Summative Assessment for Math	27% of ACIS students "Met Standard" or "Exceeded Standard" on the Math section of the 2021 Smarter Balanced Assessment.	Increase of 10 percentage points to 37% achieving "Standard Met" or "Standard Exceeded", 2023
Students with disabilities Smarter Balanced Summative Assessment for Math	0% of the ACIS SpEd students "Met Standard" or "Exceeded Standard" on the Math section of the 2021 Smarter Balanced Assessment.	Increase of 25 percentage points to 25% achieving "Standard Met" or "Standard Exceeded", 2023
ACIS cumulative student population earning one or more semester grades of D or F in Math	13% of the ACIS students earned a D or F in Math courses, Fall 2022.	Decrease of 5 percentage points to 8% of students earning one or more semester grades of D or F by Fall 2023.
Students with disabilities earning one or more semester grades of D or F in Math	20% of the ACIS SpEd students earned a D or F in ELA courses, Fall 2022.	Decrease of 5 percentage points to 15% of students with disabilities earning one or more semester grades of D or F by Fall 2023

Strategy/Activity 1

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the new California Mathematics Standards.
- 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)
- Use the data to strengthen curriculum and instruction
- Utilize Canvas as the school's online LMS for improved communication, assessments, assignments, and student progress.
  - Canvas Professional Development
  - Student orientation on the use of Canvas
  - Parent education on the use of Canvas

Strategy/Activity 2

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

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.
- 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
    - Academic interventions, especially for students in Special Education
- District-Wide Seminars on Grading for Equity, & DEI
  - Grading for Equity
    - 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
- ○ Diversity, Equity, and Inclusion
  - ■ All teachers who have not 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 Math standards and the Courses of Study, 2022-2024
  - ○ Summer Institute Professional Development for teachers
  - ○ AUHSD Staff Development Days: 3 days per academic year
  - ○ Department Release Day: 1 per year
  - ○ AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12
  - ○ Conferences and workshops
  - ○ Professional development to include best practices for analyzing data from CAASPP, including scores for incoming 9th graders.

Strategy/Activity 3

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

Provide direct student support services to assist students struggling to attain basic mastery of the new California Mathematics Standards.
- 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.

Strategy/Activity 4

Students to be Served by this Strategy/Activity:

All students with a specific focus on students with disabilities.

Strategy/Activity Description

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.

- Annual vertical articulation meetings with partner middle schools & weekly articulation with partner comprehensive site Math instructors.
  - 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
  - ACIS connect series
  - Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs)

Proposed Expenditures for this Strategies/Activities 1-4

List the amount(s) and 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.

Amount(s)	Source(s)
$2,000	LCFF (State)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

- The implementation of the IAB's and common assessments are new for the ACIS site and ACIS is anticipating a positive result from those strategies. All ACIS staff have participated in the DEI and grading for equity training. ACIS staff meeting, PD day, and SRT meetings targeted and discussed specifics for Math standards and students that were struggling, collaborative intervention plans were formed with SpEd and administration to support student improvement. ACIS math teachers met twice a month with comprehensive site collaborative teams to discuss curriculum, standards, instructional practices, and to review data.

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

- NA

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 scoring on SBAC decreased from 62% to 27%, with the implementation of IAB blocks and testing environment changes the ACIS program is looking for an improvement in those scores.

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACIS Spring Pulse Survey	96% of ACIS students responded that they felt like they belonged at ACIS, Fall 2022.	Increase of 2 percentage points to 98% in the combined areas of Strongly agree and agree by Fall 2023.
ACIS Spring Pulse Survey	78% of ACIS students felt that their peer relationships were as satisfying as they would want them to be. 18% neither agree nor disagree, Fall 2022.	Increase of 5 percentage points to 83% in the combined areas of strongly agree and agree. Decrease of 5 percentage points to 13% in the area of neither agree nor disagree by Fall 2023
ACIS Spring Pulse Survey	88% of ACIS students expressed that they have the skills to address hostile behavior that they witness. 11% neither agree nor disagree, Fall 2022.	Increase of 4 percentage points to 92% in the combined areas of strongly agree and agree by fall 2023. Decrease of 4 percentage points to 7% in the area of neither agree nor disagree by Fall 2023.
ACIS Spring Pulse Survey	84% of ACIS students expressed that their academic goals were being met by ACIS. 16% neither agree nor disagree, Fall 2022.	Increase of 4 percentage points to 88% in the combined areas of strongly agree and agree by Fall 2023. Decrease of 4 percentage points to 12% in the area of neither agree nor disagree by Fall 2023.

Strategy/Activity 1

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity Description

Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.

- **Course Offerings** - Review and refine course offerings to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule
    - 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
- **Homework** - Strengthen professional practice related to homework and ensure adherence to [Administrative Regulation 6154, "Homework/Makeup Work,"](#)
    - 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
- **Social-Emotional Learning -** Implement classroom practices that foster mindfulness and social-emotional health
    - Utilize staff meetings to build capacity for implementing practices to reduce student stress and build connectedness
- **Technology -** Advance 1:1 technology integration to ensure clear teacher-to-student communication and access to course materials
    - 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

Strategy/Activity 2

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity Description

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

- Site-based Professional Development and Collaboration to foster connection, belonging, and positive academic engagement.
    - 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
- District-Wide Professional Development and Collaboration to foster connection, belonging, and positive academic engagement
  - Grading for Equity
    - 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.
  - Diversity, Equity, and Inclusion
    - All teachers who have not attended Courageous Conversation, 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

Strategy/Activity 3

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity Description

Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.
- Wellness services and awareness to support social-emotional health of students.
  - 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.
- Expansion of Extra-Curricular Programming to include visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics.
  - 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
- Utilize Future Ready for programming related to campus climate issues

- ○ ACIS "Equity Lessons" for all students.
- ○ Continued development of Future Ready curriculum with collaboration from HSD teachers and school psychologist/counselor.

Strategy/Activity 4

Students to be Served by this Strategy/Activity:

All students

Strategy/Activity Description

A better understanding of levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.
- ● Articulation between Leadership classes from across the district.
  - ○ Review and align leadership class practices, events that are offered for student connection, and best practices for student communication.
- ● Analyze and communicate data related to student connectedness, belonging, and positive academic engagement
  - ○ 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.

Proposed Expenditures for this Strategies/Activities 1-4

List the amount(s) and 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.

Amount(s)	Source(s)
$2,000	LCFF (State)
$30,000	Title I (Federal)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

- The students of ACIS strongly feel that they are connected and belong at ACIS, students, and stakeholders would like to continue exploring different social engagement opportunities for students and the community. Course offerings of ACIS will expand, based on student signups, for the 23-24 school year. These offerings will include additional electives of Engineering 2 and Leadership.

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

- NA

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.

- Student connection is one of the foundational elements for the success of the ACIS programming. Along with partnerships and support from staff and parents the ACIS student would not be able to have the success that the program is seeing. Keeping this goal ensures that the ACIS student is at the center of all programming decisions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 30,000
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 32,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$30,000

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

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 ($)
LCFF	$2,000

Subtotal of state or local funds included for this school: $ 2,000

Total of federal, state, and/or local funds for this school: $ 32,000