

The Single Plan for Student Achievement Acalanes Center for Independent Study 2021-2024

District: Acalanes Union High School District
County-District School (CDS) Code:
Coordinator: Jonathan Drury
Date of this revision: 3/7/2022

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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2021-2024 Goals

- 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.
 - CAASPP – All
 - CAASPP – SpEd
 - D/F – All
 - D/F – SpEd
- 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.
 - CAASPP – All
 - CAASPP – SpEd
 - D/F – All
 - D/F – SpEd
- The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.
 - CA Healthy Kids – Connectedness
 - AUHSD Pulse – Belonging

The District Governing Board approved the 2021-2024 SPSA on May 4, 2022.

Form A: Planned Improvements in Student Performance

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. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High Quality Programs**)

AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL 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.

- The Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2021 to 2024.
- The Acalanes Center for Independent Study will increase the percentage of Special Education students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 25 percentage points from 2021 to 2024
- The Acalanes Center for Independent Study will decrease the percentage of students attaining the achievement level of D or F in their ELA courses by 5 percentage points from 2021 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of Special Education students attaining the achievement level of D or F in their ELA courses by 5 percentage points from 2021 to 2024.

<p>What data did you use to form this goal?</p> <p>Student performance on the 2021 Smarter Balanced Assessment in English Language Arts / Literacy.</p> <p>Student grade mark analysis at the end of the 2020-21 school year.</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ● 77% of ACIS students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. ● 0% of the ACIS SpEd students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. ● 10% of the ACIS students achieved a D or F in ELA courses. ● 29% of the ACIS SpEd students achieved a D or F in ELA courses. 	<p>How will the school evaluate the progress of this goal?</p> <p>Analysis of ELA/Literacy scores from Smarter Balanced Assessments.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Budget information available from AUHSD LCAP.</p>
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STRATEGY**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to foster student mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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	<ul style="list-style-type: none"> ● English Department Chair ● Social Studies Department Chair ● Administration 	<ul style="list-style-type: none"> ● 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) 	CIS General Fund - \$ 10,000 - Instructional Support Funds: (\$15,000 ELO) -Professional Development - \$ 4,000
Revise and update approved texts for all grade levels	<ul style="list-style-type: none"> ● English Department Chair ● Social Studies Department Chair ● Administration 	<ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● All staff ● Director of Curriculum ● Administration 	<ul style="list-style-type: none"> ● Canvas Professional Development areas: <ul style="list-style-type: none"> ○ Canvas best practices ○ Expectation ○ Organization ○ Norms ● Student orientation on the use of Canvas ● Parent education on the use of Canvas 	
Alignment of Online curriculum with AUHSD courses of study.	<ul style="list-style-type: none"> ● English Department Chair ● Administration 	<ul style="list-style-type: none"> ● Site based development and implementation of aligned asynchronous canvas courses with in person ACIS courses in each of the English subject levels (English 9, 10, 11 & 12) 	

STRATEGY

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.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Site Based Collaboration sessions to strengthen instructional practice with respect to ELA/Literacy	<ul style="list-style-type: none"> ● English Department Chair ● Counseling ● Administration ● SpEd Department Chair 	<ul style="list-style-type: none"> ● Weekly subject level collaboration between ACIS staff and Comprehensive site teams to focus on the following. <ul style="list-style-type: none"> ○ Identification of essential standards ○ Common formative assessments ○ Academic interventions, especially for students in Special Education 	CIS General Fund - \$ 15,000 - Instructional Support Funds: (\$15,000 ELO) -Professional Development - \$ 4,000
District-Wide Seminars on Grading for Equity, & DEI	<ul style="list-style-type: none"> ● All Staff ● Administration ● Director of DEI ● Superintendent of Curriculum 	Grading for Equity <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 Diversity, Equity, and Inclusion <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● English department chair ● Superintendent of Curriculum 	<ul style="list-style-type: none"> ● 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**Student Support:** Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention Monday Schedule: Zoom & Inperson targeted academic intervention on ELA standards	<ul style="list-style-type: none"> ● English department chair ● Administration ● Counselor ● SpEd department chair ● Advisory Teacher 	<ul style="list-style-type: none"> ● Teachers will utilize STR meetings to identify students that are struggling and require targeted academic intervention related to ELA standards. ● Teachers, counselor, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needed academic intervention related to the ELA standards. 	CIS General Fund - \$ 15,000 - Instructional Support Funds: (\$15,000 ELO)
Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards	<ul style="list-style-type: none"> ● Teachers ● Administration ● Counselor 	<ul style="list-style-type: none"> ● 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:

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.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Annual vertical articulation meetings with partner middle school & weekly articulation with partner comprehensive site ELA instructors	<ul style="list-style-type: none"> ● ELA department chair ● Administration ● Counselor ● SpEd department chair 	<ul style="list-style-type: none"> ● 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 standards. 	
Parent education events to develop strong school-home partnership around supporting ELA/Literacy achievement	<ul style="list-style-type: none"> ● Administration ● Counselor ● Advisory teacher ● SpEd teacher 	<ul style="list-style-type: none"> ● ACIS connect series <ul style="list-style-type: none"> ○ Canvas ○ Academic supports/interventions ○ Academic pathways ○ Advisory time ○ CAASPP ● Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs) 	

LEA GOAL:

AUHSD LCAP Goal Area #3 - Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (**High Quality Programs**)

AUHSD LCAP Goal Area #4 - Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs (**Access and Equity**)

SCHOOL 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.

- The Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Math section of the Smarter Balanced Assessment by 5 percentage points from 2021 to 2024.
- The Acalanes Center for Independent Study will increase the percentage of Special Education students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Math section of the Smarter Balanced Assessment by 25 percentage points from 2021 to 2024
- The Acalanes Center for Independent Study will decrease the percentage of students attaining the achievement level of D or F in their Math courses by 5 percentage points from 2021 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of Special Education students attaining the achievement level of D or F in their Math courses by 5 percentage points from 2021 to 2024.

<p>What data did you use to form this goal?</p> <p>Student performance on the 2021 Smarter Balanced Assessment in Mathematics.</p> <p>Student grade mark analysis at the end of the 2020-21 school year.</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none">● 62% of ACIS students “Met Standard” or “Exceeded Standard” on the Mathematics section of the 2021 Smarter Balanced Assessment.● 0% of the ACIS SpEd students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment.● 13% of the ACIS students achieved a D or F in Math courses.● 20% of the ACIS SpEd students achieved a D or F in Math courses.	<p>How will the school evaluate the progress of this goal?</p> <p>Analysis of mathematics scores from Smarter Balanced Assessments.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Budget information can be found in the AUHSD LCAP.</p>
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STRATEGY:**Curriculum and Instruction:** Implement curriculum and utilize instructional strategies to foster student mastery of the new California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Common Formative Assessments -- 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. Use the data to strengthen curriculum and instruction	<ul style="list-style-type: none"> ● Math department chair ● Administration ● Superintendent of Curriculum 	<ul style="list-style-type: none"> ● District-Wide Formative Assessment Development <ul style="list-style-type: none"> ○ 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 core courses (Algebra B, Algebra II, Algebra II Advanced, Algebra II/Pre-Calculus Honors, Pre-Calculus Honors) 	CIS General Fund - \$ 10,000 - Instructional Support Funds: (\$15,000 ELO) -Professional Development - \$ 4,000
Alignment of Online curriculum with AUHSD courses of study.	<ul style="list-style-type: none"> ● Math department chair ● Administration 	<ul style="list-style-type: none"> ● Site Based development and implementation of aligned asynchronous canvas courses with in person ACIS courses in each of the Math subject levels (Algebra A/B, Algebra I, Geometry, Algebra II, Pre-Calculus, Financial Algebra, & Calculus AB). 	
CTE expansion of course offerings to include an in-person ACIS CTE course that fosters student interest in the area of STEM skills.	<ul style="list-style-type: none"> ● Math department chair ● Science department chair ● Counselor ● Administration 	<ul style="list-style-type: none"> ● Introduction to Engineering and design, project lead the way <ul style="list-style-type: none"> ○ Offer course to students in all grade levels ○ Collaborate with existing programs at comprehensive sites on curriculum and student/teacher technology needs ○ Implement and evaluate the effectiveness of the new course. 	
Utilize Canvas as the school's online LMS for improved communication,	<ul style="list-style-type: none"> ● All staff ● Director of Curriculum 	<ul style="list-style-type: none"> ● Canvas Professional Development areas: <ul style="list-style-type: none"> ○ Canvas best practices ○ Expectation 	

assessments, assignments, and student progress.	<ul style="list-style-type: none"> ● Administration 	<ul style="list-style-type: none"> ○ Organization ○ Norms ● Student orientation on the use of Canvas ● Parent education on the use of Canvas 	
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STRATEGY:
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.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Site-Based Collaboration - Staff collaboration sessions to strengthen instructional practice with respect to mathematics	<ul style="list-style-type: none"> ● Math Department Chair ● SpEd Department Chair ● Administration ● Counselor 	<ul style="list-style-type: none"> ● Weekly subject level collaboration between ACIS staff and Comprehensive site teams to focus on the following. <ul style="list-style-type: none"> ○ Identification of essential standards ○ Common formative assessments ○ Academic interventions, especially for students in Special Education 	<p>CIS General Fund - \$ 15,000</p> <p>- Professional Development - \$ 4,000</p> <p>- Instructional Support Funds: (\$15,000 ELO)</p>
District-Wide Seminars -- Required trainings on grading and diversity, equity and inclusion	<ul style="list-style-type: none"> ● Associate Superintendent for Curriculum and Instruction ● Director of Student Support, Equity and Inclusion ● Administration 	<ul style="list-style-type: none"> ● Grading for Equity <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, 2022-2023. ○ Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings, 2022-2024 ● Diversity, Equity, and Inclusion <ul style="list-style-type: none"> ○ All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar, Spring and Summer 2022. ● Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive classroom and school culture 	

Professional Development -- Staff PD on California Mathematics standards, including the 2022 Mathematics Framework Revision, and the Courses of Study	<ul style="list-style-type: none"> ● Math Department Chair ● Superintendent of Curriculum 	<ul style="list-style-type: none"> ● Summer Institute Professional Development for teachers ● AUHSD Staff Development Days: 3 days per academic year ● AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12 ● Conferences and workshops, 	
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STRATEGY
Student Support: Provide direct student support services to assist students struggling to attain basic mastery of the new California mathematics standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention Monday Schedule: Zoom & Inperson targeted academic intervention on Math standards	<ul style="list-style-type: none"> ● Math department chair ● Administration ● Counselor ● SpEd department chair ● Advisory Teacher 	<ul style="list-style-type: none"> ● Teachers will utilize STR meetings to identify students that are struggling and require targeted academic intervention related to Math standards. ● Teachers, counselor, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needed academic intervention related to the Math standards. 	CIS General Fund - \$ 15,000 - Instructional Support Funds: (\$15,000 ELO)
Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards	<ul style="list-style-type: none"> ● Teachers ● Administration ● Counselor 	<ul style="list-style-type: none"> ● 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:

Communication and Articulation: 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.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Annual vertical articulation meetings with partner middle school & weekly articulation with partner comprehensive site Math instructors.	<ul style="list-style-type: none"> ● Math department chair ● Administration ● Counselor ● SpEd department chair 	<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. 	CIS General Fund - \$ 15,000 - Instructional Support Funds: (\$15,000 ELO)
Parent education events to develop strong school-home partnership around supporting Math achievement	<ul style="list-style-type: none"> ● Administration ● Counselor ● Advisory teacher ● SpEd teacher 	<ul style="list-style-type: none"> ● ACIS connect series <ul style="list-style-type: none"> ○ Canvas ○ Academic supports/interventions ○ Academic pathways ○ Advisory time ○ CAASPP ● Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs) 	

LEA GOAL:

AUHSD LCAP Goal Area #5 - Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (**School Climate and Social-Emotional Development**)

SCHOOL 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.

- The Acalanes Center for Independent Study will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2021 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of students reporting on the AUHSD student pulse surveys that they neither agree/disagree or disagreed that they felt that they “belonged” at ACIS by 10 percentage points from 2021 to 2024.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
California Healthy Kids Survey, 2015	On the 2015 California Healthy Kids Survey, ## of ninth-grade students and ## of eleventh-grade students scored in the “High” range on the School Connectedness scale.	Analysis of the AUHSD pulse survey data and the California Healthy Kids Survey
Bi-annually AUHSD pulse student survey	On the 2021 spring AUHSD student pulse survey 70% of the students indicated that they felt that they belonged at ACIS, 25% indicated that they neither agreed or disagreed, 5% indicated that they disagreed	Where can a budget plan of the proposed expenditures for this goal be found? Budget information available from AUHSD LCAP

STRATEGY:			
Curriculum and Instruction: Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Course Offerings -- Review and refine course offerings to ensure that students have a rigorous, engaging, accessible, and culturally-relevant course schedule	<ul style="list-style-type: none"> ● Administration ● Certificated teaching staff ● Counselor ● Director of Adult Education 	<ul style="list-style-type: none"> ● Align online course offerings and courses of study with In-person course offerings and courses of study ● CTE <ul style="list-style-type: none"> ○ Expand CTE offering at ACIS to include an in-person offering of Introduction of Engineering and Design. ● Science <ul style="list-style-type: none"> ○ Implement new science course of Earth and Space Science ● Evaluate ways to incorporate Adult Education classes for ACIS students to enroll <ul style="list-style-type: none"> ○ Musical theater workshop ○ Yoga ○ French ● Cross Curricular <ul style="list-style-type: none"> ○ Evaluating Future Ready and how the course can expand on a multi year track ○ Evaluating the Leadership course, expectations, available activities that are offered and how to expand by recruiting students to be involved. 	<p>CIS General Fund - \$ 15,000</p> <p>- Instructional Support Funds: (\$15,000 ELO)</p>
Homework -- Strengthen professional practice related to homework and ensure adherence to Administrative Regulation 6154 , “Homework/Makeup Work,”	<ul style="list-style-type: none"> ● Administration ● Certificated teaching staff ● Counselor 	<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 	

Social-Emotional Learning -- Implement classroom practices that foster mindfulness and social-emotional health	<ul style="list-style-type: none"> Administration Counselor School Psychologist 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Administration Counselor Certificated teaching staff Site tech support 	<p>Maintain 1:1 Bring Your Own Device (BYOD) program for all grades</p> <p>Staff orientation / reorientation on key Canvas expectations regarding organization and posting</p> <p>Student orientation / reorientation regarding use of Canvas and online classes</p> <p>Parent education on use of Canvas, ACIS Connect session</p>	

STRATEGY
Professional Development and Collaboration: 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.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Site-Based Professional Development and Collaboration to foster connection, belonging, and positive academic engagement.	<ul style="list-style-type: none"> DEI director Administration School Psychologist Counselor All site staff 	<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 and course expectations. 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 	<p>CIS General Fund - \$ 15,000</p> <p>-Professional Development - \$ 4,000</p> <p>- Instructional Support Funds: (\$15,000 ELO)</p>

		Board Policy 6154, “Homework/Makeup Work,” <ul style="list-style-type: none"> ● Partner with Challenge Success to improve homework practices 	
District-Wide Professional Development and Collaboration to foster connection, belonging, and positive academic engagement	<ul style="list-style-type: none"> ● Director of DEI ● Superintendent of Curriculum ● Administration 	<ul style="list-style-type: none"> ● Grading for Equity <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. ● Diversity, Equity, and Inclusion <ul style="list-style-type: none"> ○ 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:
Student Support: Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Wellness services and awareness to support social emotional health of students.	<ul style="list-style-type: none"> ● School Psychologist ● Counselor ● Administration 	<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. 	CIS General Fund - \$ 15,000 - Instructional Support Funds: (\$15,000 ELO)

Expansion of Extra-Curricular Programming to include visual and performing arts, academic clubs, special interest clubs, community service opportunities, and athletics.	<ul style="list-style-type: none"> ● Administration ● Site staff ● Director of Adult Education 	<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 	
Utilize Future Ready for programing related to campus climate issues	<ul style="list-style-type: none"> ● Advisory Teacher ● Counselor ● School Psychologist ● Administration 	<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. 	

STRATEGY:

Communication and Articulation: Better understand levels of student connectedness and levels of student stress to increase student connectedness, reduce student stress, and improve student resilience.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Articulation between Leadership classes from across the district.	Leadership teacher Administration	<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. 	CIS General Fund - \$ 15,000
Analyze and communicate data related to student connectedness, belonging, and positive academic engagement	Counselor Administration All site staff	<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. 	- Instructional Support Funds: (\$15,000 ELO)