



ACALANES CENTER FOR INDEPENDENT STUDY SELF-STUDY REPORT

**1963 Tice Valley Boulevard
Walnut Creek, CA 94595**

Acalanes Union High School District

March 20 – 22, 2017

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

As Acalanes Center for Independent Study (ACIS) began the self-study process, every effort was made to include the entire staff in the creation of this self-study report. Being that the staff at ACIS is small, all staff members worked as a committee of the whole for the entire self-study process.

Following the midterm visit to ACIS on March 10, 2014, the staff at ACIS continued work towards program improvement based upon the Action Plans and recommendations made by the midterm visiting committee.

At the August, 2015, beginning of year staff meeting, staff was reintroduced to "What is WASC," as well as a complete review of the Action Plans and work accomplished and still needing completion. Staff then began an in-depth discussion of the Mission Statement and Expected Schoolwide Learning Results (ESLRs) for ACIS. Continuing in September, 2015, staff spent time discussing the mission of ACIS and updated and rewrote portions of the Mission Statement to better reflect the goals of the school. In March, 2016, ACIS staff reviewed the ESLRs and updated them to now reflect Schoolwide Learner Outcomes (SLOs).

As part of the enrollment process at ACIS, parents and students each meet with the Director to review the ACIS program and course enrollment. During what is called a "Master Agreement Meeting," parents and students are informed of the accreditation of ACIS and the Mission Statement and SLOs are discussed with them and how students will accomplish the SLOs while attending ACIS. Additionally, SLOs are part of every "Weekly Assignment and Work Record Form" assigned at the end of each class and teachers highlight which SLOs are addressed with each weekly assignment for each class.

Parents participated in a survey in August, 2016, which ACIS staff will analyze to continue with program improvement and best serve students and improve communication with parents. The ACIS website has been updated and WASC information is available for parents, students, and community members to review.

As shared during the 2011 self-study, ACIS staff is confident that the strength of the school remains with small class sizes, 1:1 instruction and support for students who need additional assistance, and the ability for all students to be successful in a learning environment with student success as its primary focus.

Chapter I: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

THE COMMUNITY

The Acalanes Center for Independent Study (ACIS), which is located in Walnut Creek, became the only alternative high school in 2010 – 2011 with the closure of Del Oro High School, the District's continuation school. ACIS serves students who live in the suburban residential communities of Canyon, Lafayette, Moraga, Orinda, and Walnut Creek, who attend one of the four comprehensive high schools in the District: Acalanes, Campolindo, Las Lomas, and Miramonte. Parents have high expectations of their students as well as for their schools and are active participants in their students' education, and in their financial support to the District. In 2013, the Acalanes Union High School District ranked number one among high schools districts in California based on API scores.

ACIS offers a college preparatory program for all students. Limited elective classes are provided for students. Students may concurrently enroll in: Cyber High online learning (in partnership with the Fresno County Office of Education), Acalanes Adult Education, ROP, or community college classes. The school population is ever changing with students coming and going throughout the school year. The District offers a Limited English Proficiency program and ELD students enrolled in ACIS receive appropriate services. Effective 2016 – 2017, ACIS hired a part-time credentialed special education teacher in order to expand services to students with Individualized Education Programs (IEPs).

COMMUNITY SUPPORT

The Acalanes Union High School District has a long-standing tradition of parent and community support for its schools and student programs. Over the past six years, the Governing Board approved \$24 million to rebuild the Del Valle campus. Construction included the newly built 100-wing, renovation to the 300-wing and 400-wing. ACIS conducts all classes in the renovated 200-wing.

Parents are interested in their student's academic progress. A parent or guardian and the student must participate in registration and course selection with their student.

There is a parent representative to the Alternative Education Advisory Council and parents participated in the 2015 – 2016 WASC self-study. Parents attend the ACIS Master Agreement meetings, Back-to-School Night, and parent conferences with teachers throughout the year.

ENROLLMENT

The ACIS student population range from 30 to 90 students during a school year. Students voluntarily choose to attend ACIS from the comprehensive high schools in the District.

CBEDS School Enrollment

Year	Male	Female	Totals
2015 – 2016	21	18	39
2014 – 2015	14	17	31
2013 – 2014	21	18	39

CBEDS Ethnic Distribution

Racial/Ethnic Category	2013 - 2014	2014 – 2015	2015 – 2016
African-American	1	1	1
American Indian or Alaska Native	0	0	0
Asian	1	1	3
Filipino	0	0	0
Hispanic or Latino	4	3	7
Pacific Islander	0	0	1
White (Not Hispanic)	29	24	26
Multiple or No Response	4	2	1
Total	39	31	39

**Last School of Attendance before Enrolling in ACIS
(Year End Data)**

District School	2013 – 2014	2014 – 2015	2015 – 2016
Acalanes	8	16	30
Campolindo	6	18	20
Las Lomas	18	35	31
Miramonte	2	4	8
Out of District/Other Program	5	1	3

Long-Term Attendance Rate
(Students enrolled more than 90 school days)

Year	Enrolled Students	Percent
2015 – 2016	70	77.3%
2014 – 2015	72	82.4%
2013 – 2014	66	83.5%
2012 – 2013	50	89.71%

Graduation Rate
(Including students who graduated early)

Year	Percent
2015 – 2016	86%
2014 – 2015	90.3%
2013 – 2014	97.67%
2012 – 2013	100%

SCHOOL PURPOSE

Annually, the staff at ACIS reviews the Mission Statement and Schoolwide Learner Outcomes (SLO) and change to reflect the current expectations of students. In August 2015, the staff rewrote the Mission Statement.

Acalanes Center for Independent Study Mission Statement

The Mission of the Acalanes Center for Independent Study is to provide opportunities for students with special or unique educational interests to succeed in meeting their academic goals through a guided independent study program.

Schoolwide Learner Outcomes

Graduates will be self-directed learners who take responsibility for reaching their personal and academic goals. Our students:

1.Are effective decision makers.

- To make decisions based upon prior learning.
- To identify, choose and use behaviors that increase student academic success.

2.Are able to set goals and implement plans effectively to reach those goals.

- To participate and choose classes for their Individualized Learning Plan that meets the District's graduation requirements.
- To plan for post-secondary education and/or careers.

3.Are effective problem-solvers.

- To use a variety of problem solving techniques.
- To work collaboratively with others.

4.Are effective communicators.

- To utilize appropriate technology.
- To read, speak and write with clarity.

5.Acquire a common core of academic knowledge and skills that meets the state content and skill standards.

- To complete the credits necessary for graduation.
- To demonstrate proficiency in Smarter Balanced Assessments.

WASC HISTORY

The last full WASC Accreditation took place in the spring of 2011. In the fall 2009, the ACIS staff began work on the self-study and continued to work until January, 2011. Throughout the 2012 – 2013 school year, the ACIS staff continued to review the last full WASC Self-Study Action Plans and monitor progress and worked on incorporating the Action Plans within the Single Plan for Student Achievement.

In response to the areas of concern identified in the On-Site Midterm Review Visiting Committee Report from the March 10, 2014 visit, the review committee identified one particular School-Wide Critical Area for continued follow-up and further revision. The

Committee identified that structured time allowed for dedicated staff development is minimal. It was recommended that a dedicated staff development calendar, outlining the intent of future staff development, would be beneficial for all staff and stakeholders involved. A dedicated plan of action regarding staff development would also allow school leadership the ability to provide needed teacher technology training supporting School Loop, as well as upcoming Common Core training, curriculum development, and roll-out. In June, 2014 and August, 2014, the staff and leadership of ACIS reviewed this On-Site Midterm Review Visiting Committee Report and developed a plan of action to respond to the Critical Area for continued follow-up and further revision. A follow-up progress report was submitted to ACS WASC by June 1, 2015.

STATUS OF SCHOOL AND SCHOOL PERFORMANCE

The Acalanes Center for Independent Study is not a Title I School, in the Intermediate Intervention-Underperforming Schools Program, or in other programs designed to help underachieving schools.

CAASPP Test Results 2015

English Language Arts/Literacy

	11th Grade	All
Number of Students Enrolled	24	24
Number of Students Tested	20	20
Percent of Enrolled Students Tested	83.3%	83.3%
Number of Students with Scores	20	20
Mean Scale Score	2597.4	N/A
Standard Exceeded	10%	10%
Standard Met	45%	45%
Standard Nearly Met	35%	35%
Standard Not Met	10%	10%

CAASPP English Language Arts/Literacy Areas

Reading: Demonstrating understanding of literacy and non-fictional texts		
	11th Grade	All
Above Standard	50%	50%
At or Near Standard	40%	40%
Below Standard	10%	10%

Writing: Producing clear and purposeful writing		
	11th Grade	All
Above Standard	25%	25%
At or Near Standard	65%	65%
Below Standard	10%	10%

Listening: Demonstrating effective communication skills		
	11th Grade	All
Above Standard	0%	0%
At or Near Standard	80%	80%
Below Standard	20%	20%

Research/Inquiry: Investigating, analyzing, and presenting information		
	11th Grade	All
Above Standard	15%	15%
At or Near Standard	80%	80%
Below Standard	5%	5%

CAASPP Test Results 2016

English Language Arts/Literacy

	11th Grade	All
Number of Students Enrolled	24	24
Number of Students Tested	23	23
Percent of Enrolled Students Tested	95.8%	95.8%
Number of Students with Scores	23	23
Mean Scale Score	2551.2	N/A
Standard Exceeded: Level 4	9%	9%
Standard Met: Level 3	17%	17%
Standard Nearly Met: Level 2	52%	52%
Standard Not Met: Level 1	22%	22%

CAASPP English Language Arts/Literacy Areas

Reading: How well do students understand stories and information that they read?		
	11th Grade	All
Above Standard	22%	22%
Near Standard	48%	48%
Below Standard	30%	30%

Writing: How well do students communicate in writing?		
	11th Grade	All
Above Standard	9%	9%
Near Standard	70%	70%
Below Standard	22%	22%

Listening: How well do students understand spoken information?		
	11th Grade	All
Above Standard	4%	4%
Near Standard	70%	70%
Below Standard	26%	26%

Research/Inquiry: How well can students find and present information about a topic?		
	11th Grade	All
Above Standard	4%	4%
Near Standard	74%	74%
Below Standard	22%	22%

CAASPP Test Results 2015

Mathematics

	11th Grade	All
Number of Students Enrolled	24	24
Number of Students Tested	20	20
Percent of Enrolled Students Tested	83.3%	83.3%
Number of Students with Scores	17	17
Mean Scale Score	2522.2	N/A
Standard Exceeded	6%	6%
Standard Met	6%	6%
Standard Nearly Met	24%	24%
Standard Not Met	65%	65%

CAASPP Mathematics Areas

Concepts & Procedures: Applying Mathematical concepts and procedures		
	11th Grade	All
Above Standard	6%	6%
At or Near Standard	29%	29%
Below Standard	65%	65%

Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems		
	11th Grade	All
Above Standard	6%	6%
At or Near Standard	71%	71%
Below Standard	24%	24%

Communicating Reasoning: Demonstrating ability to support mathematical conclusions		
	11th Grade	All
Above Standard	12%	12%
At or Near Standard	65%	65%
Below Standard	24%	24%

CAASPP Test Results 2016

Mathematics

	11th Grade	All
Number of Students Enrolled	24	24
Number of Students Tested	21	21
Percent of Enrolled Students Tested	87.5%	87.5%
Number of Students with Scores	20	20
Mean Scale Score	2477.4	N/A
Standard Exceeded: Level 4	0%	0%
Standard Met: Level 3	0%	0%
Standard Nearly Met: Level 2	10%	10%
Standard Not Met: Level 1	90%	90%

CAASPP Mathematics Areas

Concepts & Procedures: How well do students use mathematical rules and ideas?		
	11th Grade	All
Above Standard	0%	0%
Near Standard	10%	10%
Below Standard	90%	90%

Problem Solving & Modeling/Data Analysis: How well can students show and apply their problem solving skills?		
	11th Grade	All
Above Standard	0%	0%
Near Standard	35%	35%
Below Standard	65%	65%

Communicating Reasoning: How well can students think logically and express their thoughts in order to solve a problem?		
	11th Grade	All
Above Standard	0%	0%
Near Standard	45%	45%
Below Standard	55%	55%

STAR Results 2008 – 2013

Algebra 1

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	220	303	284.3
2011 – 2012	301.5	292.5	256
2010 – 2011	317.7	--	282
2009 – 2010	--	284.7	288
2008 - 2009	347	288.3	--

Geometry

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	316	276.7	255
2011 – 2012	279	306.7	318.5
2010 – 2011	347	308	263.5
2009 – 2010	--	289	--
2008 – 2009	316	243	288

Algebra 2

Year	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--
2012 – 2013	--	246
2011 – 2012	369	282
2010 – 2011	322	263.5
2009 – 2010	271	283
2008 – 2009	306.5	255

Summative Math

Year	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--
2012 – 2013	--	--
2011 – 2012	--	--
2010 – 2011	--	344.5
2009 – 2010	--	--
2008 – 2009	295	401.3

Science – Biology

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	334	312.8	358.5
2011 – 2012	303	386	341.3
2010 – 2011	332.7	347	303.7
2009 – 2010	--	309.8	337
2008 – 2009	--	303	317.7

Earth Science

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	--	325	390.3
2011 – 2012	308	458	342
2010 – 2011	--	--	361.4
2009 – 2010	--	381	321.7
2008 – 2009	--	--	335.3

World History

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	321	286	--
2011 – 2012	306	--	--
2010 – 2011	367.5	285.7	--
2009 – 2010	--	343.5	--
2008 – 2009	395.5	310	--

ELA

Year	Grade 9 Mean Score	Grade 10 Mean Score	Grade 11 Mean Score
2013 – 2014	--	--	--
2012 – 2013	335.3	309.3	344.5
2011 – 2012	342.7	383.6	307
2010 – 2011	397.3	349.3	336.6
2009 – 2010	391	325.1	355.6
2008 – 2009	341.3	333.3	358.6

Life Science

Year	Grade 10 Mean Score
2013 – 2014	394
2012 – 2013	330.7
2011 – 2012	380
2010 – 2011	327.9
2009 – 2010	341.1
2008 – 2009	325.3

U.S. History

Year	Grade 11 Mean Score
2013 – 2014	--
2012 – 2013	364.1
2011 – 2012	292.7
2010 – 2011	331.1
2009 – 2010	362.6
2008 – 2009	363

ENGLISH LEARNERS

ACIS has two EL students who enrolled in the program this 2013 – 2014 school year. They took the CELDT test in October, 2013 and have been Reclassified Fluent English Proficient (RFEP).

DISCIPLINE AND ATTENDANCE

One ACIS student was suspended in the 2012 – 2013 school year for violation EC 48900 (h) – tobacco possession. No ACIS students were suspended for the 2013 – 2014, 2014 – 2015, and 2015 – 2016 school years.

No ACIS students were expelled for the 2012 – 2013, 2013 – 2014, and 2014 – 2015 school years.

The long-term attendance rate for students enrolled more than 90 days in the 2012 – 2013 school year was 89.71%, in the 2013 – 2014 school year was 83.5%, and 2014 – 2015 school year was 89.71%

FACILITIES

ACIS shares the facility with the Acalanes Adult Education Center, the District Technology Department, and the Del Valle Transition Program. The site custodial staff maintains the facility from 7:30 a.m. – 4:00 p.m. Mondays, Tuesdays, and Fridays, and 7:30 a.m. – 10:30 p.m. Wednesdays and Fridays. ACIS shares a District technology

technician with the Adult Education Center and other departments on campus.

ACIS has a safe and calm campus. The staff checks for litter and graffiti daily. The Del Valle Education Center annually reviews and updates the Comprehensive School Safety Plan. This plan is utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training, meeting the requirements for the annual Safety Plan Process under Senate Bill 187 and the National Incident Management System. The Del Valle Education Center participates in annual drills for fire evacuation, lock down/intruder, shelter-in-place, and earthquake. The site is inspected annually for maintenance and safety by the Walnut Creek Fire Department and the Director of Facilities, Maintenance, and Grounds.

STAFF

The Director of the Del Valle Education Center serves as the site administrator and academic advisor. The staff is composed of nine part-time teachers, a registrar, and an administrative assistant. All teachers are fully credentialed and hold CLAD certification. Core subject teachers are highly qualified (NCLB) in their curricular areas.

The classified support staff provides excellent clerical, technical, custodial, grounds, and maintenance support to the site. ACIS meets the academic and personal needs of the students on a very limited budget. As ACIS enrollments increases, the District has been supportive in increasing the site budget to hire additional teachers, as needed, for new classes or vacancies.

Steven France – Director
Lissa Heptig – Administrative Assistant
Carolyn Madderra – Registrar
Rae Eckholm – Student Support
Joan Karr – College and Career Specialist
Terri Borgard – Special Education
Sean Campbell – Math
Zachary Holt – Physical Education

Kathleen McGovern – Art
April Rasmussen – English/Cyber High
Carolyn Reynolds – English
Kristina Rojo – Social Science
Celine Sabatier Lacher – French
Suzanne Sparacio – Science and Cyber High
Julia Waggener - Science

SCHOOL SCHEDULE

ACIS uses a two-hour block schedule for all classes. Students are required to complete a minimum of 10 hours of work per class per week.

GRADUATION REQUIREMENTS

In order to earn a diploma from the Acalanes Center for Independent Study, each student must complete the following graduation credit requirements:

English	40
Math – Including Algebra 1	20
Physical Education/Health	20
Physical Science	10
Life Science	10
Social Science	30
World Languages/VPA/Career Tech	20
Electives	55
Total	205

In addition, all students must pass Algebra 1 for graduation.

GRADING

The grading system for Acalanes Center for Independent Study is a traditional A, B, C, D, and F. Students are required to complete 90 hours of curricular work in each class to receive five credits. Students must complete 180 hours to earn ten credits.

UNIVERSITY OF CALIFORNIA A – G REQUIREMENTS

ACIS classes meet the University of California A – G requirements.

The Director advises students, during registration and course selection, which classes meet the University of California and California State University requirements. ACIS uses the District Course Catalog as a reference for students seeking direct admission into a four-year college or university. Students needing additional specific information on college or universities or applications are referred to our part-time College and Career Center Specialist.

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

During the midterm visit, the review committee has identified one particular School-wide Critical Area for continued follow-up and further revision. The initial WASC review team called for:

- #1. Secure the necessary resources for staff development sessions in order to further enhance support for student achievement and allow collaboration among and between staff.

The district has added facilities to support this; however, structured time allowed for dedicated staff development sessions are minimal. A dedicated staff development calendar which outlines the intent of future staff development would be beneficial for all staff and stakeholders involved. A dedicated plan of action regarding staff development would also allow school leadership the ability to provide needed training for teacher technology training supporting School Loop, the districts parental communication tool, as well as upcoming Common Core training, curriculum development and roll-out.

The Critical Area for continued follow-up and further revision identified by the visiting committee from 2014 was to “Secure the necessary resources for staff development sessions in order to further enhance support for student achievement and allow collaboration among and between staff.” Following the March, 2014 visit, staff engaged in conversations about the development and implementation of a dedicated plan of action regarding staff development. Staff was surveyed and identified the following areas for Professional Development:

- A. Technology:
 - Gradebooks
 - Email
 - Google Docs and Drive
 - iPad
- B. Education Codes and Board Policies/Administrative Regulations in relation to:
 - Program
 - Attendance
 - Discipline
 - School Activities
 - Sexual Harassment
 - Child Abuse Reporting
 - Bullying/Harassment
- C. Staff/Colleague Check-in on class organization, how classes are going, etc.
- D. Workshops on creative/alternative lesson planning
- E. Continued Common Core exposure
- F. Team Building
- G. Working with at-risk students

Staff Development of Most Interest as relating to Technology

- ✓ Spreadsheets (i.e. Excel)
- ✓ Presentations (i.e. PowerPoint, Prezi)
- ✓ School Loop
- ✓ Creating a Website
- ✓ Google Docs/Google Drive

Staff Development of Most Interest as relating to Teaching Skills

- ❖ Motivating students
- ❖ Learning styles/multiple intelligences
- ❖ Using active learning techniques
- ❖ Developing facilitating skills
- ❖ Teaching students with disabilities
- ❖ English Language Learners (ELL)

Following a discussion among staff, it was agreed upon that staff will attend two meetings per month, one meeting strictly designed for Staff Meeting items and a second meeting devoted to Staff/Professional Development. The following Staff/Professional Development calendar was established:

<i>August 21, 2014</i>	<i>(Substitution Augmentation Modification Redefinition Model) SAMR Model Bullying Prevention/Intervention Mental Health Needs</i>
<i>September 17, 2014</i>	<i>Mental Health, Technology and Google Docs/Drive</i>
<i>October 22, 2014</i>	<i>Creative/Alternative Lesson Planning – Common Core</i>
<i>December 10, 2014</i>	<i>Common Core</i>
<i>January 28, 2015</i>	<i>At-Risk Students</i>
<i>February 25, 2015</i>	<i>Teaching Students with Disabilities and ELL</i>
<i>March 25, 2015</i>	<i>Common Core/ Smarter Balanced</i>
<i>April 22, 2015</i>	<i>Active Learning Techniques</i>
<i>May 20, 2015</i>	<i>Technology Wrap-Up</i>

Ongoing adjustments to the proposed Staff/Professional Development calendar take place as staff recognizes areas to learn from and expand knowledge to better serve students within the ACIS program.

On August 21, 2014, staff engaged in learning about the SAMR Model which offers a method of how computer technology might impact teaching and learning. Staff engaged in a collaborative exercise where they chose a lesson and adjusted the lesson to work through the SAMR Model. Staff gained a greater knowledge of the advantages of computer-based instruction, as well as methods of utilizing and incorporating technology regularly within lesson plans and how students benefit from the use of visual models to reinforce learning. Additionally, in some classes, students were able to facilitate

discussion among classmates with various instructional strategies. In classes, students were able to utilize a Google classroom in which the students regularly participate with interactive science lessons.

Staff expressed interest in learning about Bullying Prevention and Intervention. On August 21, 2014, staff participated in a lecture on prevention and intervention strategies, updated laws and education codes, and how staff may work together towards creating a school climate, which discourage bullying. Staff was provided tools to assist with intervention and prevention strategies, thus allowing for stronger classroom management, leading to improved instructional programs. Students benefit by having staff who are able to better recognize signs of bullying and are able to intervene to assist students in need, thus providing a safe school environment for students to learn.

September 17, 2014, staff continued to learn how to utilize the SAMR Model strategies to improve instruction. Additionally, staff was trained by the District's Technology Consultant on all available technology resources, which may be utilized in and out of the classroom. Students benefit from greater staff knowledge of using technology to enhance curriculum delivery and allow for students to interact among one another with classroom activities beyond the classroom walls.

During the October, 2014, and December, 2014, Staff/Professional Development, the training entailed learning about Project Based Learning (PBL) and how to incorporate this within the current practice at ACIS. Staff worked in collaborative groups to develop cross-curricular PBL lessons, which could be immediately used within the classroom. Staff presented their lessons during the December, 2014, training. Following this training, the English and Social Science classes collaborated and provided cross-curricular lessons around the topics of racism and feminism.

The January 28, 2015, Staff/Professional Development training began with a review of PBL. Staff was reintroduced to Common Core State Standards and Smarter Balanced Assessment (SBA). The trainer presented staff with sample SBA questions, as well as websites to refer to in order to learn more about SBA and strategies that may be used within the classroom to prepare students for the exam. This training allowed for staff to gain awareness of the challenges and areas for improvement in preparing for SBA. Additionally, students benefit from staff incorporating more lessons in direct alignment with Common Core and also prepare students to become familiar with computer-based assessment.

For the February 25, 2015, the Staff/Professional Development training was the topic of current drug trends among teens. Two Deputy District Attorneys from Contra Costa County presented this topic to staff, which included background on the scope and extent of drug abuse among teens, teen prescription drug abuse, how prescription drug abuse has become an epidemic and how it got to this point, and the impact of drug abuse among the community as a whole. Staff was also introduced to how the impact of drug abuse affects the school community, what the current drugs look like, and which drugs are used among teens. This training allowed for staff to gain awareness of potential drug use among the student population and provided staff with the tools to assist with intervention when a student exhibits signs of potential drug abuse.

During the March 18, 2015, Staff/Professional Development training, the Deputy District Attorney from Contra Costa County presented on follow-up trends in drug usage among

teens and myths relating to marijuana. Staff was presented with information pertaining to the addictive nature of drugs in adolescence, the increased potency within marijuana, along with the harmful effects of marijuana on the brain, mental health, and lungs. With the increasingly creative ways distributors are packaging marijuana, staff were introduced to the latest packaging and marketing of marijuana. Following the Staff/Professional Development, classes in the Social Science Department and Biology class were able to develop lessons on brain effects on learning and the use of marijuana. Students benefit from staff learning the latest trends so staff is able to intervene earlier to provide support for students who may be abusing marijuana and other harmful drugs.

The April 15, 2015, Staff/Professional Development training engaged staff in a hands-on walk through and practice test of the Smarter Balanced Assessment. By becoming familiar with the new exam, they would be able to share the format of the exam with students as they prepare to take it the following month.

Technology has been incorporated into the daily routines of staff and students. Attendance is taken online, to provide current and up-to-date attendance. Additionally, all grades are now posted online, through School Loop, providing current academic performance to parents and students approximately every two to three weeks. In order to continue improvement of communication between school and home, all staff has a District email address for enhanced communication. With the addition of School Loop, the communication has increased; teachers are able to develop their own webpage for their class, provide current class and homework, and communicate with families via School Loop. The Director also provides news through School Loop, which is emailed to all students, parents, and staff.

Though ACIS is still continuing to evaluate how to better incorporate School Loop within the school, the use of the "Weekly Assignment and Work Record Forms" provide weekly short-term objectives and assignments per class, per week. These are attached as the face page for the lessons handed out to students in class and serve as the weekly lesson plan for students. At the Master Agreement meeting between student, parent(s), and Director, this form is discussed and shared with families.

Staff reviews the Single Schoolwide Action Plan at the August staff meeting and on a monthly basis throughout the year. During these meetings, staff engages in conversation, reviewing the action plan, and monitoring the implementation of and/or adjustments to be made in order for the action plan to serve the students and school. During the 2012 – 2013 school year, the Single Plan for Student Achievement was updated and incorporated the WASC Action Plan within the plan.

With the Common Core adoption for the 2014 – 2015 school year, ACIS will be working on further training for staff in addition to training on Smarter Balanced assessments.

English 3 and US History collaborate to provide coordination of material. Through this collaboration, students reading a particular novel in English 3 can also learn the historical perspective in the US History class. Novels are taught chronologically so as to best match with the US History curriculum.

Annually, a report is made to the Governing Board on the progress of ACIS. Successes and areas for improvement are shared, as well as the updates on the action plan for

both the Single Plan for Student Achievement and WASC report. The Governing Board also visits ACIS and classes on an annual basis.

To improve upon communication between classroom and home, teachers are now contacting parents, either through telephone and/or email, when a student does not show up for class or attend a make-up class session. Additionally, when students are underperforming, Student Study Team meetings are held with the student, parent(s), teachers, and Director to develop a support plan. Senior letters, at the beginning of each semester, are mailed home, as well as progress reports, indicating areas of concern when a student is not performing to their academic need.

During the 2012 – 2013 school year, ACIS hosted a student celebration lunch for all students in ACIS, staff, and invited the District's Transition Program to the student celebration lunch.

Action Plan Goal #1: Improve Alignment of curriculum design, instruction, and assessment to content standards and ESLRs to enable students to achieve the standards and ESLRs.

At the beginning of each academic school year, staff receives a handbook, which includes the District adopted standards and benchmarks for each course taught by the individual teacher. As staff plan their weekly lessons and complete the "Weekly Assignment and Work Record Forms," the standards and benchmarks, along with ESLRs are incorporated within weekly lessons, assignments, and short-term objectives.

With the District adoption of School Loop, staff is beginning to develop course websites, to include pertinent course material, which is aligned with the course adopted textbooks, standards and benchmarks. This is our second year using School Loop and it is our hope to expand the use of the website to further develop course sites.

Teachers collect "Weekly Assignment and Work Record Forms" along with all accompanying course work. They grade the material, commenting on each assignment, and using the evaluation criteria in alignment with District standards. Total weekly hours of work for Independent Study are noted, along with grading for course credit.

Staff Development opportunities continue to be evaluated and staff is encouraged to speak with the Director of trainings and/or seminars they wish to attend. With Common Core and Smarter Balanced Assessment implementing the 2014 – 2015 academic year, a focus on staff development for this will paramount.

Vocabulary is incorporated within core curricula to increase student reading comprehension. Additional instructional and reading comprehension strategies across the curriculum need to continue to be evaluated and implemented.

Assessment data is shared with staff and incorporated into the Single Plan for Student Achievement. This data is shared with staff throughout the year; however, with the Smarter Balanced Assessment being implemented, time will need to be spent understanding how to evaluate and use this data.

ACIS staff continues to work on diagnostic assessments to provide baseline information on student knowledge and skill levels. For math, staff is working on incorporating text reviews; English staff is considering having students write a short paragraph on their aspirations and what they hope to gain by attending ACIS.

Action Plan Goal #2: Improve student ability to be responsible for their own learning through the development of individual plans for students for academic, ESLR, and personal achievement.

Students in ACIS are responsible for their own learning as prescribed on the “Weekly Assignment and Work Record Form.” During the students’ two-hour class per subject, per week, students receive direct instruction; at the end of class, students are given the “Weekly Assignment and Work Record Form,” which outlines the ESLRs being addressed, the Short-Term Objective, and assignments students are to complete at home for the week, which is then due to the teacher the following school week.

ACIS offers a variety of interventions to all students. Daily tutoring is available six-hours a day Mondays – Wednesdays, and three-hours per day Thursdays and Fridays. Students were once enrolled in a Writing Proficiency course designed to strengthen study habits, writing skills, and the ability to seek additional help with coursework. This required students to attend a two-hour course and complete ten-hours of study skills homework per week. In order to accommodate student needs and credit towards a high school diploma, this class was reformed and now identified as “Tutoring Center” as a daily drop-in for all students. Student Success Team meetings are held when students are at-risk of not passing classes and/or missing seat time. A “Failure to Follow Master Agreement” letter is mailed home and a meeting is scheduled with parents, students, teachers, counselor, and Director to discuss the student’s academic performance and/or attendance issue. Students at-risk may also be referred for special education assessment and/or recommended for a Section 504 Plan.

Action Plan Goal #3: Improve the school culture and organizational infrastructure to support student learning.

ACIS continues to work on improvement of school culture and organizational infrastructure. Staff is working on ways parent groups may become more involved with the school program. Each school year, ACIS holds a Back-to-School Night for parents. At this event, staff reviews the goals of the program for the school year, seeks input, and provides opportunity for parents to meet with staff to discuss ACIS. At the beginning of Fall and Spring sessions, the Director meets with each student and his or her parent/guardian to develop a Master Agreement, which includes courses the student will enroll in for the Fall Session. At these meetings, parents and students review each student’s transcript, where course completion is explained, along with other requirements for graduation.

School Loop has opened stronger communication between staff, students, and parents. Grades are posted approximately every two to three weeks, which keeps students and parents apprised on student performance in classes. The Director communicates with all stakeholders in ACIS through School Loop by publishing information on school events, college entrance information, and other pertinent information students and parents may find of interest. Staff continues to work on strengthening their use of School Loop.

When students miss class seat time, the office staff calls parents and students to notify parents of the absence. Parents and students are also given teacher contact information so that they may arrange for making-up missed seat time and homework. Teachers call and/or email students and parents when a student misses class, is falling

behind in school work, or share any other concerns the teacher might have regarding the student's performance in class.

A College and Career Specialist will now work with students to discuss college and career options after high school. A College and Career Information Board has been created in the 100-wing Main Office. This board includes flyers from colleges and information relating to SAT, ACT, and other testing batteries available to students. The Director is working with the College and Career Specialist on updating the ACIS College and Career tab on the ACIS website, which will include additional information for students and parents.

ACIS holds a student appreciation lunch in the spring of each school year. Annually, the student appreciation lunch is held in conjunction with the District's Transition Program, which is also housed on the Del Valle Campus. Staff would like to hold quarterly celebrations for students, including grade-level events and staff are working on identifying other celebratory events for students.

Refinements made to the schoolwide action plan since the last full self-study visit, which reflect schoolwide progress and/or newly identified issues include:

- Weekly Assignment and Work Record have been revised to identify ESLR's for ACIS and those being covered within a specific assignment;
- ACIS staff is provided the opportunity to participate and attend the annual District Institute Day, which is held prior to the start of the school year. Institute Day is a day when all District staff come together to kick-off the new school year and review goals for the school year. Staff then returns to their assigned school sites for additional meeting time for professional development and beginning of year information.
- ACIS staff continues to evaluate how to better improve communication between staff, students, and parents. Through the use of School Loop, this communication has improved and staff continues to improve and strengthen their use of School Loop for grades and course curriculum materials.
- At monthly staff meetings, staff conducts Student Success Team (SST) meetings on each student enrolled in the program. This offers staff time to share successes, as well as how to support students who are experiencing difficulties.
- Staff will focus on Common Core and Smarter Balance Assessment in order to be prepared for the rollout in the coming school year.
- In an effort to evaluate our school program, ACIS staff will work on developing and implementing a course evaluation form, which students will complete at the end of each course. This evaluation will be used as a tool to improve instruction and school programs.
- At staff suggestion, a new student orientation intake form for students and families to complete was completed. This information may assist staff in working with the student.
- It was noted that a New Teacher Orientation Manual and teacher handbook would be helpful for all. The manual was created and distributed at the beginning of school year staff meeting held August, 2016. Information includes the

functionality of the program, course curriculum, how to complete Weekly Assignment and Work Record forms, how attendance/ADA is calculated, etc.

- Staff have identified some students may need a remedial and/or basic English skills class to help with reading and writing comprehension. These students are referred to the Tutoring Center.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

The ACIS staff engaged in an analysis of the California Assessment of Student Performance and Progress (CAASPP) data from 2015 and 2016. Students assessed in both years are only 11th graders, thus one cannot compare individual student growth from these results.

With available data, staff has opened discussion on how areas assessed can be addressed in cross-curricular areas; for example, “Demonstrating understanding of literary and non-fictional texts” are skills that apply not only in English/Language Arts, but in all textbook reading (i.e. social science, science, world language, etc.). Another example is the area of math, “How well can students think logically and express their thoughts in order to solve a problem?” can be applied in science, social science, physical education, etc.

The number of students enrolled at time of testing in both 2015 and 2016 were identical at 24 students; however, in 2015, 20 students tested in ELA whereas 23 tested in 2016. For mathematics, 20 students tested in 2015 and 21 tested in 2016. The data from 2015 and 2016 CAASPP reports indicate a decline in performance in both English/Language Arts and Mathematics.

Reflecting upon the Schoolwide Learner Outcomes (SLOs) developed by and for ACIS, there are clear critical learner needs to be addressed.

1. “Problem Solving and Modeling and Data Analysis: How well can students show and apply their problem solving skills?” directly correlates with ACIS SLO of “ACIS students are effective problem solvers.”
2. The CAASPP ELA areas of “Writing: How well do students communicate in writing?,” “Listening: How well do students understand spoken information?,” and “Research/Inquiry: How well can students find and present information about a topic?” correlate with ACIS SLO of “ACIS students are effective communicators.”
3. The overall CAASPP test results in both ELA and Mathematics correlate with ACIS SLO of “ACIS students acquire a common core of academic knowledge and skills that meets the state content and skill standards.”

Chapter IV: Self-Study Findings

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

➔ **Note:** Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

- At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs
- Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
ACIS staff annually evaluates the Mission Statement and Schoolwide Learning Results (SLOs) and both were	Mission Statement

revised during the 2015 – 2016 school year.	SLOs
ACIS has a clear mission statement and SLOs to support student learning. ACIS staff believes that all students can learn and be college and career ready.	Mission Statement SLOs Meeting Agendas
At Master Agreement Meetings held with the Director, student, and parent(s)/guardian(s), the Mission Statement and SLOs are shared and a discussion is held on the connection between the SLOs, Mission Statement, and student performance while attending ACIS.	Master Agreements Student and Parent Information Packets ACIS Website
The Mission Statement and SLOs are posted on the ACIS Website and in ACIS classrooms.	ACIS Website Classrooms

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The Single Plan for Student Achievement is reviewed and approved by the Governing Board January of every school year.	Board Agenda and Minutes
The Governing Board visits ACIS on an annual basis, meeting with the Director, visiting classrooms, and touring the Del Valle campus.	Board Calendar
District policies and bylaws are reviewed and updated by the Governing Board.	Board Policies
The District Administration will recommend changes to policies, implement those changes, and monitor and evaluate their effectiveness.	Board Policies
District Office Administration and site principals meet bi-weekly to discuss data and test scores and share best practices for school and district improvement.	Administrative Council Agendas
ACIS holds a Back-to-School Night (BTSN) every September for parents/guardians to be introduced to teachers and the philosophy of the program.	BTSN Letter to Parents Agendas for BTSN PowerPoint Presentations for BTSN

Effective the 2016 – 2017 school year, students and parents/guardians complete a school survey about the effectiveness of the ACIS program.	Survey results
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Each year, the ACIS staff analyzes student performance data to revise the Single Plan for Student Achievement and WASC Action Plan.	Smarter Balanced Assessment Data Staff Meeting Agendas Single Plan for Student Achievement
The ACIS Single Plan for Student Achievement is revised through an analysis of student performance data, critical academic needs, SLOs, and State and District standards.	Single Plan for Student Achievement Staff Meeting Agendas WASC Self-Study
A crosswalk activity with the WASC Action Plan and Single Plan for Student Achievement takes place to help ACIS staff identify critical areas of need and measure student performance.	WASC Self-Study Single Plan for Student Achievement Staff Meeting Agendas Smarter Balanced Assessment Data Student Grades/Transcripts

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. Clear policies and procedures are in place clarifying that the Board establishes the District long-term vision and the basic organizational structure, adopts policies, curriculum, and the budget, and ensures accountability to the community, including personnel achievement and programmatic and fiscal accountability.	Board Documents All District Policies and Procedures are Available at boarddocs.com
The Board and District administration provide support for the school site vision and student learning outcomes. The Board monitors school site achievement and student progress through several assessment reports provided to the Board and annual review/approval of Single Site Plan for Student Achievement (SPSA). The SPSA is closely aligned to the District LCAP and the school actions are supported by the District resources. The District basic complaint and uniform complaint procedures are followed at the school and support by District personnel.	District LCAP Annual Report SPSA

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Though ACIS offers Cyber High online instruction, Cyber High is an online credit recovery program offered through Fresno County Office of Education. This program is not accredited through ACIS, but is accredited through Fresno County Office of Education.	www.cyberhigh.org

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The AUHSD Governing Board maintains a close relationship with ACIS, participating in school events and through the annual presentation to the school board on the progress, annual goals, and initiatives that are taking place at ACIS.	Board Documents
Members of the AUHSD Governing Board attend workshops by CASBO so they have a clear understanding of their role as board members for the school district.	Board Trainings and Workshop Schedule

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Parent meetings are held as appropriate with all ACIS students. Parents are regularly informed about LCAP meetings and input sessions via communications from the Superintendent. Input from parents to the school administration is shared out at meetings with district staff.	Administrative Council Board Meetings Coordinating Council Meetings

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The Governing Board receives and approves reports demonstrating progress toward District goals and the Eight State Priorities. District staff prepares reports to the Board regarding the sustained relevance of District goals based on student performance and examines school programs related to the goals.	Board Agendas and Minutes
School sites annually report to the Board regarding their progress toward SPSA goals and highlight programs and interventions to support the goals, which include goals toward career and college readiness. School sites also report on program highlights to showcase school site excellence and targeted programs.	SPSA Plans Board Agendas and Minutes
The fiscal health of schools is reported to the Board through financial audits and routine financial reporting. District staff oversees and monitors all school site financial accounts and ensures strong fiscal health. School administrators and financial bookkeeping staff have periodic training and best practices are employed at the school site.	Financial reports: First Interim, Second Interim, Annual Budget. All available through board documents on the district website.

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
All parents receive annual notifications regarding the AUHSD complaint procedures. AUHSD has adopted a uniform complaint procedure that is updated annually and sent to all parents.	Uniform Complaint Procedures

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The majority of students attending ACIS have been previously enrolled in one of the four District comprehensive high schools. Prior to enrollment, each student is assessed through a full CUM review including attendance, discipline, assessment data, and grades.	CUM Folder Aeries Data Transcripts ACIS Referral from Student's Counselor
Monthly, all staff forms the Student Review Team to review and discuss each ACIS student's progress in the program. Attendance, grades, behavior, and work completion are shared and intervention strategies are developed to support each individual student.	ACIS SRT/Staff Meeting Agendas Student/Parent Contact School Loop Staff email Student/Parent Meetings

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Staff engaged in review of and discussion on Western Association of Schools and Colleges (WASC) Action Plans along with ACIS Single Plan for Student Achievement (SPSA) Goals during the August, 2015 staff meeting.</p> <p>Continuing in September, October, November, and December staff meetings, staff participated in a activities sharing and discussing the SPSA goals along with WASC Action Plans side-by-side, pairing and aligning both plans' goals to address the needs of the student population.</p>	<p>WASC Meeting Minutes</p>
<p>Plan was developed with the Alternative Schools Accountability Model (ASAM) as a guide. Within this framework, alternative schools base performance indicators on <u>student punctuality; sustained daily attendance; student persistence; attendance, writing, reading, and math achievement; credit completion (actual); credit completion (average);</u> and <u>high school graduation.</u></p> <p>Longer than one session – students who are enrolled for two semesters (explain – i.e. Fall Session [August – January], Spring Session [January – June]).</p> <p>Weekly Assignment and Work Record Form – (share and explain each student receives from assigned teacher. Documents ESLRs covered, short-term objective, dates of completion, assignment, teacher comments, grading, evaluation, etc. based upon adopted District/Board curriculum.)</p>	<p>Planning Sessions with Staff for WASC</p>
<p>A shift took place moving from STAR and CAHSEE data to Smarter Balanced Assessment (SBA) data. During the August, 2016 Staff Development, ACIS staff reviewed the new results opened discussion on comparison of the three types of assessments. Staff began to identify student achievement areas for growth.</p>	<p>SBA Data STAR CAHSEE Staff Development Agenda</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Staff continually reviews student progress and reports assessment information to parents/guardians in a timely manner.	Meeting Agendas and Minutes
ACIS is committed to open communication and easy access to information.	Meeting Agendas and Minutes

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
All school administrators participate in meetings regarding shared decision making and collaborative leadership. Staff input is regularly encouraged.	Meeting Agendas and Minutes

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
ACIS staff is hired using District policies and hiring procedures, which follow State and Federal Law.	District Policies
Teachers are hired with appropriate credentials and are CLAD certified.	District Personnel Records
New teachers to the profession are eligible for participation in the BTSA program.	BTSA Participation District Personnel Records
Teachers are assigned to teach classes based upon appropriate credential authorization.	Master Schedule District Personnel Records
ACIS staff are part-time employees in the District.	District Personnel Records Salary Schedule
Monthly ACIS Staff and Professional Development meetings are held to discuss instructional best practices and strategies to address student performance.	Staff Meeting Agendas Staff Meeting Calendar Staff Development Calendar

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
ACIS staff is hired to teach courses within their appropriate credential subject area.	District Personnel Records
Director meets with all staff members. New staff members are provided with all information pertinent to the way ACIS operates, including expectations of staff with stakeholders. They are provided with their schedule and all required paperwork (i.e. timesheets, Weekly Assignment and Work Records Forms, grading explanation and expectations).	ACIS Staff Handbook

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
At the beginning of each school year, ACIS staff is given a Staff Handbook, which includes information on how the program operates and is also provided with their subject specific Standards and Benchmarks. This handbook includes all forms, calendars, and policies and procedures as they relate to the operation of ACIS.	ACIS Staff Handbook

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
ACIS staff participates in an August professional development meeting to begin each school year and also participate in monthly professional development	Staff Development Meeting Agendas

meeting at ACIS. These meetings are developed based upon District, school site, and teacher specific goals and needs.	
ACIS staff is invited to participate in the District Summer Institute, which addresses topics such as: District/State standards and benchmarks, grading standards, technology in the classroom, grade and subject-alike collaboration, textbook adoption.	Summer Institute Agenda

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
ACIS does not employ online staff members.	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
ACIS staff is annually evaluated by the Director.	Evaluation Form
Each Spring, ACIS is audited and all paperwork submitted by staff are evaluated for completeness and accuracy. This includes Weekly Assignment and Work Record forms and daily attendance record.	Weekly Assignment and Work Record forms Aeries Attendance Data
Staff completes monthly timesheets, which is verified by daily sign in sheets.	Sign-in/Sign-out Sheets Timesheets
Progress reports take place approximately every two-weeks. One week prior to their being due, the Director emails staff with detailed instructions on how to submit progress reports and guidelines for additional forms to be completed when a student is not performing up to standard. Progress reports are submitted through School Loop and the Director is able to view when grades have or have not been submitted.	Grading Calendar Emails at each grading period Emails if student's grade has dropped
If a student's grade is a "C" or lower, in addition to a Progress Report grade submitted through School Loop, teachers are required to complete a Student Progress Report form, which outlines missing homework hours, missing seat time hours, and other information relating to classroom performance.	Appendix B of Staff Handbook: "Student Progress Report Form"

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
ACIS does not employ online staff members.	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
ACIS operational budget is funded through the District General Fund.	District Adopted Budget ACIS Budget
Through Measure E funding, the Del Valle Education Center was rebuilt/remodeled. Through that process, the facility was modernized.	Measure E

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The Director works with the Business Office at the District to develop the annual budget for ACIS.	Annual Budget

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
ACIS and the Del Valle Education Center have a School Safety Site Plan, which is annually revised by staff and approved by the Governing Board.	School Site Safety Plan
The Del Valle Education Center is staffed by 1 full-time day custodian and a 40% evening custodian to maintain the cleanliness and functionality of the facility to be sure the facility is kept clean, in proper working order, and safe for students, staff, and all stakeholders.	Del Valle Education Center Staffing Custodial Routes
The District Maintenance Department responds within a timely manner to conduct repairs to the facility and maintain a safe and functional educational environment.	District Maintenance Work Orders
The District Technology Department, housed at the Del Valle Education Center, provides technical support to maintain and repair technology equipment.	Technology Work Orders

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
The District has a prescribed textbook adoption process and ACIS staff receives funding to purchase newly adopted textbooks and resources.	District Textbook Adoption
Computers and printers are available to all staff and students. Room 109 houses a PC computer lab where daily tutoring is available. Additionally, iPads are available for instructional use.	ACIS Budget Room 109 iPad cart
School Loop, an online communication tool, is used by all staff at ACIS and all students and parents have access to log onto the system. School Loop provides teachers the ability to publish materials relating to their classroom, students and parents are able to access this information. Grades are also published through School Loop, in addition to grades being mailed home.	ACIS Staff School Loop pages
Google Classroom is being used by various teachers in ACIS to provide supplemental educational opportunities for students and collaboration among students in class.	Teacher Google Classroom sites

<p>iPad applications are purchased and available for instructional purposes. The Math and Science Department have explored the use of apps to enhance instruction.</p>	<p>iPad Carts Teacher Lesson Plans/Weekly Assignment and Work Record Forms</p>
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>The district regularly posts available positions and participates in job fairs in order to recruit and retain highly qualified staff.</p>	<p>Ed Join Postings Job Fair Participation</p>

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The district LCAP plan ensures that resources are spent on priority areas: recruiting staff, providing professional development, and ensuring equity and access to all students.</p>	<p>LCAP</p>

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

ACIS has a clear mission statement and SLOs to support student learning. ACIS staff believes that all students can learn and be college and career ready. Staff discusses and review student performance data monthly to ensure that individual student needs are being met. ACIS staff, District Office, and Governing Board annually reviews the Single Plan for Student Achievement and the WASC Action Plans. The District fully supports all facets of ACIS, as well as provides sufficient budget funding for ACIS staff, materials, and supplies.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- The AUHSD Governing Board maintains a close relationship with ACIS, participating in school events and through the annual presentation to the school board on the progress, annual goals, and initiatives that are taking place at ACIS.
- District Office staff are responsive to the budgetary needs, staffing of ACIS, and providing curriculum and teacher in-service as needed.
- The staff at ACIS is dedicated to the success of every student by recognizing individual strengths and areas for growth.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- ACIS will continue to work with our parent and student population to become more involved within the development of the positive school culture (improved attendance, improved grades, improved credit acquisition, and standardized test performance).

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
During the 2014 – 2015 academic year, ACIS staff participated in a yearlong professional development training related to Common Core and explored the updated curriculum and Smarter Balanced Assessment. Training included: Substitution, Augmentation, Modification, and Redefinition (SAMR) Model; Alternative Lesson Planning; Project-based Learning; Teaching Students with Disabilities, ELL, and At-Risk; and Active Learning Techniques.	Staff Development Agendas
Annually, ACIS staff is trained on the use of available educational technology tools, which include: Google Docs/Drive; Wordle; iPad Apps; and Google Classroom.	Staff Development Agendas Teacher Classroom Sites
<p>Alternative Lesson Planning:</p> <p>Social Science – Rather than teacher led lectures, the students instruct the class by using notes taken from text and presenting them and/or doing a PowerPoint on a specific topic within history. Students in Government and Economics classes debate specific topics such as troop withdrawal and health care reform. Student have viewed and analyzed the current presidential, as well as, historic debates.</p> <p>English - All lessons are being adapted to fit in the alternative educational setting at ACIS. Each week of class instruction, lessons are varied to include plentiful class discussion, reflection on the homework, and peer-</p>	<p>Student Notes</p> <p>Power Point Presentations</p> <p>Weekly Assignment and Work Record Forms</p>

<p>to-peer instruction. Independent study then centers on: engaging the text at both the academic and personal level; reflecting on the text; and, analyzing the text and formal essay writing.</p> <p>Science – Content delivery is adjusted to increase pace and to fulfill requirements for curriculum in a 4-hour per week class session.</p> <p>French – In an example of one lesson, the objective was to learn how to express negation in French. The lesson began with a lecture explaining the structure of negative sentences in French. With guided practice, students replied to some statements with negative sentences.</p> <p>Mathematics – Because students enrolled in mathematics enter at different levels, student needs are reviewed and teaching strategies are scaffolded to provide individualized instruction.</p>	<p>Geology Semesters 1 and 2 syllabi and lesson plans</p> <p>Mid-year entry students are placed in appropriate curriculum</p>
<p>Project Based Learning:</p> <p>Social Science - Students in my history classes do a PPT on a specific topic in history and present it to the class this is a project during the 10 hour homework assignment the students research a specific topic within a general topic from the book or chapter. For example, World War I- students use the book and a specific website www.firstworldwar.com. The students research the topic and present to the class. For example, students have done projects on chemical warfare, trenches, airplanes, Adolf Hitler during WWI, etc.</p> <p>Students have been asked to do a research paper on a Supreme Court case and have learned how the case or constitution have been questioned by viewing and learning about Korematsu v. United States. The students are asked to research a specific case they might find interesting and learn what laws are in question, what rights, arguments, and outcome. Some students have done this on Brown v. Board of Education, Plessy v. Ferguson, Nixon v. United States, etc.</p>	<p>Student work samples</p>

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
ACIS courses are approved by the University of California’s “a-g” requirements. Courses include: English 1, English 2, English 3, English 4, World History, US History, Government, Economics, Psychology, Algebra 1, Geometry, Algebra 2/Trig, Geology, Biology, Art 1, Art 2, Art 3, 3D Art 1, 3D Art 2, Independent Art Portfolio, and French 1.	District Course Catalog District Courses of Study
ACIS course offerings have expanded to include Advanced Art 3, 3D Art 2, Psychology, French 1 and 2, and Algebra 2/Trig.	Master Schedule
Seniors are encouraged and aided in submitting applications to college. With the hiring of a College and Career Specialist in December, 2016, students will be provided with an additional resource to assist with college applications and/or career-readiness.	70% of seniors plan to attend college after high school Students select classes that challenge them and match up with requirements through thoughtful scheduling of required and eligible courses

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Though ACIS offers Cyber High online instruction, Cyber High is an online credit recovery program offered through Fresno County Office of Education. This program is not accredited through ACIS, but is accredited through Fresno County Office of Education and courses are approved by the University of California’s “a-g” requirements.	www.cyberhigh.org

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Weekly Assignment and Work Record forms list the short-term objective for the week's assignment, the Schoolwide Learner Outcomes addressed with the assignment, and desired outcomes are listed within the teacher expectations of work to be completed.	Weekly Assignment and Work Record Form Student Work Teacher lesson plans
English teachers met to discuss core literature and work with the social studies teacher on curriculum alignment.	Teacher lesson plans Student work samples
Student work samples	English: Plays, short stories, murals, video or play performances, posters, book reports, essays, creative writing, tests Economics: Balance the federal budget project Government: Power Point presentations, tests Biology: Student Power Point presentations, lab experiments with written analysis and conclusions, worksheets, and tests Geology: Lecture, Student class notes, study guides, data, lab work samples Mathematics: All student work is archived
Student graduate survey	In-class surveys: teachers and skill acquisition
Schoolwide Learner Outcome, ACIS students are effective decision makers is addressed in all subject area courses. In English 3 and 4, students are assigned formal writing	Student Work Samples Weekly Assignment and

<p>assignments where they choose one from a set of prompts. For example, English 4 <i>Taming of the Shrew</i>,” students defend, challenge, or qualify the marriage depicted as an example of a healthy relationship.</p> <p>In Art, through the Mandala lesson, students learn the color wheel prior to completing the Mandala. Students are required to use this information to successfully use color on the Mandala correctly so they enhance the integrity of the design.</p> <p>For every lesson in French, students are given homework based on that particular week’s lesson. In every homework assignment, equal to 10-hours in length, there is a mixture of audio, written, reading, and research activities. Students are to organize their time in a way to finish this homework assignment by the time class meets again the following week.</p> <p>In English 3, when students study <i>The Crucible</i>, they research the lives of colonial Salem. For example, students must gain an insight into the historical context of life in 1692 Salem. Research includes: why people settles the colonies; the system allowing people to form (land grants); and common religious beliefs.</p> <p>In Geology, students use prior knowledge from basic and in class chemistry review to fill in a chart of protons, neutrons, electrons for pre-selected elements listed on the Period Table of Elements. Students maintain a chronological binder of all classwork to use as review for quizzes and tests.</p> <p>In social science courses, through a debate lesson, students choose a side to defend. The debate is based upon an article about the 51st State. Students then decide affirmative or rebuttal based on facts and research.</p> <p>For mathematics courses, students learn problem solving techniques as related specifically to methods taught in previous courses. Concepts are expanded with new depth and new concepts. Additionally, students are taught and encouraged to use technological sources on Internet and/or iPad to analyze and solve mathematical problems.</p>	<p>Work Record Forms</p> <p>Cross-curricular lesson plans and in class discussions between social studies and English curriculum</p> <p>Atomic theories taught in prior science courses</p> <p>Student binders with class work</p> <p>Geometry curriculum consists of continuation of skills taught in Algebra 1</p>
<p>Schoolwide Learner Outcome, ACIS students are able to set goals and implement plans effectively to reach those goals is addressed in all subject area courses.</p> <p>Students in English 3 and 4 have a goal to improve</p>	<p>Student Work Samples</p> <p>Weekly Assignment and</p>

<p>French curriculum utilizes “info gap” activities, which follow the “jigsaw” technique, where each partner receives a sheet with different information. The two partners need to communicate in order to find out each other’s information. For instance, for one assignment, each partner has a picture of a classroom. These two classrooms looked slightly differently and had approximately eight differences. Through communication in the target language of French, students are tasked with finding out what those differences are without seeing the other student’s paper.</p> <p>When students are assessed for content knowledge in Geology, they are allowed to use notes so that they need to demonstrate that they can apply their knowledge to “word problems” and be able to understand how data can give them evidence to solve real-world problems such as where to dig a well.</p> <p>In Economics, students learn to balance a budget. Through this lesson, students learn that a cut to a budget in one area affects another program within that budget.</p> <p>Algebraic methods are shown as methods of solutions of geometric problems. Additionally, students in mathematics classes discuss concepts and problems in class with one another. An online collaborative editing project is assigned.</p>	<p>Student notes for each chapter</p> <p>Chapter quizzes and tests</p> <p>Balance Federal Budget, use of Federal Budget puzzle on iPads, discuss effects of cutting programs</p> <p>Student work in teams on cross-curricular research projects relating biology and geometry</p>
<p>Schoolwide Learner Outcome, ACIS students are effective communicators is addressed in all subject area courses.</p> <p>In addition to the formal writing in an English class, teachers include assignments requiring students to access online, print, read, and annotate materials.</p> <p>Through art curriculum, students research and explore on the computer their ethnic heritage and how their culture visually communicated their expressions.</p> <p>At the end of the semester in French 1, students will be assigned a PowerPoint presentation project. They will need to present a Francophone country of their choice.</p> <p>At the end of the semester in French 1, students will be assigned a project requiring them to describe themselves and their family using approximately thirty sentences. Students will need to present this report to the class use a PowerPoint presentation with visual</p>	<p>DSM assignment for <i>Hamlet</i></p> <p>Bechdel test assignment for <i>Taming of the Shrew</i></p>

<p>images.</p> <p>Geology utilizes Google Classroom, where students sign in with their District account and navigate the Geology “classroom.” Students are required to complete eight of ten Google classroom assignments throughout the course.</p> <p>In social science, students write a news article about Gettysburg. They report as if they were there and see the casualties and hear President Lincoln. This allows students to analyze and write a story from their perspective.</p> <p>For mathematics courses, students use online graphing calculators such as Desmos and Geogebra. Additionally, methods and reasons to explain conclusions in doing problems are demonstrated such as citing applicable theorems and how to provide reasoned responses.</p>	<p>Geology Google Classroom archives</p> <p>Graphing of linear, quadratic, and logarithmic equations in Demos.</p> <p>Demonstration of various types of geometric transformations on Geogebra</p>
<p>Schoolwide Learner Outcome, ACIS students acquire a common core of academic knowledge and skills that meets the state content and skill standards is addressed in all subject area courses.</p> <p>English 4 course curriculum requires students to demonstrate their ability to analyze credible sources, particularly online.</p> <p>In Art, the final product of the Mandala clearly communicates students’ individual knowledge and skill level.</p> <p>Geology curriculum requires students to learn how to plot data, draw line graphs, and interpret that data.</p> <p>In Social Science, students view and analyze the Kennedy vs. Nixon debate. Students then draw their own conclusions on who won the debate. Students analyze the points discussed and decide who won based upon appearance and discussion. Through this, students decide if appearance is more important than fact.</p> <p>In mathematics courses, the fundamental concepts of Algebra and Geometry are addressed and students are taught how to apply those skills. Additionally, instruction and explanation of open-ended math questions versus more straightforward problem-solving questions are</p>	<p>Student Work Samples</p> <p>Weekly Assignment and Work Record Forms</p> <p>Student binders</p> <p>Assessment quizzes</p>

taught.	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
English 1 and 2 collaboration with Social Science	Coordinated with World History/Writing
English 3 collaboration with Social Science	Coordinated with US History/writing
English 4 collaboration with Social Science	Coordinated with Government and Economics/writing
Science and Mathematics department collaboration	Efforts made between math and biology

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
As the only alternative education program in the District, ACIS staff has not articulated with partner Districts or feeder schools.	
Students attending ACIS have previously attended one of the AUHSD comprehensive school sites (Acalanes, Campolindo, Las Lomas, or Miramonte) and are referred to the program at the request of parents/guardians and students.	ACIS referrals to program
Beginning December, 2016, ACIS will employ a part-time College and Career Specialist to work with students on obtaining information on college admission and/or career opportunities.	
A graduate follow-up study is planned to begin when the College and Career Specialist is hired. The use of Naviance, which is available to all students in ACIS,	College and Career Specialist job expectations

may assist with this study. During Master Agreement meetings, students complete a post-secondary questionnaire to gather information on students' desired goals and objectives.	Naviance ACIS Post-Secondary Questionnaire
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B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Annually, the school guidance counselor and Director meet to review each student's transcript and develop a "Student Annual Academic Plan" for the year for each student.	Student Annual Academic Plan Course Enrollment Transcripts
Beginning with August, 2016 Master Agreement meetings, each student complete a "Student Post-Secondary Survey" indicating their goals and objectives after graduating from high school. With the hiring of the College and Career Specialist, ACIS will develop a College and Career Fair in Spring for students, based upon their college and career interests.	ACIS Student Post-Secondary Survey
The College and Career Specialist will assist students in career exploration, including college information, technical training programs, and/or military services.	College and Career Specialist job expectations

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Math courses connect to real world applications through scientific, statistical, and economical equations. Students engage in a collaborative research project with science course applications.	Weekly Assignment and Work Record Forms Student Work Samples Lesson Planning
All students have access to additional teaching time and resources for all courses. Upon request, students may meet with all teachers for extra instructional support. Tutoring is also available in the Tutoring Center 6-hours per day Mondays – Wednesdays and 3-hours per day Thursdays and Fridays.	Tutoring Center Schedule Teacher Office Hours
In math courses, students are taught and encouraged to use available instructional technology. Students have access to mathematics digital textbooks. Additionally, students have access to applications on the iPads for online graphing resources and additional instructional videos through Khan Academy.	Lesson Plans Desmos and Geogebra applications on iPads
All students have the opportunity to improve and/or correct tests and quizzes to a passing grade in science and mathematics courses. Staff is available to schedule additional time for this purpose on student request.	Course Syllabus Teacher Office Hours Weekly Assignment and Work Record Forms Student Work Samples
In Social Science courses, students learn about supply and demand and how price affects other goods. For example, how they affect complimentary goods and substitute goods, especially during rationing.	Student Work Samples Lesson Plans Weekly Assignment and Work Record Forms
Through the Social Science course curriculum and instruction, students learn the elements of racism and how it affects decisions. For example, students learn the cycle leading to genocide, the elements of the 14 th amendment, Civil Rights of the 1960's, and the Holocaust.	Lesson Plans to include but not limited to: Questions of Tolerance assignment; Chart of Genocide; Korumatsu vs. US analysis of Civil Rights. Weekly Assignment and Work Record Forms

	Student Work Samples
In Geology, students examine rock samples and learn to identify minerals that make up rocks and how to identify the 3 main rock types.	Mineral ID Lab Igneous Rock Lab Student Work Samples
Through the Geology curriculum, students apply knowledge of rock layers and movements of large land areas to understand how the actual environment looks in the real world.	Student Work Samples Lesson Plans Geologic Profiles Worksheets
In Geology, students learn how to use models, such as maps and computer simulations, to understand how the Earth was formed and changes over time.	Lesson Plans Student Work Samples Lesson Worksheets Computer Lessons/Activities
In science, students read actual scientific articles in order to explore in-depth a topic that they have interest in and write a paper demonstrating an important ability to write an expository paper with supported information.	Student Work Samples Weekly Assignment and Work Record Form Lesson Plans
In English courses, students access curriculum through critical thinking and analysis of literature, formal essay writing, analyzing sources for credibility, and in English 3, write an essay on the topic of “What are America’s Core Values Today?”	Student Work Samples Lesson Plans Weekly Assignment and Work Record Forms
Through the study of <i>The Crucible</i> in English class, students evaluate the characters through three lenses: 1692, 1953, and 2016 (current day). The villainess is no longer evil; she becomes a marginalized female figure. Students must re-determine how they feel about her, while also reaching a new understanding of marginalization in today’s world.	Student Work Samples Lesson Plans Weekly Assignment and Work Record Forms
In French class, students learn to speak French. They may use this language when visiting a Francophone country. Students also learn about different Francophone cultures, which help them become more sensitive to different world cultures.	Student Work Samples Lesson Plans Weekly Assignment and Work Record Forms
The art curriculum teaches students design curriculum; a program that will give them real-life skills to be successful in various design fields (i.e. illustration, graphic, industrial, architecture, and fashion). Students	Student Work Samples Lesson Plans

learn the principals of design and the elements of art, which provide students with the entire range of art.

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
The College and Career Specialist, will be responsible for setting up a College and Career Center, as well as information on the ACIS website. Parents and students will have access to meeting with the College and Career Specialist to discuss personal post-secondary goals.	College and Career Specialist job expectations

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
ACIS staff recognizes how important the transition from high school to college, career, or other postsecondary high school options. For that reason, a College and Career Specialist will begin working with ACIS December, 2016.	

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Students are provided with unique and individualized student study/learning goals through Independent Study curriculum.

Cyber High online learning is available to students who need to earn credit recovery in subjects, in addition to their classes scheduled through ACIS. This program is not accredited through ACIS, but is accredited through Fresno County Office of Education and courses are approved by the University of California's "a-g" requirements.

To address the shortage of career and college counseling to assist students in planning for their post-graduate options, ACIS will employ a College and Career Specialist beginning December, 2016.

The French curriculum is standards based. A variety of activities and techniques are used during instruction. Extra tutoring hours are offered to any students in need of additional help.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Weekly assignments provide both consolidated and more comprehensive curriculum delivery to students.
- Students entering math mid-year are placed in the proper section of the curriculum prior to transferring to ACIS.
- Variety of technological and communication tools.
- The French curriculum is based on a newly adopted textbook, which is online, and allows students to view authentic Francophone material. It also allows students to hear and speak French outside of the classroom.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- To expand the types of student assessments to allow for more creativity while maintaining the pace of the course necessary to complete it two-times faster.
- Develop cross-curricular activities, i.e. PE and Psychology.
- Professional Development on current educational research.
- Although technology is used during instruction, students would benefit from expanded use of technology in all curricular areas.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Students come from different cities within the District. Students enrolled in English 3 write a research paper comparing and contrasting their city historically versus modern day. Through the study of <i>Our Town</i> , class discussion includes discussion about universal life experiences and the differences in time. In <i>The Crucible</i> , students note examples of sexism, racism, and general marginalization in text and movie.	<i>Our Town</i> Research Paper Classroom Observations Student Work Samples Weekly Assignment and Work Record Forms
Through the study of <i>Merchant of Venice</i> in English 1 and English 2, students research the historical treatment of Jewish race/religion cross-curricular with World History and US History in reference to World War II and Hitler (Holocaust). Students compare and contrast to modern day mistreatment of minorities and ethnic groups.	<i>Merchant of Venice</i> cross-curricular research with World History and US History courses Classroom Observations Student Work Samples Weekly Assignment and Work Record Forms
ACIS staff lists the objectives of each weekly lesson on the Weekly Assignment and Work Record Form for each course. This allows for students to remain informed regarding the purpose of each assignment for each class.	Weekly Assignment and Work Record Forms Classroom Observations Student Work Samples Google classroom
The Weekly Assignment and Work Record Form outline information on the activities and class assignments that each student must accomplish and submit for credit.	Weekly Assignment and Work Record Forms Student Work Samples

Instruction is differentiated by staff when it is determined that a student is unable to keep pace with the remainder of the class or when a student is not able to fully comprehend the material. Teachers will also schedule one-on-one meetings with students for additional support. Students may also access the Tutoring Center Monday – Friday.	Student Work Samples Weekly Assignment and Work Record Forms Classroom Observations
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Does not apply.	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
The class assignments, learning objectives for each unit, and concepts for instruction are listed on each Weekly Assignment and Work Record Form for each class.	Weekly Assignment and Work Record Form Student Work Samples
Science lab and safety skills are taught as part of the instructional program in Geology and Biology classes. Computer research, including the use of iPads, is incorporated into all academic classes.	Lesson Plans Student Work Samples Lab Safety Work Samples Weekly Assignment and Work Record Form
Students demonstrate their understanding of standards and expected performance levels required for achievement and proficiency in each course by completing their weekly assignments for each class enrolled.	Student Work Samples Weekly Assignment and Work Record Form

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Students enrolled in World History, US History, Government, Economics, or Psychology use internet for research, PowerPoint for presentations, Google Docs, and Google Presentation.	Student Work Samples Weekly Assignment and Work Record Form Lesson plans relating to World War II or Psychology course assignments
Student ability to illustrate scientific concepts that are multi-faceted and to use research to make scientifically accurate illustration allow students to give more individualized responses on assessment, incorporating drawings or other creative means.	Diagrams on assessments such as short answer quiz (Geology) Posters
In English classes, students use iPads for research on authors and themes within literature. In Economics, students use iPads to research and balance budget.	Student Work Samples Weekly Assignment and Work Record Form
In PE/Health, YouTube and other multi-media outlets are used as instructional material for exercise.	Student Work Samples Weekly Assignment and Work Record Form
Heartrate monitors and BMI calculators are used to assess student fitness.	Student Work Samples Weekly Assignment and Work Record Form
Students use cell phones, wrist watches, and heartrate monitors to learn how to efficiently exercise.	Student Work Samples Weekly Assignment and Work Record Form

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Students enrolled in English 3 choose from one of six topics for <i>The Great Gatsby</i> and conduct research in the computer lab and through online sources information relating to the Roaring '20s, Jazz, Fashion, and Prohibition.	Student Work Samples Weekly Assignment and Work Record Form
Within all class instruction at ACIS, students use computers, PowerPoint, Google Docs, and Google Classroom for completing various assignments throughout the year.	Weekly Assignment and Work Record Form Student Work Samples Google Classroom Sites
English 3 informational report on topics relating to Salem Witch Trials (i.e. witchcraft, Government, and Religion comingling, etc.).	Weekly Assignment and Work Record Form Student Work Samples
Google Classroom allows teachers to comment on specific items in the students' work, which allows for ongoing communication between student and teacher. Students are then able to make corrections to their submitted work.	Google Classroom Sites Weekly Assignment and Work Record Form

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Does not apply.	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
In PE/Health, students are encouraged and taught how to develop a fitness plan, which can be repeated throughout life.	Frequent check-in on exercise progress.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students extend their learning opportunities when they request additional summer reading and/or novels throughout the school year. Additionally, students share their outside interests in music, poetry, creative writing, or the arts throughout the school year.	Classroom Observation and Discussion.
Government students research and analyze the 1960 Presidential Debate. Students write an argumentative essay and then share their opinion on who won the debate and provide supporting evidence as to why.	Student Work Samples Classroom Observation Weekly Assignment and Work Record Form

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Does not apply.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Science lab activities allow students to produce models, graphs, or data collection that will confirm or reject their hypothesis.	Lab Worksheets and Models
Students read about current topics in social science courses, which lead to classroom discussions and debates.	Students prepare and provide arguments for or against Weekly Assignment and Work Record Forms

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students have access to and utilize iPads and computers within classroom instruction.	Classroom Observations
Google Classroom is used in classes to allow for students to work collaboratively with fellow classmates and teachers to complete assignments.	Google Classroom Sites Student Work Samples

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
For research assignments and presentations, students are required to submit a Works Cited/Bibliography to include primary and secondary sources other than the textbook for the course.	Student Work Samples Weekly Assignment and Work Record Form
In English, students complete drawings and fictional writing journals to expand their learning of the novel.	Student Work Samples Classroom Observations
In English, students are encouraged to see plays and visit museums where exhibits might correspond to literature discussed.	Classroom discussion

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Beginning with August, 2016, Master Agreement meetings, each student complete a “Student Post-Secondary Survey” indicating their goals and objectives after graduating from high school. With the hiring of the College and Career Specialist, ACIS will develop a College and Career Fair in Spring for students, based upon their college and career interests.	ACIS Student Post-Secondary Survey
The College and Career Specialist will assist students in career exploration, including college information, technical training programs, and/or military services.	College and Career Specialist job expectations
The College and Career Specialist will be responsible for setting up a College and Career Center and working with community partners to provide job shadowing opportunities, potential internships, and other real world experiences for students.	College and Career Specialist Job Expectations

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Does not apply.	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Students need and are encouraged to use alternative methods for research and delivery of material.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Students have access to multi-media tools that allow alternative engagement versus traditional book and classroom learning.
- Teacher's knowledge of subject matter.
- Addressing the needs of all students and Tutoring Center.
- Because of our small classes, students talk frequently with teachers. Students who were "invisible" at comprehensive schools are now addressed by name and a sense of community evolves. Office staff knows all students and students feel cared for.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Though the SLOs are listed on each Weekly Assignment and Work Record Form, students may not fully understand the relationship between the SLOs and assignments.
- Expand students' use of a variety of resources.
- Expand use of supplemental material that accompanies adopted textbooks.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The intake and enrollment assessment process includes counselor referral from referring school, transcript, attendance, discipline records, testing data, and IEP or Section 504 plan (if applicable).	Counselor Referral for to ACIS Aeries Data
Approximately every two-weeks throughout the school year, teachers report academic performance via Progress Reports and Semester Grades. Progress Reports and Semester Grades are available to parents and students on School Loop and are mailed home.	Teacher Gradebooks School Loop Progress Report Forms Semester Grades Email and Phone Communication
Each class assesses student performance through tests, quizzes, and final exams.	Projects and homework Tests and Quizzes Final Exams Progress Reports Semester Report Cards
Staff has begun to examine the new State assessment data from the 2014 – 2015 and 2015 – 2016 California Assessment of Student Performance and Progress (CAASPP). Staff is now beginning to identify the curriculum areas of growth based upon student performance on standardized assessments.	CAASPP Data Curriculum Development designed based on standardized assessments

Teachers are provided with Section 504 Plans and IEPs and work with students on their academic goals. Based upon the student outcomes of the assessment through the IEP process, goals are developed to meet the academic needs of each individual student should they qualify for Special Education services.	IEPs Section 504 Plans Weekly Assignment and Work Record Forms
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Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Every 2 – 3 weeks, parents and students are provided Progress Reports on student performance in each class students are enrolled.	School Loop Progress Reports Semester Grades
School Loop provides students and parents with classroom assignments and progress in classes.	School Loop sites for each class
Annually, ACIS presents Single Plan for Student Achievement to the Governing Board and also shares highlights of the ACIS program.	Governing Board Calendar Governing Board Minutes
Teachers communicate with parents via email, mail, phone calls, and online progress reports.	School Loop Progress Reports Email Phone calls
Data kept on student post-graduation plans.	Survey completed by students
Weekly Assignment and Work Record Form list Schoolwide Learner Outcomes and expectations of each weekly assignment.	Weekly Assignment and Work Record Forms Lesson Planning Student Work Samples

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
At monthly Staff Meetings, time is spent reviewing performance of each student enrolled in ACIS and staff share positive and areas of concern. Meetings are scheduled should a student be underperforming.	Staff Meeting Agendas Failure to Follow Master Agreement Meeting letters Counseling Notes
School Loop provides teachers, students, and parents with current grade performance data.	School Loop
College and Career Specialist will begin December, 2016.	
District guidelines for curricular content are provided to each teacher at the beginning of each school year.	Class Syllabus District Courses of Study Staff Training on Institute Day
Student writing samples are completed at the beginning and end of semesters to reflect growth.	Student Work Samples Lesson Plans Weekly Assignment and Work Record Forms
Grades are based upon seat time and work completion. Points and hours are given for attendance. Tests, reading sheets, quizzes, written work are totaled per assignment, divided by maximum and percentage.	Grading Rubrics Course Syllabus

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Does not apply.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
English teachers effectively and appropriately use assessment strategies to determine student achievement.	Formal Expository Writing Poetry Oral Quizzes Written Quizzes Presentations Online Google class discussion In-class discussion Quick writes Brainstorming ideas
Student work evaluation. Teacher review the lesson goals and expected outcomes.	Weekly Assignment and Work Record Form Student Work Samples Formal writing Practice work
Regular assessments – written quizzes and tests	Lesson Plans and Weekly Assignment and Work Record Forms District approved math finals
In-class Q & A – evaluation of student responses	Classroom Observations

Teacher modeling and in-class demonstration	Classroom Observations
PowerPoint presentations, formal essays, oral presentations	Student Work Samples Weekly Assignment and Work Record Form
Variety of types of assignments helps to cultivate interest in the assignment. A week assignment in literature includes: reading and responding to questions on sheet; vocabulary list; drawing, diary writing, and short stories; oral and written reports	Student Work Samples
Science classes assess students understanding of outside reading through two book reports; one each semester. The formative report may be a poster, diagram, model, or other creative output. Summative assessments are unit tests and quizzes. When students review tests/quizzes, if students all miss the same answer or concept, the class will review the concept. Students are also provided opportunities to correct their tests and receive 50% of the points to encourage mastery.	Internet research project Unit tests Quizzes

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Does not apply.	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Through the analysis of student performance in classes, teachers identify individual student needs and areas for growth.	1-on-1 instruction

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Teachers hold weekly office hours for students to voluntarily meet to further discuss academic performance and seek assistance with classroom instruction.	Tutoring Lab Course Syllabi indicating teacher availability Classroom make-up hours
Use of Google Classroom for student-to-student and student-to-teacher interaction on assignments	Individual teacher Google sites
School Loop lockers	Individual teacher School Loop sites

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Once per month at staff meetings, staff will review academic progress for each student enrolled in ACIS and determine and monitor progress.	Monthly SRT at Staff Meetings Section 504 Plan and IEP
Teachers email and/or call parents/guardians to monitor and assess student understanding.	School Loop Progress Report Back-to-School Night Annual School Board presentation
Teachers email students to report student achievement.	Email School Loop communications

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Does not apply.	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Results of standardized tests per pupil are given to teachers. This helps to encourage students both those doing well and those with areas for growth.	Staff Meetings Section 504 Plans IEPs
Self-assessment is done at the beginning of each year. Staff looks at the preceding years' findings and develop curriculum.	Staff Meeting at beginning of year

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Students must meet testing and demonstrate effective writing assessment in demonstration of standard.	Smarter Balanced New textbooks
Students given opportunities to research online and then work in groups or individually report back to the class.	Google classroom Online research Research and reports <i>Their Eyes Were Watching God</i> on Jim Crowe laws, rabies, Southern segregation, women's rights.
At Staff Professional Development meetings, ACIS staff assesses instructional outcomes. Staff utilizes this data and applies timely support for student achievement.	Section 504 Plans IEPs Student Attendance Review Board

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Students are assigned ten hours of homework per class, per week.	Weekly Assignment and Work Record Forms, which indicate SLOs and specific goals
District approved standards-based curriculum is assigned. Bulk of the scaffold work is completed outside of school yet maintains academic rigor.	Use of District texts, assessments, and work books

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Proctors are used for State testing requirements.	Signed state proctor agreements Proctors verify student identity prior to admission into testing environment
Teachers proctor tests/quizzes for their individual tests.	Classroom observations

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

ACIS staff continually assesses the needs of students, maintaining stakeholder buy-in and contribution to assessment while teaching with high standards-based academic rigor.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Self-assessment and staff collaboration.
- Developing individual curricular goals for students.
- Supporting social-emotional development while maintaining academic rigor.
- Maintaining stakeholder buy-in.
- Continual communication and feedback on student progress with all relevant stakeholders.
- Strong support services in Tutoring Center.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Creation of inter-disciplinary curriculum collaboration groups (Social Science and English; Art and English; Math and Physical Science).
- Creation of a mandatory "Independent Study" study skills class to increase student success in developing habits of mind. This may create a more "school like" atmosphere for students.
- Align SLOs with grades earned across subject areas.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.
iNACOL Standard Q: 20001

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Parents have access to updated grades for their students and means to regularly contact staff regarding student progress	School Loop District email and Phone calls home Progress reports every 2-weeks Annual Back-to-School Night
Students enrolled concurrently in Cyber High have access to curriculum delivery at home, as well as at school.	Cyber High
Parent, student, teacher, administrator, counselor meetings called throughout the year for early identification of students who might be struggling. Section 504 Plan and/or IEP meetings held annually to update plans.	Section 504 Plans Student IEPs SST Meeting Agendas and Intervention Plans One-on-one Support Phone calls home

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Students have access to and use public libraries and also meet with College and Career Specialists at one of four high schools within the Acalanes Union High School District.	Research colleges and careers College and Career Specialist

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
School regularly addresses disaster preparedness and student/staff safety. School Loop, telephone calls, and email blasts are used as emergency notifications to all students, parents, and stakeholders.	Site Disaster Plan Annual Great ShakeOut Drill Fire Drills Lockdown Drills Evacuation Maps
Students and staff review and agree to internet policy for proper usage of district technology	Internet policy part of registration process
Building and grounds are kept clean and free from graffiti. The District maintenance department processed and responds to facility work orders in a timely manner. Additionally, the custodial staff has daily routes to be sure the campus is clean and well maintained throughout the day.	Encouraged to keep campus clean and pride in campus. Part of Information for Students and Parents handout
The ACIS campus is an orderly, safe, and clean learning environment for all students and staff. There are a total of 11 part-time teachers, two clerical support staff, one College and Career Specialist, one part-time academic and support counselor, and one administrator who work with students on maintaining a safe and orderly learning environment.	Classroom observations Campus observations Signs posted throughout campus Presentation to staff from District Attorney's Office

School rules, regulations, and policies are addressed with students and parents.	Master Agreement Meetings School website Class syllabi
At all scheduled Master Agreement meetings with parents/guardians and students held by the Director, the ACIS discipline expectations are written within the Master Agreement form and parents/guardians and students are required to sign agreement to the expectations.	ACIS Master Agreement Information for Parent and Students Handbook ACIS Website
As part of the ACIS enrollment packet at registration, parents/guardians and students receive a copy of the ACIS Parent and Student Handbook.	ACIS Information for Parent and Students ACIS Website
As part of online registration, parents and students receive a copy of the Annual Parent Notifications provided by the District.	Annual Parent Notifications

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Teachers maintain classrooms that honor the celebration and philosophical discussions of heritage and the mechanisms of oppression.	Student work samples
Teachers build individual plans for students who are struggling with course material while maintaining high standards. If these plans do not work, teachers work with students to recreate the plan until it honors student aptitude/deficits. These plans include office hours available throughout the week for individual instruction and coaching.	Varied formal and informal assessment tools used by teachers One-on-one Tutoring and Tutoring Center Alternate assignments (i.e. written versus oral presentation)
Class syllabus explains teacher office hours and communication expectations.	Individual course syllabi

Student progress or difficulty is regularly communicated to parents.	Progress Reports Staff emails Phone calls to parents School Loop
Curriculum is modified per student academic needs.	Individual teacher practice Weekly Assignment and Work Record Forms Lesson Planning
Student achievement or creativity is celebrated.	Public displays of student art Student performances at graduation
Students respond to choices in research papers. In English novels such as <i>Snow Falling on Cedars</i> , choice is given in prejudices judgements – any aspect of World War II that interests the student as a reader. In <i>To Kill a Mockingbird</i> , law and order to racial prejudice	Weekly Assignment and Work Record Forms Student work Lesson Plans

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
More emphasis on individual achievement through not only grades, but outside activities. Students involved in plays, other entertainment, staff try to attend.	Office Staff knows and takes interest in each student
ACIS has had Olympic swimmers, professional ballet students, opera singers, and actors. Special time allotment and questions sometimes verbal reports on how well they did.	ACIS flexibility allows students who have demanding schedules outside of school to make up classes and homework hours
Staff collaborates on Single Plan for Student Achievement (SPSA).	Staff Meeting agendas SPSA
Staff collaboration relating to online project editing and planning.	Google Docs

Staff regularly meets to provide best instructional practices for individual students. Staff meets in pairs most frequently and at full staff SST meetings once per month.	Staff Meeting Agendas Progress Reports Parent-Teacher-Student Conferences
Ratio of teachers-to-student enables high level of teacher/student communication.	Teachers make effort to be aware of students outside hobbies, interests, and family life.

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
At the beginning of Fall Session and Spring Session and any new enrollment throughout the year, the Director and School Counselor develop an Individual Learning Plan for each student. At the Master Agreement Meetings, the Director reviews this plan and conducts a transcript review with each student and their parent/guardian.	Individual Learning Plans ACIS Master Agreements Conference Notes
ACIS staff meets with students outside of their assigned class period to discuss issues impacting their learning.	Individual Conferences
ACIS students are able to meet with a school counselor as requested. The counselor is retired from the District and meets regularly with the Director to review student enrollment, transcripts, and schedule appointments with students who are in need of support.	Conference Notes Aeries Records
At monthly staff meetings, time is reserved for monthly Student Review of the entire student body. Staff discusses the overall performance of each student and addresses any concerns. If needed, a parent-student-teacher-administrator-counselor meeting is scheduled.	Staff Meeting Agendas Conference Notes

Approximately every two weeks, progress reports are mailed home and available on School Loop as to student progress and performance in each class.	Student Progress Reports School Loop
Teachers email and/or call parents/guardians whenever a student exhibits concerns with academic performance and/or in need of additional support.	Teacher Records
Beginning December, 2016 ACIS will staff a part-time College and Career Specialist who will regularly meet with students to discuss college and career goals. In Spring 2017, ACIS will host a College and Career Fair for students. Additionally, beginning with Fall 2016, each ACIS student completed a post-secondary goals worksheet, which will be used by the College and Career Specialist as well as ACIS staff to help students reach their college and career goals.	ACIS Student Post-Secondary Surveys Conference Notes
Students are able to attend daily tutoring in the Tutoring Center, which is available Mondays – Wednesdays 8:30 a.m. – 11:30 a.m. and Mondays – Fridays 12:30 p.m. – 3:30 p.m. This is a drop-in tutoring center staffed by three teachers throughout the week. Computers are also available for student use. If a student is in need of additional support, teachers will indicate on the Weekly Assignment and Work Record Forms the need for students to attend the Tutoring Center.	Tutoring Center Schedule Weekly Assignment and Work Record Forms
The District School Attendance Review Board (SARB) is available for students and parents/guardians in need of direct guidance and District interventions.	SARB Referrals

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Does not apply.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Tutoring for test corrections on difficult topics. One-on-one tutoring with student who fails an assessment to allow student to “correct” the item(s) they may have missed for an improved grade.	Tutoring Center Student work with teacher Classroom Observation
Pair quizzes allowing students to work in pairs to complete a performance task.	Classroom Observation Lesson Plans
Students are given at least one creative assignment per unit studied.	Create crossword puzzles on characters studied in novels. Autobiographical incident paralleling happening in the novel. Short story writing. Critiques of the novel or work studied.

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
Does not apply.	

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Staff frequently meets with families of students with a Section 504 and/or IEP. Teachers work one-on-one with Special Education Case Managers who make it a point to check-in every few days. Student learning and behavioral plans are constantly changing based on growth.	<p>Teachers are aware of what is on each Section 504 Plan and IEP for each of their students enrolled and follow through with accommodations</p> <p>For students at-risk of not passing a class, a D- plan or alternative, is developed to support the student.</p> <p>Late work is accepted as long as prior knowledge and agreement made between teacher and student.</p>

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
Does not apply.	

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
ACIS offers specialized plans, which includes writing coaching and deeper intellectual investigations into major philosophies during class time and office hours. Curriculum is developed to focus on the conventions of grammar.	Classroom Observations Lesson Plans Weekly Assignment and Work Record Forms Student Work Samples
Science concepts are made accessible to all levels through a variety of activities including guided notetaking, visual aids, interactive assignments, and science and computer labs.	Classroom Observations Lesson Plans Weekly Assignment and Work Record Forms Student Work Samples
Use of various internet sources such as "American Memory." Use of primary resources, discussion, and analysis of ideas and documents.	Student Work Samples

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
ACIS does not offer co-curricular activities.	
With the College and Career Specialist hired for December, 2016, College-and-Career Readiness will be a major focus.	Hiring of College and Career Specialist

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Does not apply.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

There is a mutual respect among students and staff at ACIS. Students and staff effectively communicate with each other for a myriad of academic challenges.

When there are issues and/or concerns, students and staff are encouraged to apply appropriate problem solving skills.

Through their academic work, students develop writing communication skills that become part of their core of knowledge.

All of the above skills combined help prepare students for life after high school.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- ACIS staff is professional, caring, and thoughtful.
- The Del Valle Education Center is a safe, clean, and orderly campus for student learning.
- Time is allocated at monthly ACIS Staff Meetings to discuss student attendance, academic performance, and any behavioral concerns.
- ACIS offers students with personalized and flexible schedules.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Though ACIS hosts an annual student appreciation BBQ, a monthly student recognition program has been discussed but not yet developed.
- ACIS offers a limited variety of electives and is always exploring other options.
- Student attendance is acceptable; however, the staff at ACIS would like to explore how to increase daily attendance to exemplary.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- **Professional Development to create common standards for student's academic achievement.**
- **Increase the importance of literacy and math skills across the curriculum.**
- **Expand the use of technology and instructional support materials and resources as part of curriculum delivery.**
- **Develop systems and programs to improve school culture and the overall student experience, which support student engagement and learning.**

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.
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Action Plan Goal #1: Use curriculum design, instruction, and assessment to align content standards and SLOs to improve student academic achievement.

Rationale:

- ❖ ACIS learning goals and objectives support the achievement of the academic standards, college-and-career readiness standards, and Schoolwide Learner Outcomes.
- ❖ Provide opportunities for staff planning and collaboration and review of the curriculum.
- ❖ Development of pre- and post-schoolwide assessments in ELA and Mathematics to measure student areas of need and growth.

Supporting Data: Teacher Lesson Plans, Classroom Observations, Grade Analysis Reports, Smarter Balanced Assessment results

SLOs Addressed: Acquire a common core of academic knowledge and skills that meet the state content and skill standards; Are able to set goals and implement plans effectively to reach those goals; Are effective problem-solvers; Are effective communicators.

Growth Target: 90% of ACIS students will meet the District standard for performing at or above grade level.
90% of ACIS students will graduate after 4 years of high school.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Realign mathematics curriculum with new content standards	Math Teacher Administration	-District Workshops -Online Resources -Adoption of new math textbooks -Professional Development opportunities provided through textbook company and/or District curriculum department -Collaboration with comprehensive school site math teachers	-Comparison with State Standards -Review of Curriculum Content and Comparison with District Guidelines	1 – 2 Years	-Monthly staff meeting -Single Plan for Student Achievement -January report to the Governing Board -Discussion with Director/Leadership Team

Adopt new mathematics textbooks with standards incorporated and use of available digital resources to enhance curriculum delivery	Math Teacher District Curriculum Staff	-District Workshops -Online Training -Class Observations with Recommended Practices	-Smarter Balanced Assessment Scores	2 – 4 Years	-Single Plan for Student Achievement -January report to the Governing Board -Discussion with Director/Leadership Team
Teachers to collaborate with common and cross-curricular staff	Teachers Administration	-Staff Meeting -Professional Development opportunities -Release time for visitation of other classes	-Improvement in curriculum delivery -Weekly Assignment and Work Record Forms -Teacher collaboration time	Annually	-Monthly staff meetings
Analyze student outcomes by designing formal assessments to measure understanding	Teachers Administration	-Monthly Professional Development meetings, which provide time for analysis of student work	-Student academic achievement	Annually	-Monthly staff meetings -Single Plan for Student Achievement

Align curriculum with the Next Generation Science Standards	Teachers Administration District Curriculum Staff	-Professional Development by reviewing the new standards and determining ways to implement them within the science curriculum -Release time for visitation of other classes	-Review of NGSS with curriculum -Student performance and outcomes -Standardized assessments -Teacher collaboration time	Ongoing	-Monthly staff meetings -Single Plan for Student Achievement -January report to the Governing Board
Teachers will examine and evaluate instructional materials to determine degree of alignment to content and Common Core Standards	Teachers Administration	-Staff Development relating to curriculum design and delivery -Release time for teacher collaboration -Professional Development relating to Common Core Standards and instructional practices	-Student academic achievement -Standardized assessments	Ongoing	-Monthly staff meetings -Single Plan for Student Achievement
Investigate and select diagnostic assessments to provide baseline information on student knowledge and skills levels	Teachers Administration	-Professional Development relating to development and implementation of diagnostic assessments -Release time for teacher collaboration	-Portfolio of each student's diagnostic assessment to measure growth and areas for improvement -Student performance and outcomes	August, 2017 and ongoing	-Monthly staff meetings -End of semester comparison of student achievement

Determine which strategies work best with Common Core course content and which strategies work best with individual students	Teachers	<ul style="list-style-type: none"> -Review Smarter Balanced Assessment performance indicators -Identify strengths and areas for improvement needed for individual students 	<ul style="list-style-type: none"> -Portfolio of each student's academic work to measure growth and areas for improvement -Student performance and outcomes 	August, 2017 and ongoing	<ul style="list-style-type: none"> -Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration
Provide students with choices to demonstrate understanding of the content standards	Teachers	<ul style="list-style-type: none"> -Professional Development relating to differentiated instruction -Release time for teacher collaboration 	<ul style="list-style-type: none"> -Curriculum designed to offer most options for individual student learning styles -Student performance and outcomes 	August, 2017 and ongoing	<ul style="list-style-type: none"> -Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration

Action Plan Goal #2: Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on ELA/Literacy sections of the Smarter Balanced Assessment.

Rationale:

- ❖ Staff will engage in ongoing, strategic professional development around ELA/Literacy Common Core State Standards, developing deeper understanding over time and as data becomes available from site, District, and Smarter Balanced Assessments.
- ❖ Intervention will be developed concurrently to support students not achieving at high levels in targeted, embedded ways.

Supporting Data: Teacher Lesson Plans, Grade Analysis Reports, Smarter Balanced Assessment results

SLOs Addressed: Are effective decision makers; Are able to set goals and implement plans effectively to reach those goals; Are effective communicators; Are effective problem-solvers; Are effective communicators; Acquire a common core of academic knowledge and skills that meets the state content and skill standards.

Growth Target: Increase the percentage of students achieving “Standard Met” or “Standard Exceeded” in ELA/Literacy by 10% points based on the results from the 2015 baseline.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
The curriculum for ACIS English has been aligned with the Common Core State Standards. Teachers will map curriculum with the focus on English language skills development	Teachers Administration	-Planning Time for analyzing Common Core Standards and District Curriculum -Release time for teacher collaboration	-Student Progress and Academic Achievement	Fall, 2017	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration - January 2018 report to the Governing Board

Analyze and reflect on the data from the common assessment results and alignment of curriculum to the standards	Teachers Administration	-Staff Development relating to curriculum design and delivery -Release time for teacher collaboration -Professional Development relating to Common Core Standards and instructional practices	-Student academic achievement -Standardized assessments	Fall, 2017 and Ongoing	-Monthly staff meetings -Single Plan for Student Achievement
Identify areas of strength and growth as a means of informing practice and driving instruction	Teachers Administration	-Time allotted for teacher collaboration	-Compare student academic performance from previous academic year to current year of implementation of new instructional strategies	Fall, 2017 and ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration
Staff participates in monthly SRT to discuss students in need of extra support and develop strategies and interventions to support students in individual areas of academic need	Administration Teachers	-Monthly Staff Meeting for to share best practices as they relate to supporting struggling students -Send staff to training and/or conferences relating to addressing support for students with academic struggles -Encourage use of Tutoring Center for students who need additional support in	-Student Progress and Academic Achievement -Teacher implementation of strategies within classroom setting -Cumulative records	Ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration

		<p>academic classes</p> <ul style="list-style-type: none"> -Identify students who need additional support in English, who will then meet with teacher 1-to-1 to receive additional education opportunities and support with course content -Staff to review weekly class attendance and the impact on student performance 			
Identify students needing support in reading and writing skills based upon performance in core academic classes	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<ul style="list-style-type: none"> -Analyze student academic performance along with Smarter Balanced Assessment data to identify areas of need for each individual student -Review of each student's transcript and analyze grades over time to further identify areas of strength and weakness 	<ul style="list-style-type: none"> -Student transcripts -Cumulative records -Student academic performance -Parental and student input -Smarter Balanced Assessment results 	Fall, 2017 and ongoing	<ul style="list-style-type: none"> -Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration -Parent, Student, and staff conferences

Staff analyzes student work at staff meetings and will collaborate and discuss best practices to support student academic performance	Teachers Administration	-Staff to provide clear expectations of course curriculum and provide timely feedback to students (i.e., Weekly Assignment and Work Record Forms) -Professional Development relating to Common Core Standards and instructional practices -SRT	-Student Progress and Academic Achievement -Teacher implementation of strategies within classroom setting -Teacher observation of student's classroom understanding, participation, and overall improved academic performance	Fall, 2017 and ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration
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Action Plan Goal #3: Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on Mathematics sections of the Smarter Balanced Assessment.

Rationale:

- ❖ Staff will engage in ongoing, strategic professional development around ELA/Literacy Common Core State Standards, developing deeper understanding over time and as data becomes available from site, District, and Smarter Balanced Assessments.
- ❖ Intervention will be developed concurrently to support students not achieving at high levels in targeted, embedded ways.

Supporting Data: Teacher Lesson Plans, Grade Analysis Reports, Smarter Balanced Assessment results

SLOs Addressed: Are effective decision makers; Are able to set goals and implement plans effectively to reach those goals; Are effective communicators; Are effective problem-solvers; Are effective communicators; Acquire a common core of academic knowledge and skills that meets the state content and skill standards.

Growth Target: Increase the percentage of students achieving “Standard Met” or “Standard Exceeded” in Mathematics by 10% points based on the results from the 2015 baseline.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
The curriculum for ACIS math levels offered has been aligned with Common Core State Standards. Teachers will map curriculum with the focus on level specific math skills development	Teachers Administration	-Planning Time for analyzing Common Core Standards and District Curriculum -Release time for teacher collaboration	-Student Progress and Academic Achievement	Fall, 2017	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration - January 2018 report to the Governing Board

Analyze and reflect on the data from the common assessment results and alignment of curriculum to the standards	Teachers Administration	-Staff Development relating to curriculum design and delivery -Release time for teacher collaboration -Professional Development relating to Common Core Standards and instructional practices	-Student academic achievement -Standardized assessments	Fall, 2017 and Ongoing	-Monthly staff meetings -Single Plan for Student Achievement
Identify areas of strength and growth as a means of informing practice and driving instruction	Teachers Administration	-Time allotted for teacher collaboration	-Compare student academic performance from previous academic year to current year of implementation of new instructional strategies	Fall, 2017 and ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration
Staff participates in monthly SRT to discuss students in need of extra support and develop strategies and interventions to support students in individual areas of need	Administration Teachers	-Monthly Staff Meeting for to share best practices as they relate to supporting struggling students -Send staff to training and/or conferences relating to addressing support for students with academic struggles -Encourage use of Tutoring Center for students who need additional support in	-Student Progress and Academic Achievement -Teacher implementation of strategies within classroom setting -Cumulative records	Ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration

		<p>academic classes</p> <ul style="list-style-type: none"> -Identify students who need additional support in English, who will then meet with teacher 1-to-1 to receive additional education opportunities and support with course content -Staff to review weekly class attendance and the impact on student performance 			
Identify students needing support in math skills based upon performance in core academic classes	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<ul style="list-style-type: none"> -Analyze student academic performance along with Smarter Balanced Assessment data to identify areas of need for each individual student -Review of each student's transcript and analyze grades over time to further identify areas of strength and weakness 	<ul style="list-style-type: none"> -Student transcripts -Cumulative records -Student academic performance -Parental and student input -Smarter Balanced Assessment results 	Fall, 2017 and ongoing	<ul style="list-style-type: none"> -Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration -Parent, Student, and staff conferences

Staff analyzes student work at staff meetings and will collaborate and discuss best practices to support student academic performance	Teachers Administration	-Staff to provide clear expectations of course curriculum and provide timely feedback to students (i.e., Weekly Assignment and Work Record Forms) -Professional Development relating to Common Core Standards and instructional practices -SRT	-Student Progress and Academic Achievement -Teacher implementation of strategies within classroom setting -Teacher observation of student's classroom understanding, participation, and overall improved academic performance	Fall, 2017 and ongoing	-Monthly staff meetings -Single Plan for Student Achievement -Staff collaboration
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Action Plan Goal #4: Improve school culture to support and recognize student learning, attendance, credits earned, and graduation.

Rationale:

- ❖ Increase positive involvement of students within the school environment.
- ❖ Continue to provide a safe environment that nurtures learning and has a culture that is characterized by trust, professionalism, and high expectations for all students.

Supporting Data: Student Questionnaire at Fall and Spring Semesters, Parent Survey, Follow-up Survey

SLOs Addressed: Are effective decision makers; Are able to set goals and implement plans effectively to reach those goals; Are effective communicators.

Growth Target: Increase the level of involvement of students through improved attendance, credit acquisition, and high school graduation.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Improve communication skills between all stakeholders at ACIS as they relate to school attendance	Teachers Administration Students Parents	-Expand use of School Loop between staff, students, and parents -Provide parents notification of attendance through quarterly senior letters and SART/SARB process -Meetings on attendance and follow-up phone calls and/or emails to parents will be conducted by staff on an as needed basis -Teachers will email	-At monthly staff meetings, generate attendance report to verify whether or not students are regularly attending school, or if there is a noticed improvement in attendance	Ongoing	-Monthly Staff Meetings -Single Plan for Student Achievement -January Governing Board Meeting

		<p>and/or call home to parents when students are absent</p> <ul style="list-style-type: none"> -Truancy letters to parents and referrals to School Attendance Review Board (SARB) will be sent, if warranted -At monthly Staff Meetings, staff will review all students enrolled in ACIS and discuss student performance in class, review progress towards graduation, and share intervention strategies that have worked to assist with student performance in classes 			
<p>Improve communication skills between all stakeholders at ACIS as they relate to academic performance</p>	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<ul style="list-style-type: none"> -Expand use of School Loop between staff, students, and parents -Provide parents notification of credit issues through quarterly senior letters and SART/SARB process -Parent and teacher conferences to be held when student experiences academic struggles with course curriculum -Teachers will email 	<ul style="list-style-type: none"> -At end of semester staff meetings, generate grade analysis report to verify whether or not students are passing classes, or if there is a noticed improvement in academic performance -Grade analysis 	Ongoing	<ul style="list-style-type: none"> -Monthly Staff Meetings -Single Plan for Student Achievement -January Governing Board Meeting

		<p>and/or call home to parents when students are not completing required coursework</p> <p>-Progress reports will be mailed home, in addition to notifications via School Loop, when student is in danger of failing</p> <p>-At monthly Staff Meetings, staff will review all students enrolled in ACIS and discuss student performance in class, review progress towards graduation, and share intervention strategies that have worked to assist with student performance in classes</p>	<p>will be provided to each teacher for each class taught</p>		
<p>Increase level of involvement of students and parents in working towards graduation requirements</p>	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<p>-Teachers will collect and grade Weekly Assignment and Work Record Forms assigned to each student</p> <p>-ACIS Master Agreement to inform students and parents of clear roles and responsibilities</p> <p>-Meet with students to review academic performance and track graduation status</p> <p>-End of semester</p>	<p>-Graduation rate</p> <p>-Students advancing to next grade level</p> <p>-Reduction of courses being repeated</p> <p>-Fewer summer school and/or Intersession referrals</p>	<p>Ongoing</p>	<p>-Monthly Staff Meetings</p> <p>-Single Plan for Student Achievement</p> <p>-January Governing Board Meeting</p>

		(approximately every nine weeks) transcript review by Administrator and Counselor to monitor earning of credit and accuracy of class scheduling -At monthly Staff Meetings, staff will review all students enrolled in ACIS and discuss student performance in class, review progress towards graduation, and share intervention strategies that have worked to assist with student performance in classes			
Improve school culture and student connectivity	Teachers Administration Students Parents	-Explore potential student recognitions for attendance, credit acquisition, and grades -Student appreciation BBQ in the Spring and explore potential Fall BBQ -Students with improved attendance or earning a 3.0 or higher may receive certificate of recognition -Teachers to send home postcards highlighting positive student engagement	-Improved student attendance -Graduation rates -Decrease in drop-out rate	Fall, 2017 and ongoing	-Monthly Staff Meetings -Single Plan for Student Achievement -January Governing Board Meeting

		<ul style="list-style-type: none"> -Monthly, recognize student birthdays -Expand the display of student work throughout campus 			
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Appendices:

- A. Timeline of Self-Study Process**
- B. Results of Parent/Student Survey Spring, 2017**
- C. Results of Parent/Student Survey Fall, 2016**
- D. Spring Master Schedule**
- E. UC A–G Approved Course List**
- F. Cyber High Program Information**
- G. School Accountability Report Card (SARC)**
- H. CBEDS Accountability Transition Report**
- I. CBEDS Accountability Progress Reporting AYP Report**
- J. CAASPP 2016 Test Results**
- K. CAASPP 2015 Test Results**
- L. Cohort Outcome Data for the Class of 2014 – 2015**
- M. District and School Enrollment by Ethnicity 2015 – 2016**
- N. Master Agreement for Acalanes Center for Independent Study**
- O. Master Agreement for ACIS/Cyber High**

Appendix A
Timeline of Self-Study Process

August 20, 2015	Reviewed “What is WASC” Reviewed Action Plans Reviewed Mission Statement for School and discussed need to updated/rewrite Mission Statement.
September 16, 2015	Discussed updated Mission Statement for School.
September 23, 2015	Discussed WASC, Action Plans, Mission Statement, and ESLR’s at Back-to-School Night with parent community
September 30, 2015	Professional Development on Google Tools as part of WASC Action Plan
October 7, 2015	Reviewed Safety Procedures for Earthquake preparedness as part of School Site Safety Plan
October 22, 2015	Professional Development on Google Connections for the Classroom as part of WASC Action Plan
November 18, 2015	Professional Development on Google Docs and Check-in with staff on tech integration as part of WASC Action Plan
December 2, 2015	Discussion, Revision, and Update to Single Plan for Student Achievement and Planned Improvements in Student Performance, connecting with WASC Action Plans
January 6, 2016	Final Review of Single Plan for Student Achievement, review of updates, and preparation for presentation to Governing Board
February 3, 2016	Staff engagement in a review, discussion, and revision of School Site Safety Plan Goals, connecting with Single Plan for Student Achievement and WASC Action Plans
February 17, 2016	Staff engagement in review, discussion, and writing of WASC Chapter 4 A and B.

March 3, 2016	Professional Development on Google Classroom and tech integration as part of WASC Action Plan
April 20, 2016	Staff engagement in review, discussion, and revision of WASC Chapter 1. Staff engagement in review, discussion, and writing of WASC Chapter 4 C.
May 4, 2016	Staff engagement in review, discussion, and writing of WASC Chapter 4 D.
May 18, 2016	Staff engagement in review, discussion, and writing of WAC Chapter 4 E.
August 18, 2016	Staff review, discussion, and revisions to Chapters 1, 2, and 3 of WASC Report. Staff review and revisions to Chapters 4 A – E. Staff review and discussion of any needed revisions to be made to Mission Statement and Schoolwide Learner Outcomes
September 21, 2016	Staff review, discussion, and revisions to Chapters 1, 2, and 3 of WASC Report. Staff review and revision to Chapter 4 B of WASC Report. Staff Professional Development on SAMR model as relating to current educational research and thinking in connection with WASC Action Plan.
September 29, 2016	Discussed WASC, Action Plans, Mission Statement, and SLO's at Back-to-School Night with parent community.
October 5, 2016	Staff review and revision to Chapters 4 C, D, and E of WASC Report.
November 2, 2016	Staff meeting with WASC Chairperson and discussion of upcoming March, 2017 visit. Staff engagement in review of revisions made to Chapter 4 A – E of WASC Report.

November 16, 2016	Final Staff review and revisions to Chapters 1 – 3 of WASC Report. Staff discussion, review, and revision of Chapter 4 A – E of WASC Report.
December 7, 2016	Discussion, Revision, and Update to Single Plan for Student Achievement and Planned Improvements in Student Performance, connecting with WASC Action Plans.

Appendix B

Results of Parent/Student Survey Spring, 2017

ACIS Parent Survey Spring, 2017 - Google Forms

https://docs.google.com/a/auhsdschools.org/forms/d/16iwO24h_pEbRk8...

sfrance@auhsdschools.org

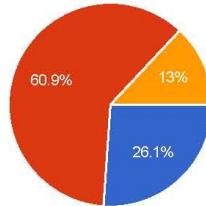
[Edit this form](#)

23 responses

[Publish analytics](#)

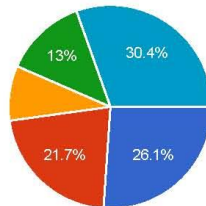
Summary

Teachers use technology as a means of communication (i.e. School Loop, email, Google Drive, etc.)



Strongly Agree	6	26.1%
Agree	14	60.9%
Neutral	3	13%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	0	0%

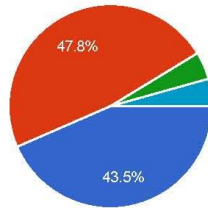
Students utilize the tutoring hours in room 109.



Strongly Agree	6	26.1%
Agree	5	21.7%
Neutral	2	8.7%
Disagree	3	13%
Strongly Disagree	0	0%

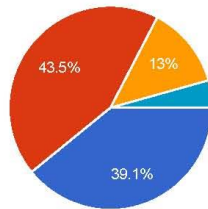
No Basis for Opinion 7 30.4%

Students are able to maintain a healthy balance between academic efforts and personal interests.



Strongly Agree	10	43.5%
Agree	11	47.8%
Neutral	0	0%
Disagree	1	4.3%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.3%

Students feel connected to at least one adult on campus.



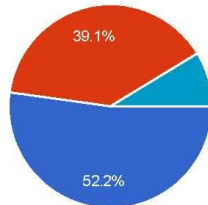
Strongly Agree	9	39.1%
Agree	10	43.5%
Neutral	3	13%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.3%

If students have personal problems, they know how to get help on campus if they need it.



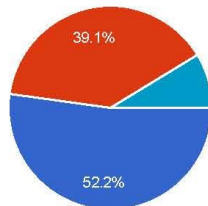
Strongly Agree	4	17.4%
Agree	9	39.1%
Neutral	5	21.7%
Disagree	1	4.3%
Strongly Disagree	0	0%
No Basis for Opinion	4	17.4%

Students feel safe on campus.



Strongly Agree	12	52.2%
Agree	9	39.1%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	8.7%

The school promotes an environment free of tobacco, alcohol, and drugs.



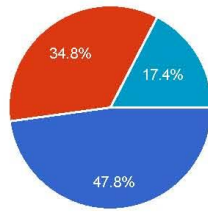
Strongly agree	12	52.2%
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ACIS Parent Survey Spring, 2017 - Google Forms

https://docs.google.com/a/auhsdschools.org/forms/d/16iwO24h_pEbRk8...

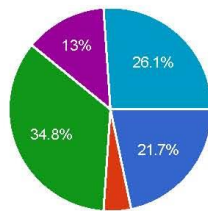
Agree	9	39.1%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No Basis for Opinion	2	8.7%

Overall, TEACHERS are accepting of people from different backgrounds and cultures.



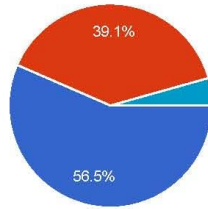
Strongly agree	11	47.8%
Agree	8	34.8%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No Basis for Opinion	4	17.4%

Overall, STUDENTS are accepting of people from different backgrounds and cultures.



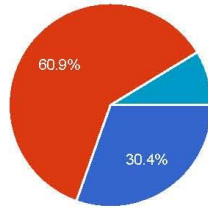
Strongly disagree	5	21.7%
Disagree	1	4.3%
Neutral	0	0%
Agree	8	34.8%
Strongly agree	3	13%
No Basis for Opinion	6	26.1%

Overall, the school is a good, safe place to learn and a pleasant place to be.



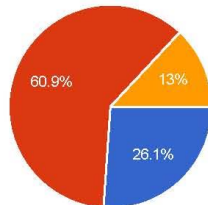
Strongly agree	13	56.5%
Agree	9	39.1%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No Basis for Opinion	1	4.3%

Students are listened to and respected by the adults on campus.



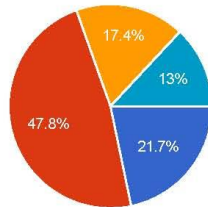
Strongly Agree	7	30.4%
Agree	14	60.9%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	8.7%

Students are challenged by their academic work.



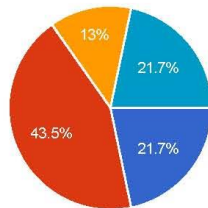
Strongly agree	6	26.1%
Agree	14	60.9%
Neutral	3	13%
Disagree	0	0%
Strongly disagree	0	0%
No Basis for Opinion	0	0%

The assignments are meaningful.



Strongly Agree	5	21.7%
Agree	11	47.8%
Neutral	4	17.4%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	3	13%

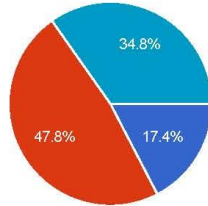
The assignments are reasonable in length.



Strongly Agree	5	21.7%
Agree	10	43.5%
Neutral	3	13%
Disagree	0	0%
Strongly Disagree	0	0%

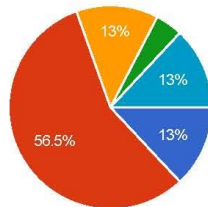
No Basis for Opinion **5** 21.7%

The independent assignments reinforce what was learned in class.



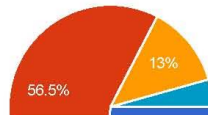
Strongly Agree	4	17.4%
Agree	11	47.8%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	8	34.8%

Students understand what the learning goals are for their classes.



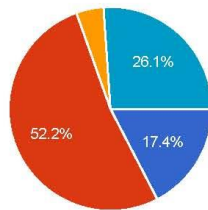
Strongly Agree	3	13%
Agree	13	56.5%
Neutral	3	13%
Disagree	1	4.3%
Strongly Disagree	0	0%
No Basis for Opinion	3	13%

Students' academic work is preparing them for college and/or career.



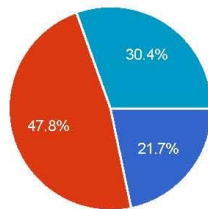
Strongly Agree	6	26.1%
Agree	13	56.5%
Neutral	3	13%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.3%

Classes emphasize the development of problem-solving and critical thinking skills.



Strongly Agree	4	17.4%
Agree	12	52.2%
Neutral	1	4.3%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	6	26.1%

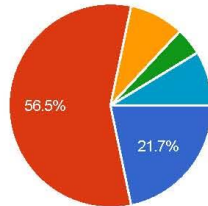
Students are encouraged to participate in class.



Strongly agree	5	21.7%
Agree	11	47.8%

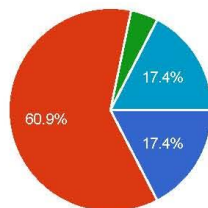
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No Basis for Opinion	7	30.4%

In most of their classes, students are learning to communicate effectively in writing (i.e. essays, research papers, journals, written responses, etc.).



Strongly agree	5	21.7%
Agree	13	56.5%
Disagree	2	8.7%
Neutral	1	4.3%
Strongly disagree	0	0%
No Basis for Opinion	2	8.7%

In most of their classes, students are learning to speak effectively and communicate clearly (i.e. presentations, speeches, class discussions, debates, etc.).



Strongly Agree	4	17.4%
Agree	14	60.9%
Neutral	0	0%
Disagree	1	4.3%
Strongly Disagree	0	0%
No Basis for Opinion	4	17.4%

Appendix C

Results of Parent/Student Survey Fall, 2016

ACIS Parent Survey - Google Forms

<https://docs.google.com/a/auhsdschools.org/forms/d/12HcyNSnZ5IQp...>

sfrance@auhsdschools.org ▼

[Edit this form](#)

22 responses

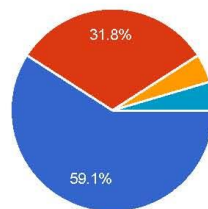
[View all responses](#)

[Publish analytics](#)

Summary

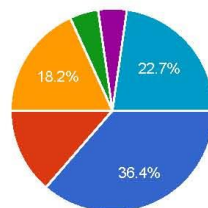
School Organization

Teachers use technology as a means of communication (i.e. School Loop, email, Google Drive, etc.)



Strongly Agree	13	59.1%
Agree	7	31.8%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

Students utilize the tutoring hours in room 109.

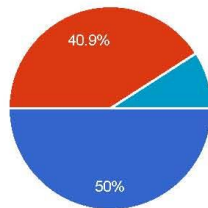


Strongly Agree	8	36.4%
Agree	3	13.6%

Neutral	4	18.2%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
No Basis for Opinion	5	22.7%

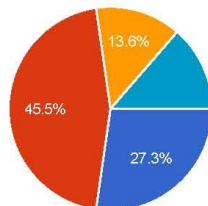
School Culture

Students are able to maintain a healthy balance between academic efforts and personal interests.



Strongly Agree	11	50%
Agree	9	40.9%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

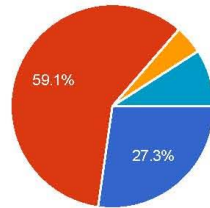
Students feel connected to at least one adult on campus.



Strongly Agree	6	27.3%
Agree	10	45.5%
Neutral	3	13.6%
Disagree	0	0%
Strongly Disagree	0	0%

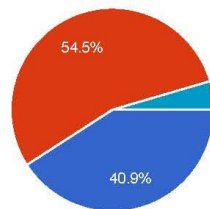
No Basis for Opinion **3** 13.6%

If students have personal problems, they know how to get help on campus if they need it.



Strongly Agree	6	27.3%
Agree	13	59.1%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Students feel safe on campus.



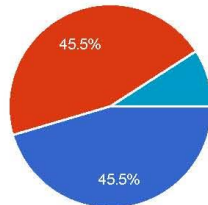
Strongly Agree	9	40.9%
Agree	12	54.5%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

The school promotes an environment free of tobacco, alcohol, and drugs.



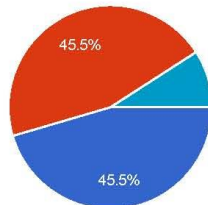
Strongly Agree	10	45.5%
Agree	10	45.5%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

Overall, TEACHERS are accepting of people from different backgrounds and cultures.



Strongly Agree	10	45.5%
Agree	10	45.5%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Overall, STUDENTS are accepting of people from different backgrounds and cultures.

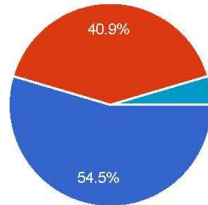


ACIS Parent Survey - Google Forms

<https://docs.google.com/a/auhsdschools.org/forms/d/12HcyNSnZ5IQp...>

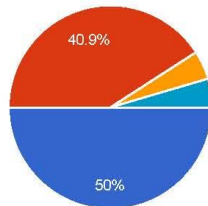
Strongly Agree	10	45.5%
Agree	10	45.5%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Overall, the school is a good, safe place to learn and a pleasant place to be.



Strongly Agree	12	54.5%
Agree	9	40.9%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

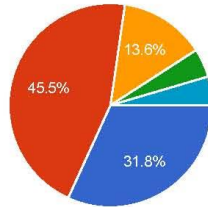
Students are listened to and respected by the adults on campus.



Strongly Agree	11	50%
Agree	9	40.9%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

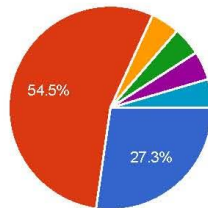
Curriculum

Students are challenged by their academic work.



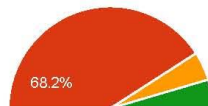
Strongly Agree	7	31.8%
Agree	10	45.5%
Neutral	3	13.6%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

The assignments are meaningful.



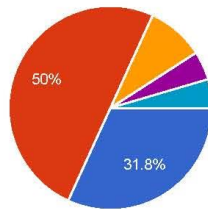
Strongly Agree	6	27.3%
Agree	12	54.5%
Neutral	1	4.5%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
No Basis for Opinion	1	4.5%

The assignments are reasonable in length.



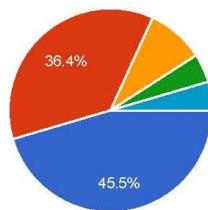
Strongly Agree	5	22.7%
Agree	15	68.2%
Neutral	1	4.5%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	0	0%

The independent assignments reinforce what was learned in class.



Strongly Agree	7	31.8%
Agree	11	50%
Neutral	2	9.1%
Disagree	0	0%
Strongly Disagree	1	4.5%
No Basis for Opinion	1	4.5%

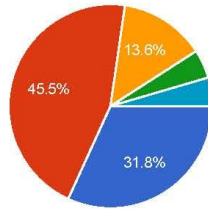
Students understand what the learning goals are for their classes.



Strongly Agree	10	45.5%
Agree	8	36.4%

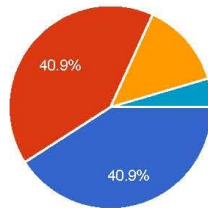
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

Students' academic work is preparing them for college and/or career.



Strongly Agree	7	31.8%
Agree	10	45.5%
Neutral	3	13.6%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

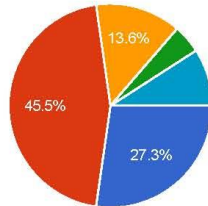
The students' education is preparing them to become independent life-long learners.



Strongly Agree	9	40.9%
Agree	9	40.9%
Neutral	3	13.6%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

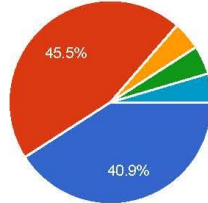
Instruction

Teachers use a variety of instructional strategies (i.e. lectures, group activities, lab experiences, etc.).



Strongly Agree	6	27.3%
Agree	10	45.5%
Neutral	3	13.6%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Teachers use technology to effectively deliver instruction.



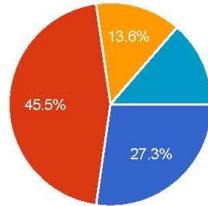
Strongly Agree	9	40.9%
Agree	10	45.5%
Neutral	1	4.5%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

Teachers have students use technology in class (i.e. Chromebooks, iPads, etc.).



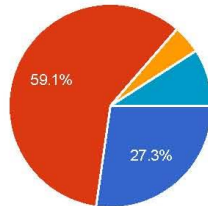
Strongly Agree	8	36.4%
Agree	13	59.1%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

The academic needs of ALL students are met in their classes.



Strongly Agree	6	27.3%
Agree	10	45.5%
Neutral	3	13.6%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	3	13.6%

Students' academic work involves them in the learning process.



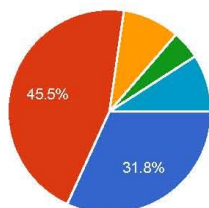
Strongly Agree	6	27.3%
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ACIS Parent Survey - Google Forms

<https://docs.google.com/a/auhsdschools.org/forms/d/12HcyNSnZ5IQp...>

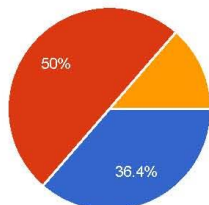
Agree	13	59.1%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Classes emphasize the development of problem-solving and critical thinking skills.



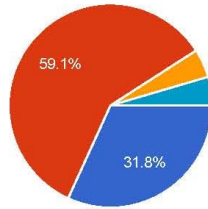
Strongly Agree	7	31.8%
Agree	10	45.5%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Students are encouraged to participate in class.



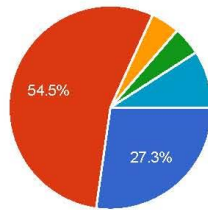
Strongly Agree	8	36.4%
Agree	11	50%
Neutral	3	13.6%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	0	0%

Students have the opportunity to participate in class.



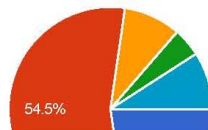
Strongly Agree	7	31.8%
Agree	13	59.1%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	1	4.5%

In most of their classes, students are learning to communicate effectively in writing (i.e. essays, research papers, journals, written responses, etc.).



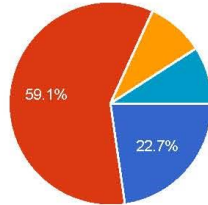
Strongly Agree	6	27.3%
Agree	12	54.5%
Neutral	1	4.5%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

In most of their classes, students are learning to speak effectively and communicate clearly (i.e. presentations, speeches, class discussions, debates, etc.).



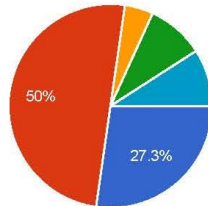
Strongly Agree	5	22.7%
Agree	12	54.5%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

In most of their classes, students are learning to read for comprehension.



Strongly Agree	5	22.7%
Agree	13	59.1%
Neutral	2	9.1%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

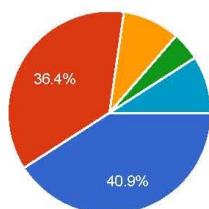
In most of their classes, students are learning study skills.



Strongly Agree	6	27.3%
Agree	11	50%
Neutral	1	4.5%

Disagree	2	9.1%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

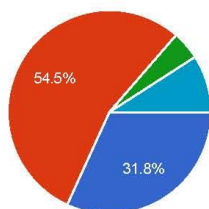
Students feel comfortable approaching their teachers for extra help when they need it.



Strongly Agree	9	40.9%
Agree	8	36.4%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

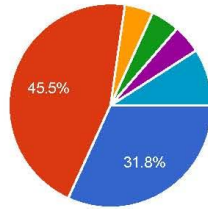
Assessment

Teachers use a variety of assessment methods (i.e. tests, projects, papers).



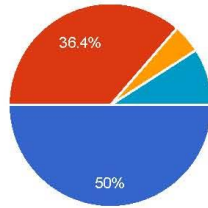
Strongly Agree	7	31.8%
Agree	12	54.5%
Neutral	0	0%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

School Loop is an effective tool to monitor student learning.



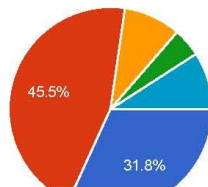
Strongly Agree	7	31.8%
Agree	10	45.5%
Neutral	1	4.5%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
No Basis for Opinion	2	9.1%

Assessment results are clearly communicated to students and parents.



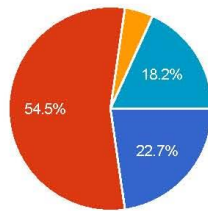
Strongly Agree	11	50%
Agree	8	36.4%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Assessment results are communicated to students and parents in a timely manner.



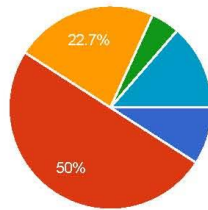
Strongly Agree	7	31.8%
Agree	10	45.5%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	2	9.1%

Assessment results are used to modify instruction.



Strongly Agree	5	22.7%
Agree	12	54.5%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
No Basis for Opinion	4	18.2%

Students are well prepared when taking standardized tests (i.e. state tests, PSAT, SAT, ACT).



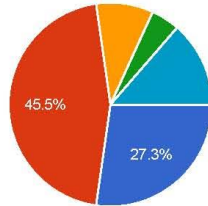
Strongly Agree	2	9.1%
Agree	11	50%
Neutral	5	22.7%

ACIS Parent Survey - Google Forms

<https://docs.google.com/a/auhsdschools.org/forms/d/12HcyNSnZ5IQp...>

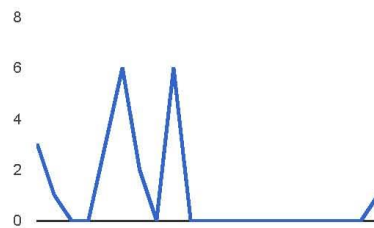
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	3	13.6%

Student grades are a realistic measurement of their understanding of the course content.



Strongly Agree	6	27.3%
Agree	10	45.5%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
No Basis for Opinion	3	13.6%

Number of daily responses



Appendix D

Master Schedule

ACALANES CENTER FOR INDEPENDENT STUDY Spring Semester 1 Master Schedule, 2016 - 2017

Spring – January 19, 2017

Block Period	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 10:15		Learning Skills Borgard (204)		Learning Skills Borgard (204)	
1 8:30 – 10:30		Economics Rojo (211) English 4 Rasmussen (210)	English 3 Reynolds (208) US History Rojo (211)	Physical Education 10, 11, 12 Holt (109) World History 1 st Semester Rojo (211)	Physical Education 9/Health Holt (109)
1 8:30 – 11:30					
2 10:30 -12:30	Art 1 McGovern (206) Art 2 McGovern (206) Advanced Art (Art 3) McGovern (206)	English 4 Rasmussen (210) Geometry Campbell (207) Government Rojo (211)	English 1 Reynolds (208) English 2 Reynolds (208) English 3 Rasmussen (210) US History Rojo (211)	3D Art 1 McGovern (206) World History 2 nd Semester Rojo (211)	3D Art 2 McGovern (206) Algebra A Campbell (207) Algebra B Campbell (207) Algebra 1 Campbell (207)
2 12:30 – 3:30		Cyber High Tutoring Center Sparacio (109)	Cyber High Tutoring Center Rasmussen (109)	Cyber High Tutoring Center Sparacio (109)	Cyber High Tutoring Center Sparacio (109)
3 1:00 – 3:00	Algebra 2/Trig Campbell (207) Biology Sparacio (209) French 2 Sabatier Lacher (210) [1:20 – 3:20]	Geology Waggener (209) Geometry Campbell (207)	Biology Sparacio (209) Psychology Rojo (211)	Geology Waggener (209) Independent Art Portfolio McGovern (206)	Art 1 McGovern (206) [12:30 – 2:30] Art 2 McGovern (206) [12:30 – 2:30] Advanced Art (Art 3) McGovern (206) [12:30 – 2:30] French 1 Sabatier Lacher (210)

- Science classes are taught twice a week for two hours due to the laboratory requirement.
- Work Experience Education is available for eligible students in good standing (regular attendance and doing homework), hold a work permit and have a job. The work permit may be rescinded if the student is not attending classes or completing homework.
- Voluntary tutoring is available in room 109 from 8:30 a.m. – 11:30 a.m. Mondays, Tuesdays, and Wednesdays, as well as 12:30 p.m. – 3:30 p.m. Mondays – Fridays.

Appendix E

UC A – G Approved Course List

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/493/>UNIVERSITY
OF
CALIFORNIAA-G
Course List

Printed on: 09-23-2016 09:30 AM

UC/CSU - Approved Course List

Acalanes Center for Independent Study

Acalanes Union High School District

Location: Walnut Creek, CA

Website: www.acalanes.k12.ca.us/cis
(<http://www.acalanes.k12.ca.us/cis>)Course List Manager: Steven France
Course List Manager Phone: (925) 280-3945 ext. 4135

College Board Code: 053926

School Governance: Public
School Type: Alternative High School of Choice
School Subtype(s): Independent Study

Note: New School 2010

School accredited through 2017

Course list for 2016-17

Updated as of Jun 16th, 2014

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
U.S. Government	government	Civics / American Government		
U.S. History	US HISTORY	U.S. History		
World History, Geography: Modern World	World History/Geog	World History / Cultures / Historical Geography		

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
English 1	English 1	English		
English 2	English 2	English		
English 3	English 3	English		
English 4	english 4	English		

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two- and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
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Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra 1	Algebra 1	Algebra I		
Algebra 2	ALGEBRA 2	Algebra II		
Algebra 2/Trigonometry	ALGEBRA 2/TRIG	Algebra II / Trigonometry		
Geometry	GEOMETRY	Geometry		
Math Analysis	Math Analysis	Advanced Mathematics		
Pre-Calculus	PRE CALC	Advanced Mathematics		

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Biology	BIOLOGY	Biology / Life Sciences		
Chemistry	CHEMISTRY	Chemistry		
Geology	GEOLOGY	Interdisciplinary Sciences		

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Sign Language I	AmerSign Lang 1	LOTE Level 1		
French 1	FRENCH 1	LOTE Level 1		
French 2	FRENCH 2	LOTE Level 2		
French 3	FRENCH 3	LOTE Level 3		
French 4 (H)	French 4 (H)	LOTE Level 4+	Honors	
German 1	german 1	LOTE Level 1		
German 2	german 2	LOTE Level 2		
German 3	German 3	LOTE Level 3		
German 4 (H)	German 4 (H)	LOTE Level 4+	Honors	
Spanish 1	SPANISH 1	LOTE Level 1		
Spanish 2	SPANISH 2	LOTE Level 2		
Spanish 3	SPANISH 3	LOTE Level 3		
Spanish 4 (H)	Spanish 4 (H)	LOTE Level 4+	Honors	

Visual & Performing Arts ("P") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

University of California A-G Course List

<https://hs-articulation.ucop.edu/agcourselist#/list/details/493/>

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
3-Dimensional Art 3	3-D ART 3	Visual Arts		
Advanced Art	Adv Art	Visual Arts		
Art 1	Art 1	Visual Arts		
Art 2	ART 2	Visual Arts		
Photography/Digital Design	PhotoDigitDsgn	Visual Arts		
Three-Dimensional Art 1	3-D Art 1	Visual Arts		
Three-Dimensional Art 2	3-D ART 2	Visual Arts		

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Economics	Econ	History / Social Science		
Psychology	Psychology	History / Social Science		

Appendix F

Cyber High Program Information

What is PASS and Cyber High?

Through an outstanding commitment to quality and as a result of a deep understanding of the unique needs of today's, globally and digitally connected students, the Cyber High/PASS Program has created pathways to success through curriculum that addresses different learning modalities in multiple formats and languages.

At PASS, we believe in assisting teachers in providing a holistic learning environment that addresses the individual needs of each student while maintaining a global and relevant focus on technology and the impact that it is having and will continue to have on our society and our world.

As a result of this philosophy we have developed coursework in two formats, a workbook format which combines traditional workbook learning with online applications; and a fully online program that supports traditional content with interactive approaches to engage students and enhance their learning experience.

The PASS/Cyber High curriculum is being used effectively in hundreds of schools to support students needing an alternative to the traditional classroom setting. Core courses offer university bound students a non-traditional means to earn a-g UC approved high school credit. In addition, PASS/Cyber High is used in summer schools, after school programs, for remediation, literacy programs, English Language Development, and credit recovery.

Credit Accrual

The PASS Program allows the accumulation of credits to be used toward graduation. It's a supplemental program consisting of workbooks and online curriculum which can be taken by the students when moving to another school. This modular approach offers flexibility to complete a course. As such, the PASS Program is *not in competition for ADA allocation*. It benefits all students as it adapts to their individual learning level and learning pace. It serves a specific need for specific students. If students want to excel in mathematics or social science, the PASS Program and Cyber High allow that opportunity.

PASS workbook and Cyber High courses allow students to accrue and/or recover high school credits at their own pace. Each course has a modular five-Unit design. Each course Unit is worth one credit which is earned when the student satisfactorily completes it. Completion of all five Units with a minimum score of 60% results in a grade and five credits.

PASS / Cyber High is a process that begins at the school site. A school counselor assesses the academic needs of students and reviews the records to select only courses needed. This careful assessment prevents the duplication of units needed for graduation. The counselor also aids the student in the selection of PASS / Cyber High supplementary courses.

Full Course Credit

Each PASS/Cyber High course is worth five units or five semester credits. Once a student completes a course with a 60% score or higher, the PASS Program automatically issues a five-credit transcript the following work day after completion. It is mailed directly to the school's registrar.

- **Recommendations:** The PASS Contact Person can confirm that a student has completed a course using either the Student Grade report or the Courses Completed report. Three or more days after completion, it is recommended that the PASS contact verify that the school registrar has received the transcript and posted the student's credits.

Partial Course Credit

Sometimes a student only needs a few credits of a particular course. The PASS Program does not automatically mail transcripts for partial credits. The PASS Contact person will need to request a partial credit transcript within Cyber High using either the custom Cyber High Browser or by going to <http://cyberhigh.org> using either Internet Explorer (version 7 and above) or Firefox (version 2 and above). Go the *Management* tab > *Order Transcripts*.

- **Recommendations:** The PASS Contact Person can confirm that a student has completed a course using either the Student Grade report or the Courses Completed report. Three or more days after completion, it is recommended that the PASS contact verify that the school registrar has received the transcript and posted the student's credits.

Appendix G

School Accountability Report Card

Acalanes Center for Independent Study 1869 Tice Valley Blvd. • Walnut Creek, CA 94595 • (925) 280-3945 • Grades 9-12 Sharon Francis, Principal dfratted@acalanes.k12.ca.us http://www.acalanes.k12.ca.us/cis	
2014-15 School Accountability Report Card Published During the 2015-16 School Year	
<div>Acalanes Union High School District 1212 Pleasant Hill Rd. Lafayette, CA 94549 (925) 280-3900 www.acalanes.k12.ca.us</div> <div><u>District Governing Board</u> J. Richard Whitmore Nancy Kerzierski Kathleen R. Coppersmith Susan L. Epstein Bob Hockett Cathy Tang, Student Member</div> <div><u>District Administration</u> John Nickerson, Ed.D. Superintendent Aida Gilman Associate Superintendent Educational Services Amy McNamara Associate Superintendent Administrative Services Julie Bautista Chief Business Official Business Services Karen Hellbronner Director, Special Education & Auxiliary</div>	School Description Mission Statement: The mission of Acalanes Center for Independent Study (ACIS) High School is to provide opportunities for students with nontraditional educational interests and needs to meet their academic goals through a guided program featuring independent and small group learning. Director's Message The Acalanes Center for Independent Study (ACIS) is located at the Del Valle Education Center in Walnut Creek in a beautiful setting just over the hills east of the University of California near Mt. Diablo. Del Oro High School, the district's continuation high school and its independent study program divided into separate schools in 2004. ACIS became the only alternative high school in 2010-11 with the closure of Del Oro High School. ACIS is a WASC accredited high school receiving a six-year term of accreditation after a site visitation in March 2011. ACIS serves the students who live in the suburban residential communities of Lafayette, Moraga, Orinda and Walnut Creek who attend one of the four comprehensive high schools in the District – Acalanes, Campolindo, Las Lomas, and Miramonte. Parents in these communities are engaged primarily in professional occupations, have high expectations for their schools, are active participants in their students' education, and are supportive in their financial support to the District. ACIS offers a college preparatory program for all students with classes that meet the University of California's "a-g" requirements. Limited elective classes are available for students and students may enroll in adult education, ROP or community college classes. ACIS classes are small and the students have an opportunity to interact with teachers and fellow students. Students have access to the district Internet for research, and computers and printers for class work. ACIS is a safe, clean and orderly campus, with 9 part-time teachers, 2 full-time support staff and one full-time and one part-time administrator. The campus is quiet and calm during the school day.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (925) 280-3945 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	11
Grade 12	17
Total Enrollment	31

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
Asian	3.2
Hispanic or Latino	9.7
White	77.4
Two or More Races	6.5
Socioeconomically Disadvantaged	3.2
English Learners	3.2
Students with Disabilities	3.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Acalanes Center for Independent Study	13-14	14-15	15-16
With Full Credential	10	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Acalanes Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	212
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Acalanes Center for Independent	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Acalanes Center for Independent Study uses textbooks adopted by the Acalanes Union High School District that are based on the California Content Standards. Textbooks are selected from lists pre-approved by the State education officials.

Pursuant to the California Education Code and the Williams Settlement, site administrators and District departments have ensured that all students access to the current Standards-based textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 05/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Edge Adopted 2007</p> <p>High Point (Level 1) Adopted 2007</p> <p>Impact, 50 Short Stories; 2nd Edition Adopted 2003</p> <p>Poetry, A Pocket Anthology Adopted 2003</p> <p>Points of View: An Anthology of Short Stories Adopted 2003</p> <p>The Word Within the Word, Vol. 1 Adopted 2003</p> <p>The Word Within the Word, Vol. 1 (Eng 2) Adopted 2003</p> <p>The Word Within the Word, Vol. 2 (Eng 3) Adopted 2003</p> <p>The Word Within the Word, Vol. 2 (Eng 4) Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Algebra 1 Adopted 2015</p> <p>Algebra II: Concepts, Skills and Problem Solving, CA Edition Adopted 2008</p> <p>Calculus I, 8th Ed. Adopted 2006</p> <p>Calculus II, 8th Ed. Adopted 2006</p> <p>California Algebra Readiness Adopted 2007</p> <p>California Geometry Adopted 2007</p> <p>Pre-Calculus with Trigonometry: Concepts and Applications Adopted 2002</p> <p>Pre-Calculus, Third Edition Adopted 2008</p>

Textbooks and Instructional Materials Year and month in which data were collected: 05/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Biology: Exploring Life Adopted 2004</p> <p>Earth Science; Geology, the Environ., and the Universe Adopted 2001</p> <p>Physics Adopted 2004</p> <p>World of Chemistry Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>A People & A Nation, 7th Ed. Adopted 2004</p> <p>Modern World Hist.: Patterns/Interaction California Ed. Adopted 2005</p> <p>Psychology, 8th ed. Adopted 2006</p> <p>The Americans: Reconstruction Through/21st Century Adopted 2005</p> <p>United States Government: Democracy in Action Adopted 1998</p> <p>World History: Patterns of Interaction (National Edition) Adopted 2005</p> <p>Economics Concepts and Choices, California Ed. Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Bon Voyage, Levels 1-3 Adopted 2003-04</p> <p>El Espanol para Nosotros, Books 1 & 2 Adopted 2005</p> <p>Latin for Americans, Level 1 Adopted 2003</p> <p>Latin for Americans, Book 1 (Latin 2); Book 2 (Latin 2 & Latin 3) Adopted 2003</p> <p>Realidades, Levels 1-3 Adopted 2003</p> <p>Imagina Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: 05/2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Guide to Sexuality Adopted 2005 Health & Wellness Adopted 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Acalanes Center for Independent Study (ACIS) is housed in the renovated 200-wing, which was remodeled in 2000 and in excellent condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/23/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	55	83	44
Math	10	67	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	--	--	88	87	85	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	85
All Student at the School	--
Male	--
Female	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	20	83.3	10	35	45	10
Male	11		12	50.0	17	42	42	0
Female	11		8	33.3	--	--	--	--
Hispanic or Latino	11		3	12.5	--	--	--	--
White	11		14	58.3	14	29	50	7
Two or More Races	11		3	12.5	--	--	--	--
Students with Disabilities	11		1	4.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	24	20	83.3	55	20	5	5
Male	11		12	50.0	67	17	0	8
Female	11		8	33.3	--	--	--	--
Hispanic or Latino	11		3	12.5	--	--	--	--
White	11		14	58.3	57	21	0	7
Two or More Races	11		3	12.5	--	--	--	--
Students with Disabilities	11		1	4.2	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent participation in ACIS is possible with the Alternative Education Advisory Council, implementation of the WASC Action Plans, Back-to-School Night and school-wide meetings.

For more information on how to become involved, contact Steven France, Director, Del Valle Education Center, at (925) 280-3945 or sfrance@acalanes.k12.ca.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The District Office, Director of the Del Valle Education Center, and Coordinator of the Del Valle Education Center review the School Safety Plan annually in the fall and it was last reviewed in August, 2015. The ACIS staff is notified of the procedures for emergencies including fire, earthquake and evacuation. The procedures are posted in every classroom and office. ACIS works directly with the Walnut Creek Police and Fire Departments in the implementation of the plan.

Before the start of school, the administration reviews key elements of the District's discipline policy with the staff. The policy and administrative regulations are available in the main office for staff and parents.

Staff members are responsible for the supervision of the ACIS students. The site is checked daily for vandalism, graffiti, and theft by the Del Valle Education Center staff.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.25	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.50	1.86	1.74
Expulsions Rate	0.04	0.07	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	4	6	4	8	8	7						
Math	2	5	4	4	2	4						
Science	5	10		2	1							
SS	4	8	5	5	5	6						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	78

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Acalanes Union High School District has focused on a participatory, inclusive model of professional development driven by choice and appreciated by teachers and administrators alike. With an active District Staff Development committee comprised of teachers and administrators and with school instructional councils and staff development committees on the sites, a variety of professional development opportunities have been implemented at the district and site levels. Professional development opportunities in AUHSD include:

- District and site based Professional Development days (2 full days per year)
- Summer Institute (3 days)
- District and site based collaborative curricular release days
- Wednesday morning site based meetings
- Districtwide optional Professional Development days
- Districtwide after school curricular projects
- Work with Technology Coordinators and Instructional Coaches
- Attendance at conferences and workshops
- Relevant training related to new standards and curriculum

With a variety of new educational initiatives including the adoption of California State Standards, Challenge Success, innovative instructional technology, achievement data analysis, the following areas of Professional Development are explored during the above mentioned opportunities.

Curricular Development

- Course content and standards
- Instructional practices
- Assessment data and best practice development

Learning Theory

- Science behind student learning
- Effective instructional strategies

Student Engagement

- Innovative practices
- Technology infusion
- Project Based Learning

Response to Intervention

- Targeted interventions for at risk students
- Classroom and schoolwide systems for academic intervention

Social Emotional Wellbeing

- School Wide systems for social and emotional intervention and support
- Connectedness and resilience

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,600	\$44,363
Mid-Range Teacher Salary	\$72,954	\$71,768
Highest Teacher Salary	\$93,393	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$137,232	\$133,673
Superintendent Salary	\$218,275	\$210,998
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Acalanes Center for Independent Study offers a basic educational program, which is fully funded by the District Office.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,298	\$0	\$9,298	\$4228
District	♦	♦	\$8,379	\$82,212
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			11.0	-94.6
Percent Difference: School Site/ State			98.3	-94.2

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	23	63	15	36	49
All Students at the School	0		0	0	0	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Acalanes Center for Independent Study	2012-13	2013-14	2014-15
English-Language Arts			
Mathematics			
Acalanes Union High School District	2012-13	2013-14	2014-15
English-Language Arts	87	59	61
Mathematics	85	59	61
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Acalanes Center for Independent Study	2011-12	2012-13	2013-14
Dropout Rate	9.30	18.20	4.80
Graduation Rate	79.07	69.70	90.48
Acalanes Union High School District	2011-12	2012-13	2013-14
Dropout Rate	1.10	0.60	0.80
Graduation Rate	97.67	98.07	97.76
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	186.96	98.36	84.6
Black or African American	200	100	76
American Indian or Alaska Native		100	78.07
Asian	100	96.02	92.62
Filipino		103.57	96.49
Hispanic or Latino	166.67	96.59	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	221.43	99.57	89.93
Two or More Races	100	92.59	82.8
Socioeconomically Disadvantaged		92.37	61.28
English Learners	100	82.76	50.76
Students with Disabilities	66.67	98.39	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	90.32
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	13.95

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

ACIS students may concurrently enroll in the Contra Costa County ROP. The ROP classes available to ACIS students include Auto Technology, Biotechnology, Cosmetology and Sports Medicine.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available to all AUHSD students and staff members at all campuses through the school wireless network. Guest wireless network is available at all campuses to the guests of the schools. Wireless log ins and passwords are provided to all users. All internet users are asked to comply with the AUHSD Acceptable Use Policy.

Appendix H

CBEDS Accountability Transition Report

2016 Accountability Transition Report - School Level (CA Dept. of Educ... <http://dq.cde.ca.gov/dataquest/Acnt2016/SchReport.aspx?allcds=07616...>



California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

2016 Accountability Transition Report

School: Acalanes Center For Independent Study
LEA: Acalanes Union High
County: Contra Costa
CDS Code: 07-61630-0107524
School Type: High School

Charter School: No

Date: 10/31/2016

2016 Supplemental Information:

--Select a Report--

Participation Rate: Goal

For details on how the participation rate was calculated, please see the [2016 Participation Rate Web page](#).

Content Area	Goal
English Language Arts/Literacy (ELA)	95%
Mathematics	95%

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate
Schoolwide	24	23	96%	24	20	84%
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	2	2	100%	2	2	100%
Filipino	--	--	--	--	--	--
Hispanic or Latino	4	4	100%	4	2	50%
Native Hawaiian or Pacific Islander	1	1	100%	1	0	0%
White	16	15	94%	16	15	94%
Two or More Races	1	1	100%	1	1	100%
Socioeconomically Disadvantaged	2	2	100%	2	2	100%
English Learners	3	3	100%	3	2	67%
Students with Disabilities	3	3	100%	3	3	100%

-- -- indicates student group data are not available.

2014-15 Local Control Funding Formula (LCFF) Graduation Rate Results

2016 Accountability Transition Report - School Level (CA Dept. of Educ... <http://dq.cde.ca.gov/dataquest/Acnt2016/SchReport.aspx?allcds=07616...>

<u>Student Groups</u>	<u>Class of 2015 Graduation Rate</u>
Schoolwide	86.49%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	85.71%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--%
Students with Disabilities	--

-- indicates student group is less than 11 or data are not available

Three-Year Weighted Average Graduation Rate Results for LCFF Evaluation Rubrics

<u>Student Groups</u>	<u>Three-Year Weighted Average Graduation Rate*</u>	<u>Calculation Method**</u>
Schoolwide	80.51%	3yr
Black or African American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
White	80.00%	3yr
Two or More Races	--	--
Socioeconomically Disadvantaged	60.00%	3yr
English Learners	--	--
Students with Disabilities	--	--

-- indicates student group is less than 11 and "N/A" indicates data are not available.

A three-year weighted average graduation rate will be compared to the 2014-15 graduation rate to determine "Change" in the new accountability system, the LCFF Evaluation Rubrics. The formula for "Change" in the new accountability system is:

$$2014-15 \text{ Cohort Graduation Rate} \text{ minus } \text{Three-Year Average Graduation Rate}$$

The three-year average is weighted and uses the following years of four-year graduation cohort data: 2011-12 (class of 2012), 2012-13 (class of 2013), and 2013-14 (class of 2014). If the LEA, school, or student group does not have cohort data for all three graduating classes, then the weighted average for "Change" was calculated using the one or two years of available cohort data. (The "Calculation Method" column identifies if one, two, or three years of cohort data were used to calculate the weighted average.)

Please see the [Glossary](#) for further details on the calculation of the average graduation rate.

**Calculation Method="1yr" indicates that one year of cohort graduation data were used for the average; "2yr" indicates that two years of cohort graduation data were used to calculate the weighted average; "3yr" indicates that three years of cohort graduation data were used to

2016 Accountability Transition Report - School Level (CA Dept. of Educ... <http://dq.cde.ca.gov/dataquest/Acnt2016/SchReport.aspx?allcds=07616...>

calculate the weighted average; "N/A" indicates data in student group is less than 11; "--" indicates graduation data are not available.

Further details on the calculation of the weighted average and examples of how the weighted average is used for the Graduation Rate Indicator in the LCFF Evaluation Rubrics will be made available on the [AYP Web page](#) when the Evaluation Rubrics are released.

Web Policy

Appendix I

CBEDS Accountability Progress Reporting AYP Report

2015 Accountability Progress Reporting (APR) - School Level(CA Dept.... <http://dq.cde.ca.gov/dataquest/Acnt2015/2015APRSchAYPReport.aspx?a...>



California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

2015 Accountability Progress Reporting (APR)

2015 AYP School Report

School: Acalanes Center For Independent Study
LEA: Acalanes Union High
County: Contra Costa
CDS Code: 07-61630-0107524
School Type: High School

Charter School: No

Date: 6/30/2016

2015 APR Reports and Supplemental Information:

--Select a Report--

AYP Determination:

Made AYP: Yes
Met: 2 of 2 AYP Criteria
PI Status: Not Title I

Participation Rate: Targets and Met Criteria

For details on how the participation rate was calculated, please see the [2015 AYP Participation Rate Web page](#).

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	ELA Alternative Method	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria	Math Alternative Method
Schoolwide	21	20	96	Yes	EN	21	17	81	Yes	EI
Black or African American	0	0	--	--	--	0	0	--	--	--
American Indian or Alaska Native	0	0	--	--	--	0	0	--	--	--
Asian	0	0	--	--	--	0	0	--	--	--
Filipino	0	0	--	--	--	0	0	--	--	--
Hispanic or Latino	3	3	100	--	--	3	3	100	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	0	0	--	--	--
White	15	14	94	--	--	15	12	80	--	--

2015 Accountability Progress Reporting (APR) - School Level(CA Dept.... <http://dq.cde.ca.gov/dataquest/Acnt2015/2015APRSchAYPReport.aspx?a...>

Two or More Races	3	3	100	--	--	3	2	67	--	-
Socioeconomically Disadvantaged	0	0	--	--	--	0	0	--	--	-
English Learners	0	0	--	--	--	0	0	--	--	-
Students with Disabilities	6	6	100	--	--	6	6	100	--	-

Attendance Rate Target: 90 Percent

<u>Average Daily Attendance</u>	<u>School Attendance Enrollment</u>	<u>Met Criteria</u>
N/A	N/A	N/A

Attendance Rate Criteria: Schools that met the following criteria were required to meet the attendance rate indicator:

1. The school's entire enrollment was 100 or more on Fall Census Day in October 2014, and the Enrollment in Transitional Kindergarten through grade eight (TK-8) was 30 or more.
2. The school's entire enrollment was between 30 to 99 on Fall Census Day in October 2014, and the enrollment in TK-8 was 30 or more, or the percent of TK-8 enrollment made up 50% or more of the school's enrollment.

LEAs that met the following criteria were required to meet the attendance rate indicator:

1. The LEAs entire TK-8 enrollment was 30 or more on Fall Census Day in October 2014.

LEAs and direct-funded charter schools were given two options for submitting their attendance data to the California Department of Education:

1. Total number of days students attended and were enrolled.

or

2. Average Daily Attendance (ADA)

The data are as of the second period (P-2), which is from July 1 through the last school month that ends before April 15, 2015. LEAs and direct-funded charter schools submitted data for one option only. The attendance rate will be displayed in the column that reflects the option chosen by the LEA or direct-funded charter school.

"--" means the school submitted attendance data under the other option (i.e., ADA or School Attendance Enrollment).

"DNS" (Did Not Submit) in the ADA and School Attendance Enrollment columns mean an attendance rate could not be calculated because the LEA or direct-funded charter school did not submit data under either option.

"N/A" means not applicable.

Graduation Rate Goal: 90 Percent

<u>Met Schoolwide Graduation</u>	<u>Met Student Group Graduation Rates</u>	<u>Met Overall Graduation Rate Criteria</u>
N/A	N/A	N/A

Current Year: Graduation Rate Results

<u>Groups</u>	<u>2014 Cohort Graduation Rate (class of 2012-13)</u>	<u>2015 Cohort Graduation Rate (class of 2013-14)</u>	<u>2015 Target Graduation Rate</u>	<u>2015 Graduation Rate Criteria Met</u>	<u>2016 Target Graduation Rate Class of 2014-15)</u>	<u>Exclusion/ Alternative Method</u>
Schoolwide	--	--	N/A	N/A	N/A	U50
Black or African American	--	--	N/A	N/A	N/A	U50
American Indian or Alaska Native	--	--	N/A	N/A	N/A	U50

2015 Accountability Progress Reporting (APR) - School Level(CA Dept.... <http://dq.cde.ca.gov/dataquest/Acnt2015/2015APRSchAYPReport.aspx?a...>

Asian	---	---	N/A	N/A	N/A	U50
Filipino	---	---	N/A	N/A	N/A	U50
Hispanic or Latino	---	---	N/A	N/A	N/A	U50
Native Hawaiian or Pacific Islander	---	---	N/A	N/A	N/A	U50
White	---	---	N/A	N/A	N/A	U50
Two or More Races	---	---	N/A	N/A	N/A	U50
Socioeconomically Disadvantaged	---	---	N/A	N/A	N/A	U50
English Learners	---	---	N/A	N/A	N/A	U50
Students with Disabilities	---	---	N/A	N/A	N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for LEAs and schools until 2019 when the target for all LEAs, schools and the state is 90%.

Percent Proficient - Annual Measurable Objectives (AMOs) **Percent Proficient Statement:** Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education (ED) approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. However, the ED is requiring the percent proficient results be displayed on the AYP reports. For a more thorough view of a school's or district's progress, please view: [Local Control Funding Formula State Priorities Snapshot](#)

Percent Proficient Rate: Schoolwide and Student Groups

Content Area	Target
English Language Arts/Literacy (ELA)	100.0%
Mathematics	100.0%

Percent Proficient: Schoolwide and Student Groups

<u>Student Groups</u>	<u>ELA Valid Scores</u>	<u>ELA Number At or Above Proficient</u>	<u>ELA Percent At or Above Proficient</u>	<u>Math Valid Scores</u>	<u>Math Number At or Above Proficient</u>	<u>Math Percent At or Above Proficient</u>
Schoolwide	8	---	---	7	---	---
Black or African American	0	---	---	0	---	---
American Indian or Alaska Native	0	---	---	0	---	---
Asian	0	---	---	0	---	---
Filipino	0	---	---	0	---	---
Hispanic or Latino	1	---	---	1	---	---
Native Hawaiian or Pacific Islander	0	---	---	0	---	---
White	5	---	---	5	---	---
Two or More Races	2	---	---	1	---	---
Socioeconomically Disadvantaged	0	---	---	0	---	---
English Learners	0	---	---	0	---	---
Students with Disabilities	1	---	---	1	---	---

Web Policy

Appendix J CAASPP 2016 Test Results

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016...>

About	Smarter Balanced Assessments	California Alternate Assessments	Contact
--------------	-------------------------------------	---	----------------

[Test Results](#) [Compare Test Results](#) [Understanding Results](#) [Research Files](#)

[Back to Search](#) [Print Test Results](#) | [Get Research Files](#)

Smarter Balanced Assessment Test Results for:

Acalanes Center For Independent Study School

CDS Code: 07-61630-0107524

Acalanes Union High District

Contra Costa County

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year:
 Select Group/Subgroup:
 [Apply Selections](#)

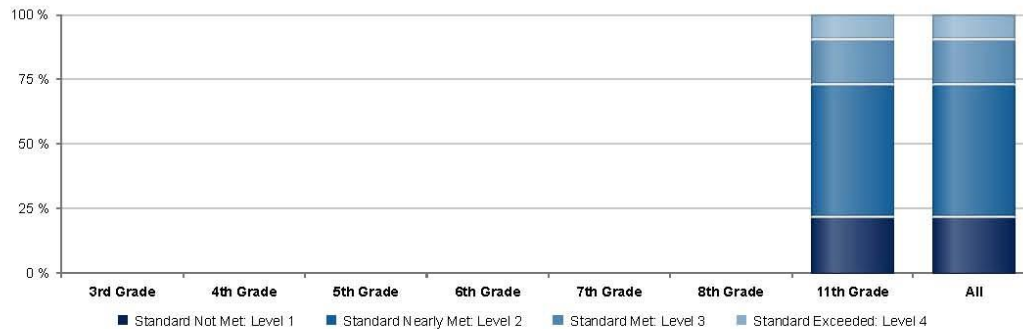
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) or N/A will be displayed instead of a number on Internet test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

[All Students \(accessible data\)](#)

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2016...>

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	24	24
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	23	23
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	23	23
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2551.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

[English Language Arts/Literacy Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	70 %	70 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

LISTENING: How well do students understand spoken information?

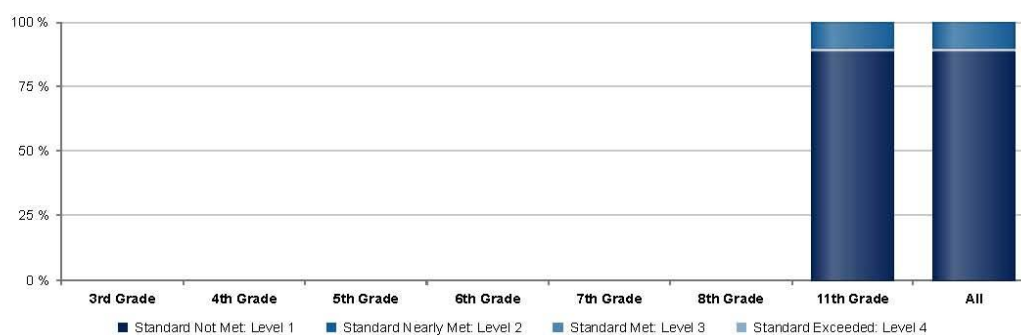


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	70 %	70 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2016...>
RESEARCH/INQUIRY: How well can students find and present information about a topic?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	74 %	74 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)
MATHEMATICS
Achievement Level Distribution

[Mathematics Achievement Level Descriptors](#)
All Students (accessible data)
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	24	24
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	21	21
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	20	20
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2477.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %

[Mathematics Scale Score Ranges](#)
Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2016...>
CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	90 %	90 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %

[Mathematics Area Achievement Level Descriptors](#)

Appendix K CAASPP 2015 Test Results

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2015...>

About	Smarter Balanced Assessments	California Alternate Assessments	Contact
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Smarter Balanced Assessment Test Results for:

Acalanes Center For Independent Study School

CDS Code: 07-61630-0107524

Acalanes Union High District

Contra Costa County

[SUMMARY REPORT](#) [CHANGE OVER TIME](#)

Report Options

Select Year:
 Select Group/Subgroup:
 [Apply Selections](#)

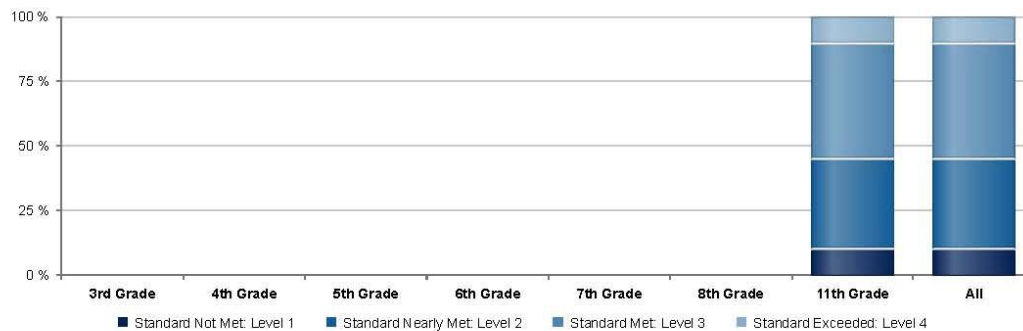
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (*) or N/A will be displayed instead of a number on Internet test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

[All Students \(accessible data\)](#)

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2015...>**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	24	24
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	20	20
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	20	20
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2597.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %

[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	80 %	80 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2015...>

Research/Inquiry: Investigating, analyzing, and presenting information

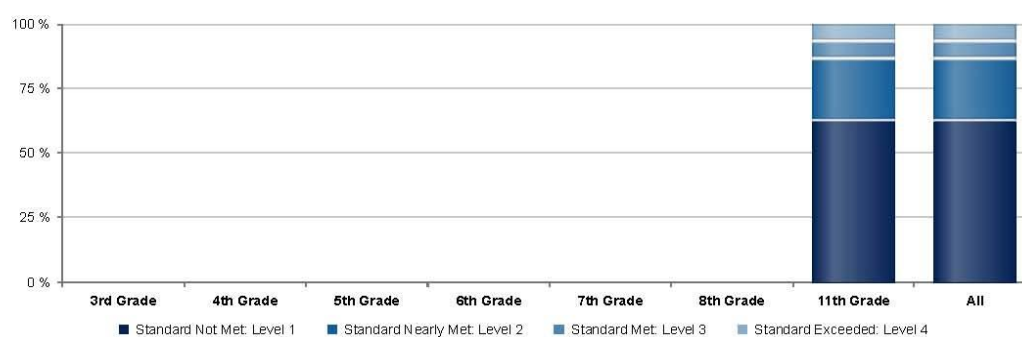


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	80 %	80 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution


[Mathematics Achievement Level Descriptors](#)

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	24	24
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	20	20
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	17	17
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2522.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

[Mathematics Scale Score Ranges](#)

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

View Reports

<http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&1stTestYear=2015...>
CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	71 %	71 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

[Mathematics Area Achievement Level Descriptors](#)

Appendix L

Cohort Outcome Data for the Class of 2014 – 2015

Cohort Data Outcomes

<http://dq.cde.ca.gov/dataquest/CohortRates/GradRates.aspx?Agg=S&Rp...>


California Department of Education
Data Reporting Office

Report Generated: 2/8/2017 9:35:44 AM
Source: California Longitudinal Pupil Achievement Data System (CALPADS)
Data as of: February, 2012

Select a Report: Cohort Outcome Summary Report by Race/Ethnicity
Select a Year: 2014-15
Select a School: Select a School

Cohort Outcome Data for the Class of 2014-15

School Results for Acalanes Center for Independent Study 07-61630-0107524

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
07616300107524	Acalanes Center for Independent Study	37	32	86.5	*	8.1	*	0.0	*	5.4	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	*	*	75.0	*	25.0	*	0.0	*	0.0	*	0.0
Asian, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
African American, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	28	24	85.7	*	7.1	*	0.0	*	7.1	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

[Definitions used in producing cohort outcome data. \(PDF\)](#)

Appendix M

2015 – 2016 District and School Enrollment by Ethnicity

District and School Enrollment by Ethnicity - Enrollment by Ethnicity fo... <http://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=Dist...>California Department of Education
Educational Demographics Unit

CDE » DataQuest » Enrollment Report

Enrollment by Ethnicity for 2015-16
District and School Enrollment by Ethnicity

Report: District and School Enrollment by Ethnicity

Year: 2015-16

District: 0761630 -- Acalanes Union High

Gender: All

Type: Primary Enrollment

Acalanes Union High Report

(Note: Data for uncertified district schools will not be included in the district reports however, Independent Reporting Charters that have certified will be displayed on the district report even if the authorizing District has not certified their data.)

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Acalanes Center For Independent Study	0107524	7	0	3	1	0	1	26	1	0	
Acalanes High	0730283	110	0	138	5	24	12	1,025	105	41	
Campolindo High	0731125	107	1	192	1	21	10	829	118	211	
Las Lomas High	0733725	160	6	182	5	60	43	1,013	49	101	
Miramonte High	0734244	102	2	171	7	15	21	780	118	161	
District Non-Public Non-Sectarian Schools	0000001	1	0	2	0	0	0	21	0	0	

Report Total

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Acalanes Union High	0761630	487	9	688	19	120	87	3,694	391	51	5,546
Contra Costa Total	07	60,992	570	21,326	1,139	7,393	17,101	57,501	8,954	1,437	176,413
State Total	00	3,360,562	34,704	551,229	30,436	156,166	361,752	1,500,932	192,146	38,810	6,226,737

Download Data Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Gender: All, Type: Primary Enrollment

Report generated: 2/8/2017 9:38 AM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Web Policy

Appendix N

Master Agreement for Acalanes Center for Independent Study



Acalanes Union High School District

1963 Tice Valley Boulevard ♦ Walnut Creek, California 94595

(925) 280-3945 ♦ Fax (925) 280-3941

Master Agreement for the Acalanes Center for Independent Study

Revised August 2016

Student Name:		Student Number:		Grade:		
Address:			Age:		Birthdate:	
City:		ZIP Code:		Home Phone:		
ACIS Location: Del Valle Education Center		Student Cell Phone:				
Parent/Guardian Email:		Student Email:				
Duration: Session <input type="checkbox"/> One <input type="checkbox"/> Two		Entry Date:		Exit Date:		
Agreement: We have read both sides of this agreement and hereby agree to all the conditions set forth within.						
Student's Signature:				Date:		
Parent/Guardian's Signature:				Date:		
Program Administrator's Signature:				Date:		

Objective:

The student will complete the courses listed below during the session as they are outlined in the Acalanes Union High School District course descriptions. All course objectives will be consistent with the established district guidelines. "Assignment and Work-Record Forms" will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. It is understood that:

- The purpose of this agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the "Assignment and Work-Record Forms" that will be a part of this agreement.
- According to district policy for independent study in grades nine through twelve, no more than one week may elapse between the date an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- The Acalanes Union High School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
- The student agrees to meet with or report to the teacher or class regularly, in accordance with the frequency, date, class period or specific time, and location specified in the course contract or the assignment and work-record form. **The student will be referred to their home school for violation of the agreement and/or the district's Student Attendance Review Board (SARB).**

Subject	Credits	Teacher	Day	Period	Room	Time

Total Credits: _____ Date: _____ Director's Signature: _____

Master Agreement for the Acalanes Center for Independent Study (ACIS)

Student:

I understand that:

- Independent study is an optional educational alternative that I have voluntarily selected. If I am a student who was suspended or expelled, I was offered the alternatives of classroom instruction and independent study, and I chose independent study.
- By entering the Acalanes Center for Independent Study, I have not waived any rights as a student and I am entitled to all Acalanes Union High School District services and resources.
- If I am a student with an Individualized Educational Plan (IEP), my IEP must specifically provide for my enrollment in the Acalanes Center for Independent Study.
- **I must follow all the discipline code and behavior guidelines of the Acalanes Union High School District. Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from the Acalanes Center for Independent Study. Specifically, NO SMOKING, NO SKATE BOARDING OR NO BIKE RIDING ON CAMPUS is permitted at ACIS, school activities or district sites. Students must listen to and obey any directives from a site administrator or staff member.**
- I understand that I must arrange for my own transportation to ACIS.
- Visitation on any other school campus requires permission from that school.
- If I achieve the minimum study requirements (10 hours of school work per class and 2 hours of attendance for per class), I will complete the equivalent of a semester course every nine weeks.
- **I understand that I will be on probation for the first (4) weeks of attendance. If I do not produce the minimum of 10 hours of work for each class and/or have discipline problems, the agreement will be terminated and I will be returned to a regular classroom program or other appropriate alternative and/or referred to SARB.**

I agree to:

- Be supervised by the Director, Del Valle Education Center and/or other site personnel.
- Meet weekly with the assigned teacher. **The maximum length of allowed time between the date of assignment and the due date is 5 school days** unless prior arrangements have been made with the teacher. I understand that failure to complete three weeks' worth of assignments will result in an evaluation to determine if I should remain in independent study and may result in one or more of the following:
 1. A letter of concern to me and my parent, guardian or caregiver, if appropriate;
 2. A specially scheduled appointment;
 3. A class may be dropped;
 4. A meeting with the administrator, including my parent, guardian or caregiver, if appropriate;
 5. Placement on probation in the program;
 6. Increase the amount of time that I must be on campus or in an equivalent supervised situation;
 7. Revocation of my work permit issued until my school work is satisfactorily completed; or,
 8. Termination of this Master Agreement and return to a regular classroom program of instruction or other appropriate alternative.
- Meet weekly with the Work Experience Education (WEE) Coordinator or program administrator, if I am enrolled in work experience.
- Attend if the teacher arranges for additional class time or you are called in for additional one on one help with the teacher.
- Obtain transportation to scheduled classes.
- I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher to submit my completed assignments.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I understand that 90 hours of work and regular class attendance is needed for five (5) credits, one semester.
- Make-up homework and class seat time if absent from school.
- **Take all required tests (Smarter Balanced Assessment) and attend all required review sessions during my enrollment in ACIS.**
- To follow all school and district policies and the California Education Code.

Student's Signature: _____

Parent/Guardian:

I understand that the major objective of the Acalanes Center for Independent Study is to provide a voluntary educational alternative for my son or daughter.

I agree to the above conditions listed under "Student." I also understand that

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for willfully damaged or destroyed books and other school property checked out to my son/daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son/daughter on a regular basis to direct and measure progress. The time and location of classes or meetings with the teacher or supervisor will be determined by the Director, Del Valle Education Center in consultation with my son or daughter.
- I understand that it is my responsibility to provide transportation to ACIS.
- I am expected to encourage him/her to do more than the minimum study requirements and be involved in Work Experience Education (WEE), a Regional Occupational Program (ROP) or DVC classes where appropriate (Grades 11-12).
- I have the right to appeal any decision about by son's/daughter's placement, school program or transfer according to the Acalanes Union High School District's procedures.

Parent/Guardian's Signature: _____

We educate every student to excel and contribute in a global society.

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Appendix O

Master Agreement for ACIS/Cyber High



acalanes Union High School District

1963 Tice Valley Boulevard ♦ Walnut Creek, California 94595

(925) 280-3945 ♦ Fax (925) 280-3941

Master Agreement for ACIS/Cyber High

Revised: July, 2016

Student Name:		Student number:		Grade:	
Address:			Age:		Birthdate:
City:		ZIP Code:		Home Phone:	
CIS Location: Del Valle Education Center		Student Cell Phone:			
Parent/Guardian Email:		Student Email:			
Duration: Session <input type="checkbox"/> One <input type="checkbox"/> Two		Entry Date:		Exit Date:	
Agreement: <i>We have read both sides of this agreement and hereby agree to all the conditions set forth within.</i>					
Student's Signature:				Date:	
Parent/Guardian's Signature:				Date:	
Program Administrator's Signature:				Date:	

Objective:

The student will complete the courses listed within this Agreement during the session as they are outlined in the Acalanes Union High School District course descriptions. All course objectives will be consistent with the established district guidelines. It is understood that:

- The purpose of this agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the Cyber High Program that will be a part of this agreement.
- Cyber High is a computer-based program designed for independent, self-paced learners.
- Students are responsible for monitoring their own progress and completing the course by the specified date.
- If a student does not complete the Cyber High course(s), an "F" grade will be reflected on their transcript.
- The student agrees to meet with or report to the Cyber High class regularly, in accordance with the frequency, date, class period, or specific time and location specified within this agreement. **Failure to comply with this agreement may result in the student being referred to the District's Student Attendance Review Board (SARB).**
- Cyber High is available **Monday – Friday, 12:30 p.m. – 3:30 p.m. in room 109 at the Del Valle Education Center.**
- Students must attend all assigned sessions per week in order to make adequate progress with Cyber High curriculum.
- Each student will be assigned to a specified computer station. **Students are expected to always use their assigned computer station.** If a student experiences technical issues with their computer, they are to notify the teacher immediately so an alternative station may be assigned.
- Students **will not** take exams when the teacher of record is not present. The teacher of record will approve all exams.
- Most five unit courses will take approximately 90 hours to complete.
- Students will be enrolled in **no more than two courses at any time.** Once a student successfully passes the two courses enrolled, the student will then be enrolled in two additional courses.

Master Agreement for the ACIS/Cyber High

Student:

I understand that:

- Independent study is an optional educational alternative that I have voluntarily selected. If I am a student who was suspended or expelled, I was offered the alternatives of classroom instruction and independent study, and I chose independent study.
- By entering the Acalanes Center for Independent Study (ACIS), I have not waived any rights as a student and I am entitled to all Acalanes Union High School District services and resources.
- If I am a student with an Individualized Educational Plan (IEP), my IEP must specifically provide for my enrollment in the Acalanes Center for Independent Study.
- **I must follow all the discipline code and behavior guidelines of the Acalanes Union High School District. Any violation of these guidelines or failure to meet school/district requirements could result in dismissal from the Acalanes Center for Independent Study. Specifically, NO SMOKING, NO SKATE BOARDING OR NO BIKE RIDING ON CAMPUS is permitted at ACIS, school activities or district sites. Students must listen to and obey any directives from a site administrator or staff member.**
- I understand that I must arrange for my own transportation to ACIS.
- Visitation on any other school campus requires permission from that school.
- If I achieve the minimum study requirements per course enrolled, I will complete the equivalent of five credits per course.
- **I understand that I will be on probation for the first (4) weeks of attendance. If I do not produce adequate progress for each class and/or have discipline problems, the agreement will be terminated and I will be returned to a traditional Home and Hospital Instruction, regular classroom program or other appropriate alternative and/or referred to SARB.**

I agree to:

- Be supervised by the Director, Del Valle Education Center and/or other site personnel.
- Meet weekly with the assigned teacher. The maximum length of allowed time between the date of assignment and the due date is 5 school days unless prior arrangements have been made with the teacher. I understand that failure to complete three weeks' worth of assignments will result in an evaluation to determine if I should remain in independent study and may result in one or more of the following:
 1. A letter of concern to me and my parent, guardian or caregiver, if appropriate;
 2. A specially scheduled appointment;
 3. A class may be dropped;
 4. A meeting with the administrator, including my parent, guardian or caregiver, if appropriate;
 5. Placement on probation in the program;
 6. Increase the amount of time that I must be on campus or in an equivalent supervised situation;
 7. Revocation of my work permit issued until my school work is satisfactorily completed; or,
 8. Termination of this Master Agreement and return to a regular classroom program of instruction or other appropriate alternative.
- Obtain transportation to scheduled classes.
- I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher to submit my completed assignments.
- Complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I understand that 90 hours of work and regular class attendance is needed for five (5) credits, one semester.
- **Take all required tests (Smarter Balanced Assessment) and attend all required review sessions during my enrollment in ACIS.**
- To follow all school and district policies and the California Education Code.

Student's Signature: _____

Parent/Guardian:

I understand that the major objective of the Acalanes Center for Independent Study is to provide a voluntary educational alternative for my son or daughter.

I agree to the above conditions listed under "Student." I also understand that:

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- I am liable for the cost of replacement or repair for willfully damaged or destroyed books and other school property checked out to my son/daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son/daughter on a regular basis to direct and measure progress. The time and location of classes or meetings with the teacher or supervisor will be determined by the Director, Del Valle Education Center in consultation with my son or daughter.
- I understand that it is my responsibility to provide transportation to ACIS.
- I have the right to appeal any decision about by son's/daughter's placement, school program or transfer according to the Acalanes Union High School District's procedures.

Parent/Guardian's Signature _____

Cyber High

Student Name: _____ ID Number: _____

Course Selection:

To fulfill graduation requirements, the student has elected to take the following course(s) for credit recovery:

Mathematics

- ☐ Algebra A (CP)
- ☐ Algebra B (CP)
- ☐ Algebra 2A (CP)
- ☐ Algebra 2B (CP)
- ☐ Geometry A (CP)
- ☐ Geometry B (CP)
- ☐ Math Skills Review

English/Language Arts

- ☐ English 1 A (CP)
☐ English 1 B (CP)
☐ English 2 A (CP)
☐ English 2 B (CP)
☐ English 3 A (CP)
☐ English 3 B (CP)
☐ English 4 A (CP)
☐ English 4 B (CP)
☐ Reading & Writing Skills

Science

- ☐ Laboratory Biology A (CP)
☐ Laboratory Biology B (CP)
☐ Environmental Science A
☐ Environmental Science B
☐ Physical Science A
☐ Physical Science B

Health Education

- ☐
- Health Education*

Social Science

- ☐ American Government (CP)*
- ☐ Economics (CP)*
- ☐ U.S. History A (CP)*
- ☐ U.S. History B (CP)*
- ☐ World History A (CP)
- ☐ World History B (CP)

Life Skills

- ☐
- Career Exploration

CP = UC Approved College Prep A-G
A = Semester 1
B = Semester 2
* = Course also available in Spanish
Each completed course is worth 5 (five) credits

Signatures:

Parent/Guardian
Date

Date _____

Student _____
Date _____

Date _____

Director, Del Valle Education Center
Date

Date _____

We educate every student to excel and contribute in a global society.

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