Acalanes High School

WASC Self-Study 2016-2017
Focus on Learning

Table of Contents

Preface

Acalanes High School began the WASC Self-Study process in the Fall of 2015. Acalanes utilized the following timeline and followed the prompts/indicators specified in the WASC template.

Date	Action(s)
Fall 2015	● "School wide" Teams were developed based on certificated staff interest on the following topics: 　○ Freshmen 　○ Seniors 　○ Polices 　○ Whole Child 　○ STEAM 　○ Challenge Success 　○ School Climate ● School wide teams met monthly to develop curriculum, evaluate school policies and practices and analyze data ● Staff meetings were used to evaluate both SBAC data and Challenge success and Healthy Kids survey data
Spring 2016	● Home groups (departments) evaluated prompts given in Chapter 4, sections B (Curriculum), C (Instruction), D (Assessment) ● WASC surveys were administered to: 　○ Parents 　○ Students 　○ Certificated staff 　○ Classified staff ● Acalanes Mission statement and ESLRS (now SLOs) were evaluated by the whole staff.
Fall 2016	● School wide teams incorporated parents, students and classified staff. These focus groups completed: 　○ Data analysis (e.g. WASC survey results, Challenge Success) 　○ Chapter 3-Development of Critical Learner Needs 　○ Chapter 4, Section E (school culture) 　○ Chapter 5-School Wide Action Plan
Winter 2016 / Spring 2017	● Teachers developed evidence folders for 2017 WASC visit.

WASC Visiting Committee

Dr. Ralph V. Giannini
(Visiting Committee Chair)
Social Studies Department Chair
Silver Creek High School

Mr. Jon Perry
Social Science Department Chair
San Juan High School

Ms. Nosizwe Breaux-Abdur-Rahman
Teacher

Mr. Paul Robinson
Principal
Saratoga High School

Mr. Josh Butterfield
Vice Principal
Foothill High School

Ms. Laurie Weiss
Teacher
Pleasant Grove High School

Acalanes Union High School District Leadership

Board of Education

Richard Whitmore
Board President
Joined Board: 2002
Current Term Ends: 2016

Nancy Kendzierski
Board Clerk
Joined Board: 2013
Current Term Ends: 2018

Susie Epstein
Board Member
Joined Board: 2010
Current Term Ends: 2018

Kathy Coppersmith
Board Member
Joined Board: 2000
Current Term Ends: 2016

Bob Hockett
Board Member
Joined Board: 2014
Current Term Ends: 2018

Griffin Ansel
Student Member
2016-2017

District Administration

Superintendent - John Nickerson, Ed.D.

Aida Glimme, Associate Superintendent (Educational Services)

Amy McNamara, Associate Superintendent (Administrative Services)

Karen Heilbronner, Director Special Education & Auxiliary Services

Collen Calvano, Director of Technology

Julie Bautista, Chief Business Official

Glenn Pena, Director of Fiscal Services

Dave Humphrey, Director of Facilities, Building, Grounds and Transportation

Luis Batiza, Director of Food and Custodial Services

Steven France, Director of Del Valle Education Center

Acalanes High School Administration
Travis Bell, Principal
Andy Briggs, Associate Principal
Erin Pope, Associate Principal

WASC Self-Study Coordinator
Dan Appel

WASC Focus Groups

    Challenge Success

Banerjee, Leena	Classified
Bishopp, Emma	Parent
Cadenas, Maria	World Language
Carr, Emily	Student
Clark, Chris	PE
Cusick, Grant	Tech Ed
Donner, Alexandra	Student
Heaton, Jan	Science
Kaizer, Harriet	Math
Mochizuki, Barbara	Math
Morrow, Jed	Social Studies
Mulholland, Cass	Social Studies
Rasmussen, Ann	English

Rego, Cheryl — Science
Rogers, Morgan — Student
Thompson, Holly — SPED
Verarde, Randy — Classified
Voellm, Monika — World Language
Wallace, Katherine — Parent
Wygal, Jennifer — Classified

Freshmen

Archer, Diane — Parent
Broder, Meranda — English
Caldwell, Mickey — Classified
Downing, Bruce — Math
Fellner, Reid — Student
Henderson, Julee — Math
Holland, Betsy — World Language
Honda, Erik — English
Ivankovich, Mike — PE
Jeveli, Skylar — Student
Lewis, Stan — Classified
Linda Murphy — Parent
Lund, Janice — Math
Meehan, Ed — VAPA
Prado, Angela — SPED
Schonauer, Anne — Counseling
Smedley, Amy — English
Urbina, Vanessa — Student
Welling, Hannah — Classified

Policies

Barth, Erin — English
Bunszel, Renee — Student
Catanesi, Terri — Classified
Dea, Norm — VAPA
Everly, Suzanne — Parent
Finn, Emily — Classified
Gale, Jeanie — Classified
Gough, Elizabeth — World Language
Guthrie, Laura — Science
Hoffman, Teresa — Parent

Huber, Chris	PE
Lane, Susan	VAPA
Martini, LeeAnn	Classified
McNamara, Betsy	Classified
McNamara, Tom	Science
Meadows, Marissa	Counseling
Sasner, Michaela	Student
Seelenbacher,Ed	Social Studies
Takahashi, Randy	Math
Tewksbury, Lori	Science
Toni, Vivian	Student

School Climate

Begley, Brogan	Science
Bellomo, Amy	SPED
Churchill, Stacey	VAPA
Combi, Cate	Student
Crain, John	Classified
Fountain, Susan	VAPA
Glosson, Audrey	Student
Kisner, Kristin	Parent
Lane, Gretchen	Classified
Martin, Susan	Counseling
Masri, Colleen	Parent
McDonald, Andy	Classified
Pirie, Kim	Classified
Rosemont, Wesley	Student
Searing, Katherine	SPED
Shaw, Cliff	World Language
Skvarna, Heidi	World Language
Smith, Brian	Social Studies
Townsend, Marie	SPED

Seniors

Anderson, Kristen	Social Studies
Barter, Bob	Social Studies
Benham-Baker, Will	English
Burkhalter, Barbara	Library
Cushner, Kelly	Counseling
Cusick, Liz	English

Denny, Lyenne   Social Studies
Derr, Ken   English
Freeman, Larry   Social Studies
Freitas, Tim   Classified
Guzaitis, Maddie   Student
Jessop, Ginger   Classified
Kramer, Erica   Classified
Lapporte, Juleen   Parent
Mueller, Julia   Student
Reynolds, Darcy   Classified
Schottland, Joe   Social Studies
Setterbo, Michele   Classified
Tu, Ma-Chen   World Language
Wilson, Maddie   Student

STEAM

Appel, Daniel   Math
Begelman, Bear   Tech Ed
Blake, Brendan   Science
Buchel, Misha   Math
Challacombe, Cathy   English
Davidson, Rosemary   Classified
Golinveaux, Maria   Classified
Hansen, Sarah   Student
Hensen, Donna   Math
Johnson, Kristi   Classified
Kobashigawa, Clara   Student
LaFrance, Tony   Parent
Lengacher, Bruce   VAPA
Lorge, Ken   Math
Ney, Ross   Student
Paniagua, Jada   Science
Park, Laurel   Student
Porter, Robert   VAPA
Rogers, Tyesha   Classified
Sasner, Casey   Parent
Stanton, Heller   English
Wright, Lisa   Classified
Zalewski, Vicki   Math

Whole Child

Allen, Lauren	Social Studies
Bruce, Heidi	PE
Cooksey, Alison	Classified
Cotter, Shimyum	English
Deignan, Anna	SPED
Dimech, Jim	Classified
Hoffman, John	Student
Johnson, Elyce	English
Johnson, Elyce	World Language
Jones, Amelia	Student
Kawano, Regina	Classified
Kirsch, Harry	Parent
Kravitz, Richard	Science
Louchis, Steven	Math
Moore, Natalie	English
Ney, Gina	Parent
Radmonovic, Jasmina	SPED
Stevens, Cal	Classified
Susie Bush	Student

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

The Community

Founded in 1940, Acalanes High School is one of four comprehensive high schools in the Acalanes Union High School District (AUHSD). Located in the suburban city of Lafayette, Acalanes High School serves a student population of approximately 1400 students in grades 9 through 12. Lafayette is 14 miles east of Oakland and located on 15 square miles in Contra Costa County, one of nine counties of the San Francisco Bay Area. The settlement of the area began in 1848 and the city was incorporated in 1968. Lafayette is noted for its high quality of life with low crime rate, clean air, mild climate and top-rated schools. The median income for a household in the city is $136,400. Eighty-nine percent of the adults in Lafayette have pursued post-secondary education.   Lafayette is also the site of the first school of Contra Costa County.

Many students at Acalanes High School come from upper and middle class, highly-educated families. Most students are motivated to do well in school and have parents and families who value and support education. From the class of 2016, ninety-seven percent of students continued their education at post-secondary institutions after high school graduation.

Community Support

The community of Lafayette has a long history of outstanding community support of education. The parents of Acalanes High School took a leadership role in passing a bond measure in November 2008. This provided the district with $93 million for the purpose of improving facilities and equipping classrooms with modern technology, including projection and sound systems, and a life cycle replacement plan to continue to have the most up to date hardware.
Over the past few decades, the district's electorate has passed numerous parcel taxes, culminating in two continuous parcel taxes (passed in 2009 and 2014) for a total of $301 per parcel. These parcel taxes generate more than $10 million annually (approximately 17% of district revenue) and primarily fund core and elective curricular student course offerings, the 7 period day offered to students, and additional counseling full-time equivalency.

Acalanes High School benefits from strong financial backing from organizations within the Lafayette community. This includes, but is not limited to: Acalanes Parents Club, Lafayette Partners in Education (LPIE), Acalanes Athletic Boosters Club, and Performing Arts Boosters. Annually, contributions from these organizations total over $700,000. The participation and dedication of these parent and community groups greatly enrich the community and environment of Acalanes High School.

LPIE supports Acalanes, as well as other Lafayette schools, through developing and staffing high-quality, curriculum-based core and enrichment programs in the classroom. LPIE also provides support through equipment and materials purchases. Specific Acalanes items funded by LPIE include: "Writing for Mastery" (a program that provides writing tutorials for social science students), artists in residence (a program that brings artists into the classroom), music accompanists, visual and performing arts materials, science materials, peer tutoring funding, and technology tools to enhance instruction.

The Acalanes Parents Club supports the classroom by funding instructional materials and teacher clerical support. The Parents Club also funds programs such as: Leadership, New Crew (freshman support), Peer Tutoring Center, staff development, Academic Support Center, literacy sections, school nurse position (1 day per week), and intervention counselors.

The Performing Arts Boosters fund transportation, vocal coaches, entry fees for music tours, as well as supplies for music, dance, and drama courses.

The Acalanes Athletic Boosters fund the athletic trainer, various sports' expenses, and campus athletic improvements (including gym renovations and most recently, new scoreboards).

School's Vision, Purpose and Student Learner Outcome

The Acalanes community has long shared a vision of the importance of today's students as shepherds of what is best in modern society. Since 1940, the school has provided an education that fosters the intellectual, physical, and social development of each student. The district mission is to educate every student to excel and contribute in a global society. The mission of Acalanes High School is to develop responsible, productive, informed citizens who appreciate and respect their own and others' uniqueness and worth.

During the 2015-2016 school year, the Acalanes staff, parents, and students revisited the school's Expected Schoolwide Learning Results (ESLRs) to determine if they were current with the school community's values and beliefs about education. Following this inclusive process, the stakeholders felt that the previous ESLRs (now Student Learner Outcomes (SLOs) reflect the values inherent to the Acalanes community. Stakeholders also agree that in the future SLOs will be regularly readdressed.

The current SLO's are as follows:

AHS students will be **creative and complex thinkers**.
- Analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project
- Solve complex problems with critical thinking skills
- Produce work that reflects creativity and original thinking

AHS students will **demonstrate curricular knowledge** and skills.
- Meet or exceed current curricular standards in all subject areas
- Effectively use study skill strategies
- Effectively use technology to collect, synthesize, and deliver information

AHS students will demonstrate **effective communication** skills.
- Listen, speak, and write effectively
- Collaborate with others to produce quality work
- Appropriately communicate using technology

AHS will prepare its students to be **purposeful and responsible learners.**
- Establish priorities and use time effectively
- Practice habits of mental, physical, and social health
- Adhere to district, school, and classroom policies
- Display academic integrity and honesty

AHS will prepare its student to be **positive and productive citizens.**
- Contribute time, energy, and talents to improve the quality of life in their local and global community
- Respect and embrace diverse cultures, lifestyles, and ideas
- Accept individual and group responsibility
- Exhibit positive citizenship at school and in the community

Local Control Accountability (LCAP) Needs and Goals

The Acalanes Union High School District offered a variety of opportunities in February, March, April, and May 2013 for community, parents, students, and staff to develop an understanding of the changes with the shift to the Local Control Funding Formula (LCFF) and the LCAP and given an opportunity for input. Specifically, sessions were scheduled to review the change with the LCFF and highlight district data in each of the required metrics and by each required subgroups.

Specifically, the following data were presented:
- Williams Complaint Data
- Status of District Facilities
- Status of Standards Aligned Instructional Materials
- Status of Fully Credentialed, "Highly Qualified" Teachers and Staff
- Advanced Placement Course Access, Enrollment and Achievement
- Academic Performance Index as a Measure of Student Achievement (old)
- UC/CSU Entrance Requirement Achievement and EAP
- CELDT Achievement
- "D and F" Academic Grades Issued
- CAHSEE Achievement
- Satisfactory Progress toward Graduation
- English learner reclassification rates
- English learner progress toward English proficiency
- Student discipline (suspension and expulsion) data
- Cohort Graduation and Dropout Data
- Student Attendance Rates
- School Connectedness (CHKS Data)

The attendees of the stakeholder meetings provided input on district plan priorities in the broad state priority areas of Learning Conditions, Student Outcomes and Engagement. Lastly, input was given during these meetings by stakeholders regarding the district goals for our improvement efforts as well as actions to address the goals.

Parent and community meetings were held in each of the four communities of the district, including Lafayette. The superintendent presented slides to provide background information and data, and elicited input from groups and individuals. The authentic conversations and ideas that surfaced contributed significantly to the LCAP development.

The superintendent attended a staff meeting at each comprehensive school site, including Acalanes, to provide background information, to explain the purpose of the LCAP, and to set the stage for LCAP input. Within a week, the superintendent visited each school site for a day to receive input on priorities, goals and actions to address Conditions of Learning, Student Outcomes, and Engagement.

In addition to staff input meetings, the superintendent and members of his Executive Cabinet met with leadership from the Acalanes Education Association (AEA) and Service Employees International Union (SEIU) Local 1021, the two collective bargaining groups in the district. The district representatives solicited bargaining unit input.

The superintendent then met with a group of 30-60 students at each high school to review the intent of the LCAP and elicit priorities for improvement under the state priorities framework. The Superintendent reviewed the change in budget development with the state changes to the LCFF with each Advisory Committee, the district Coordinating Council, which consists of parent leadership from each school, and the district English Language Advisory Committee. Furthermore, he reviewed district data, state priorities, District Priorities for Sustained Excellence, goal areas and actions to further address the needs of students and targeted student populations. The LCAP was reviewed, and administrators were involved with the data review and plan development via the two district administrative bodies: Cabinet and Administrative Council. Cabinet consists of superintendents, directors and coordinators. Administrative Council consists of Cabinet and principals.

The district mission and district Priorities for Sustained Excellence and Goals were considered in addition to the state Priorities for the development of the Plan. School Site Plans and the LEA Plan were reviewed and the LCAP is consistent with these plans. The School Site Single Plans for Student Achievement were updated in accordance with their cycle in December, and the updates are in alignment with the LCAP.

> The district has 6 goals outlined in the LCAP:
> 1. Recruit, develop and retain high-quality certificated, classified, and administrative staff.
> 2. Provide facilities and learning environments conducive to 21st century learning opportunities.
> 3. Further develop and implement high-quality programs and educational opportunities for students to attain college and career readiness.
> 4. Expand course offerings and opportunities to promote access to relevant and engaging curriculum.
> 5. Increase English Language Learner academic achievement.
> 6. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students.

Accreditation History

The previous self-study was completed by Acalanes High School during the spring of 2011. The school was granted a 6-year term with a mid-term follow up.

Enrollment Information

Acalanes High School is a comprehensive public high school of about 1400 students. The population trend has been fairly consistent over the past few years, but district and area population studies indicate that there will be a growth in school population over the next decade.

Enrollment					
2011	**2012**	**2013**	**2014**	**2015**	**2016**
1386	1337	1366	1390	1396	1423

Enrollment By Grade 2015-2016	
Grade Level	**Enrollment**
Grade 9	342
Grade 10	393
Grade 11	321
Grade 12	347
Ungraded Secondary	20
Totals	1423

Enrollment By Grade (15-16)

- Ungraded Secondary 1%
- Grade 9 24%
- Grade 10 28%
- Grade 11 23%
- Grade 12 24%
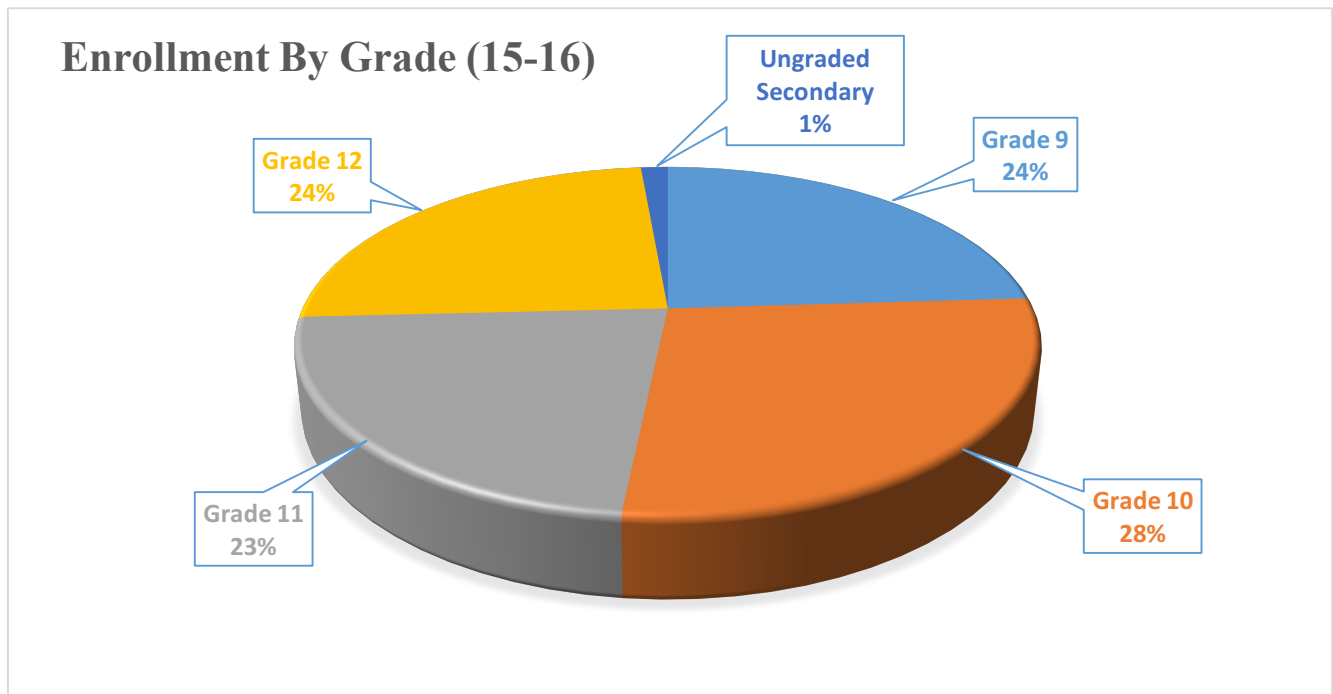
The ethnic breakdown of the student body has remained constant since the last Focus on Learning Self-Study. However, as the district has shifted the English Learner (EL) programs to all sites during the 2016-17 school year (as opposed to housing the program at one site), it is expected that the EL population will trend upward in the future.

Enrollment by Group 2015-2016		
Group	**Enrollment**	**Percent**
Asian	138	9.7
Pacific Islander	5	< 1.0
Filipino	24	1.7
Hispanic or Latino	110	7.7
African American	24	1.7
White	1025	72.0
2 or more ethnicities	105	7.4
Not Reported	4	< 1.0
Other Groups		
Socioeconomically Disadvantaged	45	3.3
English Learners	17	1.3
Foster Youth	1	< 1.0

The average class size in core academic classes has been fairly consistent, just above 27 students per class.

Average Class Size and Class Size Distribution										
Average Class Size			**Number of Classrooms**							
			1-22			23-32			33+		
Subject	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
English	28	27	27	5	6	7	47	43	47	1	3	1
Math	25	25	26	11	13	11	37	36	35	3	2	5
Science	28	28	27	3	2	5	39	36	40			
SS	28	27	29	2	6	6	46	41	36	1	1	5

Attendance/Dropout Rate/Suspensions/Expulsions

The Acalanes High School community recognizes that regular attendance is critical to academic success. The attendance rates are historically very high (96% to 98%; in 2015-2016 about 97%.) The school's reaction to truancy is varied, from counseling, detentions, Friday School and referral to the district School Attendance and Review Board. All of the attendance procedures are outlined in the student handbook. The dropout rate at Acalanes is very low.

Acalanes High School has clear guidelines regarding suspensions. The administrative team visits classes at the beginning of each school year to review disciplinary policies and procedures. There has been a district wide focus on restorative justice and alternatives to suspension. These policies are highlighted throughout the year starting with handbook presentations, and continued through communication videos, CARE week, parent newsletters and many other avenues. It is anticipated that the suspension rate will remain very low as a result of this targeted effort.

Dropout Rate and Graduation Rate			
	2011 -2012	**2012-2013**	**2013-2014**
Dropout Rate	0.30	0.00	0.00
Graduation Rate	99.68	98.94	98.19

Suspensions and Expulsions			
	2012 -2013	**2013-2014**	**2014-2015**
Suspension Rate	2.43	3.06	1.82
Expulsions Rate	0.00	0.00	0.00

Faculty and Staff Community

The teaching staff at Acalanes High School has a wealth of experience: 60% of teachers has 11 years or more of teaching experience. In addition, 40% of the teaching staff has obtained a Master's degree or higher. While the overall staff predominantly identifies as white (76%), this number is even higher when looking at the teaching staff (almost 86%).

Teacher Credentials				
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
With Full Credential	69	77	73	70
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Experience (as of 2016-2017)				
Years of Experience (In District)	**1-5 Years**	**6-10 Years**	**11-15 Years**	**16 or More Years**
	15	8	21	26
Years of Experience (Overall)	**1-5 Years**	**6-10 Years**	**11-15 Years**	**16 or More Years**
	7	7	14	42
Level of Education	**BA/BS**	**MA/MS**	**Doctorate**	
	41	27	2	

| All Staff Information (Classified and Certificated) 2016-2017		
Group	**Number**	**Percent**
Asian	6	5%
Filipino	2	1.7%
American Indian/Alaska Native	1	< 1%
Hispanic or Latino	14	11.7%
African American	5	4.2%
White	92	76.7%
Gender		
Female	74	61.7%
Male	46	38.3%
Highest Level of Education		
No Degree	33	27.5%
Associates	1	< 1%
Bachelors	46	38.3%
Masters	38	31.7%
Doctorate	2	1.7%
Total Number of Staff	120	

Student Achievement Data

Students at Acalanes High School achieve at high levels compared to the statewide averages in all standardized assessments. As the state of California transitions to the Smarter Balanced Assessments and revamps the federally mandated science test, Acalanes High School students continue to succeed at high levels. Because the Smarter Balanced tests target only 11th grade students, the district and individual sites are developing common assessments to ensure that all students achieve in a consistent manner throughout the district and within disciplines. Currently, theses common assessments have been developed in several levels of mathematics and social science. The goal is to have results available to help guide professional development districtwide.

Acalanes has been fairly consistent with the number of students taking Advanced Placement tests throughout the past few years, with a slight uptick in the number of students taking tests in the spring of 2016. About 90% of students who take these exams have passed with a score of 3 or better.
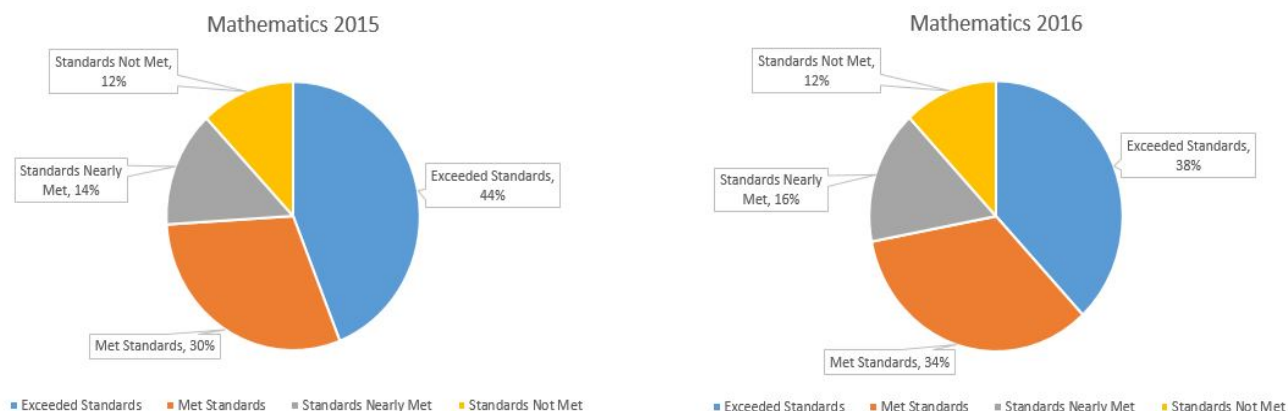
Graduates Meeting UC/CSU Requirements			
	Meeting	**Not Meeting**	**Total**
2015 - 2016	226	57	283

ELA Smarter Balanced Test Results
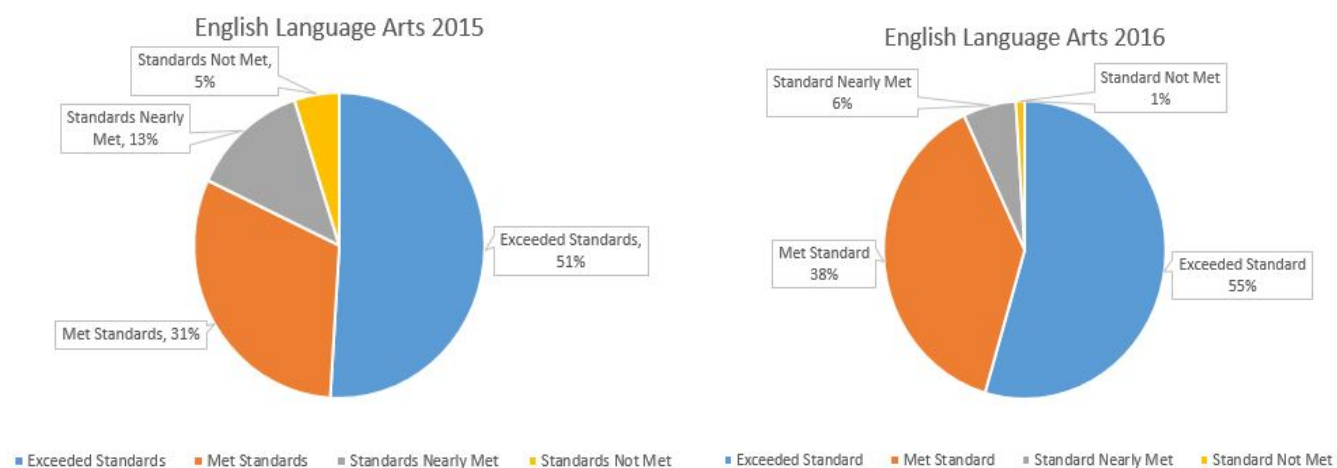
Math Smarter Balanced Test Results

AP Test Results

AP Score Summary By Year					
	2012	**2013**	**2014**	**2015**	**2016**
Number of Students	449	443	430	435	467
Number of Exams	762	779	729	759	854
Percentage of Students With 3 or Above	91.5	91.9	90.9	87.4	89.4

CST – Life Science

CST Life Science – 10th Grade					
	2012	**2013**	**2014**	**2015**	**2016**
Percentage Advanced	70	67	60	53	57
Percentage Proficient	23	23	28	34	28
Percentage Basic	6	10	9	12	12
Percentage Below Basic	1	0	2	0	2
Percentage Far Below Basic	0	1	1	0	0

SAT Test Results

SAT Test Results (averages) – Prior to New Test (March, 2016)					
	2012	**2013**	**2014**	**2015**	**2016**
Critical Reading	588	585	598	586	584
Math	614	606	605	604	602
Writing	599	590	593	587	587
Total Score	1801	1781	1796	1777	1773
Number of Tests	264	290	260	234	231

2016 Challenge Success Results

Every other year, students at Acalanes participate in the Challenge Success study through Stanford University. The most recent results (Spring 2016) show that there are high levels of stress among the student body. School wide teams have met regularly to discuss the results and work on ways to address the concerns expressed by students. Parents and students have had several meetings, both site and district wide, regarding these results. The WASC self-study process has been a valuable vehicle to address these findings.

Of students surveyed at Acalanes:
- 69% reported they had "too much" homework
- 89% reported participating in an extracurricular activities
- 39% reported they spend more than 10 hours per week in extracurricular activities
- 31% reported that it is "quite" or "extremely" important to parents that the students are successful in extracurricular activities
- 41% reported having between 0 and 40 minutes of free time on a typical weekday.
- 62% reported they have at least one adult in the school they can go to if they have problems
- Students average 6.5 hours of sleep per night
- 50% reported that they "do school", but rarely, if ever, find their schoolwork interesting, fun or valuable
- 81% reported they were often or always stressed by schoolwork
- 44% reported they experienced exhaustion, headaches and difficulty sleeping in the past month
- 4% reported they have not cheated in any way in the past year

Chapter II: Progress Report

Progress on School Wide Action Plan Critical Learner Needs

Acalanes High School completed its last WASC Self Study during the 2010-2011 school year. After a process that involved all stakeholders, five Critical Learner Needs (then called "Action Plan Items") were developed. The 2011 WASC visiting team approved the Action Plan and provided minimal adjustments to the identified goals. During the past six years, changes at the site, district and state level have affected the Action Plan. These changes and their effects have been noted in the updated Action Plan.

2010 Critical Learner Need #1

Improve student performance in Math and English

This action plan item mainly focuses on the California Standard Test (CST) data in Math and English. With the elimination of the these tests in the 2014 school year, the Acalanes Single Site Plan was suspended and was formally revised during the 2014-2015 school year. CST desegregated data and the school's progress towards the goals were analyzed in Instructional Council (certificated staff leadership team) as well as staff and department meetings. Progress toward this goal was also shared with the AUHSD Governing Board.

The Acalanes faculty has reviewed CAHSEE data to monitor student performance. The last three years of the CAHSEE results remained high (98% - 99% passing rate) and gains had been noted by the Special Education students (with the exception of 2012). The CAHSEE is no longer used by the state of California as a graduation requirement.

Response

With the transition to the Smarter Balanced Assessments, the measurement of student progress in the areas of math and English has changed. As we gather more data from these assessments, we will continue to monitor achievement in math and English, but this is no longer in our current action plan as a stand-alone item. Beginning in the spring of 2018, there will also be another assessment based on the Next Generation Science Standards. The data gathered from this test will be another measure of student performance. The Smarter Balanced Assessment results have been incorporated into our second 2016 Critical Learner Need (see Chapter 3).

2010 Critical Learner Need #2

Close the achievement gap between Special Education and General Education students.
The achievement between the special education and general education students remains significant. There has been a noted increase in the population of students with IEP and 504 plans. In the last six years, the site has seen a large turnover of Special Education staff. There has been an increase in the School Psychologist staffing from a 0.8 FTE to a 1.0 FTE. This allows for closer monitoring of the students. All teachers and instructional assistants collaborate closely with the general education staff. Every person spends one period a day as a part of the "push in" model in a core subject area. In addition, the department is utilizing a liaison system to meet with all general education teachers on bi-weekly basis. Technology has improved the collaboration between teachers and students. Special education teachers can easily monitor student progress and success of interventions with the use of School Loop.

All IEPs have been transferred to the SEIS management system. A district Special Education Program Specialist was added to provide additional support to the teachers and parents. Collaboration with the middle school teachers has been much improved with regularly scheduled meetings and common release days to work on improving the process of transitioning all students from middle to high school.

Response
We hope to continue to close the gap between special education students and general education students with our proposed intervention period and block schedule. Since the midterm review, we have incorporated a special education reading literacy class targeted to students who have reading goals in their IEPs. We continue to use the liaison and collaboration models described above. The district no longer has a districtwide 504 coordinator, and case management is handled at the site level by the associate principals and academic counselors. This has led to more site-based accountability in monitoring progress, as counselors check in with all students with 504 plans when needed. Because of the changes in schedule and ongoing programs, this existing critical learner need has been incorporated into our 2016 Critical Learner Need #2 (see Chapter 3).

2010 Critical Learner Need #3

Improve the intervention process and available resources for students who are struggling academically.

Implementation of technology has aided in the achievement of this particular goal. With the addition of School Loop, all students and parents can easily monitor student progress. Teachers are posting grades and assignments on School Loop as a result of a site and district mandate (2011). School Loop also provides ways to monitor student interventions and student groups for their improvement. Both site and district instances of Ds and Fs have decreased over the last two years. More students are achieving at the C or higher levels.

Peer Tutoring has grown in the number of students participating as tutors and those getting assistance. During the 2012-13 school year, over 7000 visits were noted in the Peer Tutoring center. Acalanes Parent Club also funded the after-school Academic Support lab. Unfortunately, due to lack of participation of underachieving students, this afterschool tutoring program was terminated.

The Student Study Team and Study Response Team processes have been improved. During the 2013-14 school year, all administrators, counselors and many teachers have been trained on the laws surrounding student intervention and the processes of identifying and supporting the students. SRT and SST processes have been revised resulting in earlier assessment and implementation of interventions for struggling students. The follow-up process was also revised, ensuring that all students are being effectively monitored.

Response

During the 2015-16 school year, AUHSD developed a team of teachers, administrators, parents and students to investigate the possibility of moving to a block schedule. This schedule would incorporate an intervention/tutorial period (tentatively referred to as Academy.) In the spring of 2016, the governing board approved the move to a block schedule. In fall 2016, AUHSD determined that a 90-minute block schedule with a twice-weekly intervention period would be implemented in the 2017-18 school year. The district, with input from stakeholders throughout the 4 high schools, is currently developing the structure, curriculum, instructional models and professional development opportunities needed in the transition to block schedule. As such, this critical learner need has been incorporated into the 2016 Critical Learner Need #2 (see Chapter 3).

2010 Critical Learner Need #4

Develop a school wide system of assessments where collaborative teams determine if the curriculum is aligned with the state standards and all students learn what is most essential.
During the last six years, significant progress has been made on accomplishing this goal. All core departments (Science, World Language, Math, Social Studies and English) have developed and utilized common assessments. Teams of teachers have been meeting in collaborative teams to review the standards and curriculum taught in the classes, develop common assessments and use data to determine instructional best practices. Some common assessments are administered using the Illuminate software allowing for easy data desegregation and analysis. All 9th and 10th graders took part in the Common Core diagnostic assessment in Math and ELA to determine their level of knowledge in the Common Core standards and types of assessments during the first two years of SBAC administration.

Response
As a result of the Common Core implementation, this action step is affected as the teachers face a new set of standards and adjust their curriculum and assessments. This is a multi-year process and will evolve over the next few years and has been incorporated into our 2016 Critical Learner Need #1 (see Chapter 3).

2010 Critical Learner Need #5

Coordinate a school wide effort to provide students with tools to make thoughtful, well-planned, and healthy lifestyle choices.
Analysis of discipline data demonstrates improvement and a decline of suspendable offenses on campus. During the last six years, assemblies informing students of effects of their choices were held on campus. The assemblies focused on a variety of topics from making choices regarding substance abuse and AIDS/HIV prevention and awareness to those relating to acceptance and diversity.

Acalanes staff continues to identify high number of students experiencing high-level stress. A variety of school and district programs have been implemented as a result. Students can now be enrolled at Acalanes and the Center for Independent Study (CIS) concurrently. In addition, they can take some courses online through cyber high. In the last three years, the testing schedule has been updated and changed to the "Hot Week" testing schedule, even though the effectiveness of this is still to be determined. The school nurse has also implemented a weekly afterschool mindfulness meeting that is open to all students and is designed to help decrease student stress.

Response
The California Healthy Kids and the Challenge Success surveys continue to identify student stress levels as being high. While we have started to make changes (examples include the block schedule movement and activities such as Stress Busters week), this action plan goal continues to be a priority area due to current and projected student needs. We have incorporated these concerns into the 2016 Critical Learner Need #1 (see Chapter 3).

Chapter III: Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

Summary of Profile Data and Progress

School wide data suggest that students continue to achieve at high levels when compared to statewide averages. As measurement tools continue to shift, it is important that Acalanes High School, in conjunction with the district, develop assessment tools that accurately assess student progress. With the transition to new science standards, board-adopted changes in graduation requirements, and the shift to block scheduling, we will continue to monitor progress.

Using student data results from the Challenge Success program and California Healthy Kids survey, the Acalanes Community will continue to develop ways to address student stress and academic pressure.

After the data analysis and using feedback from the WASC focus groups, whole staff meetings and WASC home groups, the following Critical Learner Needs were identified.

Critical Learner Need #1:
- Develop, support and encourage a healthy balance between academic needs, extracurricular activities, student self-interests and overall social-emotional well-being

Critical Learner Need #2:
- Further define and promote academic success for all groups of students as the school continues the transition to new curricula and school structures

These Critical Learner Needs address both the stress students are feeling from school and extracurricular activities, and the need to further refine our academic standards and success metrics. As we transition to new standards in disciplines and incorporate a new school day schedule it will be important to focus on both of these areas.

The following table shows the correlation between the Critical Learner Needs and the School-wide Learner Outcomes.

School-wide Learner Outcome (SLO)	Critical Learner Need (CLN)
1. AHS students will be **creative and complex thinkers**. ● Analyze and synthesize information from a variety of sources to make predictions, draw logical conclusions, and produce a finished project ● Solve complex problems with critical thinking skills ● Produce work that reflects creativity and original thinking	Both CLN #1 and CLN #2 directly addresses SLO #1 as the need to further adjust how students and staff at Acalanes measure and talk about "success". Students and staff will emphasize thinking in instruction and assessment and wean students from a "points" perception of grading.
2. AHS students will **demonstrate curricular knowledge** and skills. ● Meet or exceed current curricular standards in all subject areas ● Effectively use study skill strategies ● Effectively use technology to collect, synthesize, and deliver information	CLN #2 will allow students to meet SLO #2 by incorporating new curricula effectively (e.g. California State Standards and Next Generation Science Standards) by utilizing both professional development for staff and modifications to the school day schedule which allow for deeper learning opportunities for students.
3. AHS students will demonstrate **effective communication** skills. ● Listen, speak, and write effectively ● Collaborate with others to produce quality work ● Appropriately communicate using technology	CLN #2 will allow students to meet SLO #3 by incorporating curriculum tied to new standards which fosters collaboration, technology and effective writing.
4. AHS will prepare its students to be **purposeful and responsible learners.** ● Establish priorities and use time effectively ● Practice habits of mental, physical, and social health ● Adhere to district, school, and classroom policies ● Display academic integrity and honesty	CLN #2 will help students meet SLO #4. SLO #4 directly references mental, physical and social health, all are areas in which students struggle to maintain balance.

5. AHS will prepare its student to be **positive and productive citizens.** - Contribute time, energy, and talents to improve the quality of life in their local and global community - Respect and embrace diverse cultures, lifestyles, and ideas - Accept individual and group responsibility. - Exhibit positive citizenship at school and in the community	Both CLN #1 and CLN #2 directly relate to SLO #5. When taken together, both Critical Learner Needs allow for a student to be both a well-balanced individual and a well-rounded academic. These attributes are vital for students to be positive and productive citizens as specified by SLO#5.

As staff and focus groups met, many questions were raised regarding the data. We hope to address many of these questions within our action plan and we continue to collect data to better answer these questions.

These were the most commonly raised questions by the focus groups::

- How do we judge performance at Acalanes?
- How does student perception affect student learning?
- What is "meaningful" homework? How do we make homework meaningful to all students with such a range of abilities?
- How does student commitment to athletics effect student academic performance?
- How efficient are students when doing homework?
- Will student stress be reduced if we limit AP courses?
- What kind of cheating is most prevalent?
- How do we get the community to embrace a wider view of college and postgraduate options?
- Will block scheduling address these stressors?

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and 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 school wide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – School-wide 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
The school mission and vision statements are publically available; however, not all stakeholders are aware of their content.	● AHS mission statement is present on the AHS website ● AHS vision statement is present in student planners ● Conversations with students, staff and parents
The needs of all students, especially struggling students, are discussed at staff and department meetings.	● Staff meeting agendas and minutes (reflecting best practices, analyzing state scores, etc.) ● Department meeting agendas and minutes ● Instructional Council agendas and minutes ● Site Council agendas and minutes ● School-wide teams agendas and minutes
Acalanes has begun the process of revising the mission statement and SLOs.	● Staff meeting agendas. ● Compilation of feedback from staff on mission statement and former ESLRs
Acalanes mission and SLOs are aligned with the district LCAP and are grounded in current educational research. The mission and SLOs	● District PD around current educational practices (e.g. Brain Science, STEAM, purposeful homework, common core,

prepare students to be both college and career ready (SLO 1, 2 and 3) as well as to be productive citizens (SLO 3, 5).	NGSS, educational technology) ● District LCAP process for creation and refinement of goals ● School wide Learner Outcomes

Development/Refinement of Vision, Mission, School wide 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 school wide 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 school wide learner outcomes.*

Findings	Supporting Evidence
Acalanes needs to ensure that the school mission and school wide learner outcomes are understood and routinely reviewed and revised. Currently, our process has been at our WASC accreditation years. However, the staff has recognized a need for the SLOs to be more of a "living" document at our school and be revisited and revised on an annual basis.	● Lack of knowledge by staff, students and parents as to the current school mission statement and SLOs

Understanding of Vision, Mission, and School wide 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 school wide 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 school wide learner outcomes.*

Findings	Supporting Evidence
The school mission and SLOs were created collaboratively by staff, parents and students through the previous WASC process. Both the mission and the SLOs are posted in nearly all classrooms and on the school website. Staff at Acalanes ensures that students, parents and community members are committed to the mission and SLOs by: ● Developing and implementing curriculum across disciplines that is directly tied to the SLOs and mission ● Providing opportunities for students to be both positive and productive citizens.	● Classroom Posters ● Website ● Courses of study and curriculum ● CARE week ● Homecoming Activities ● Career Day ● Senior Symposium ● New Crew ● Leadership Class ● AVID ● Acalanes Gifted and Talented Education (AGATE) ● Best Buddies in life skills classes ● Field trips

	● Acalanes garden
● Events and opportunities for community members to see what is happening at the school and provide feedback/input.	● Friday Forums ● Parent Club ● Sporting events ● VAPA events ● Career Day ● Back to School and Open House

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 school wide 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 school wide action plan and its relationship to the Local Control and Accountability Plan.

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, school wide 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 for AUHSD consists of five members. The procedures and policies are clearly delineated and posted on the district website. Additional materials, such as board minutes, are also publically available on the district website. ● The district governing board actively supports the school's vision, mission, and school wide learner outcomes.	● District Website ● Site visits ● Hiring of high quality staff. ● Professional development opportunities for staff. ● Provides high quality facilities for students including vast technology upgrades.
● The district governing board engages students, parents and the community effectively with a variety of practices.	● Open board meetings. ● Administration and student participation at board meetings. ● A current student representative fills one board position. ● Minutes, agendas, meeting dates, procedures and practices are publically available online
● The district regularly reviews and approves Acalanes' LCAP	● Board minutes

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 staff at Acalanes has a clear understanding as to both the role and the responsibility of the governing board at Acalanes. There is consistent communication from both the governing board and the staff regarding current school policies and practices.	● Teacher conversations ● Union Meetings ● Publically available board documents, agendas and meetings ● District communication ● Frequent availability of district representatives on site to answer questions and elicit feedback from staff

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

Acalanes has a variety of structures in place that allow students, parents and community members to engage in the governance of the school. The parent community at Acalanes is actively involved in providing input and participating in school activities.	● Leadership class
	● Student Senate
	● Parent Club and Lafayette Partners in Education
	● Friday Forum
	● Athletic Boosters and various sport foundations
	● School Site Council
	● School Website and email correspondence
	   ○ Daily Bulletin
	   ○ Principal's message
	   ○ Parent Club
	● "Bonding with Bell"
	● WASC accreditation
	● Various 1-1 meetings between Administration and parents/students

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
Acalanes has clear and transparent monitoring procedures. These are specified and publicly available to all community stakeholders. These procedures are administered annually by district administrators.	- Teacher evaluations - LCAP assessment and evaluation - Student Performance - School Operations - District and School Finances - AEA and SEIU contract - Staff evaluations - School performance data (e.g. SBAC, College admissions) - School/District budgets and financial departments

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
Acalanes has a well-developed, and utilized, set of complaint procedures. There is active dialogue between the district and the union to ensure that all policies are followed. These procedures are clearly and regularly communicated to students, staff and parents.	- Union Contract language around conflict resolution (e.g. AEA-AUHSD Communication MOU) - Student planner outlines various protocols including communication protocols and student's grades - Staff meetings regarding changes in district policies and procedures - District website contains complaint procedures and forms - Various meetings between Administration and parents/students where policies are discussed and enforced

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 school wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

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
Acalanes continually utilizes data to determine students' needs. This is evidenced by the actions of the following groups: ● Teachers	● Use of school loop for grade analysis and identification of struggling students ● Collaborative meetings around curriculum, assessments and student understanding. ● Performance on assessments (both common assessments and individual assessments) ● Commitment to student outreach to collect formal and informal data through writing and discussion ● Teachers collaborate with counselors assess and provide support for student needs (e.g. literacy, math support)
● Departments	● Use and review of common assessments and curriculum though department meetings and release days ● Comparison of D/F rates at semester breaks ● Department meetings and collaboration time centered around student performance. ● Support for teachers within department to create/modify curriculum and assessments (e.g. NGSS, Technology and Instructional Coaches)
● School	● Regular staff meetings when data is discussed and used as a basis for site decisions (e.g.

	Challenge Success, Healthy Kids surveys). ● SSTs ● SRTs ● IEP and 504 meetings ● Professional development based on site needs and current educational research. ● Professional development days and Summer Institute

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, school wide 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

The Acalanes SPSA was developed collaboratively amongst teachers, administration, parents and students. It contains the following goals, which are directly tied to student achievement data derived from the Smarter Balanced Assessment :
● Goal 1: Acalanes High School will increase the percentage of students "Exceeding" and/or "Meeting" Standards in the understanding of and the ability to apply the ELA/Literacy knowledge and skills associated with the college content- readiness as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.
● Goal 2: Acalanes High School will increase the percentage of students "Exceeding" and/or "Meeting" Standards in the Mathematics California State Standards as measured by the Smarter Balanced Assessment by 10% from 2015 to 2017.
● Goal 3: Acalanes High School will increase the number of students reporting being connected to school by 2% as measured by the Healthy Kids Survey and additional internal surveys given to students.
 	
The staff ensures that student achievement, school-wide learner outcomes and academic and college/career readiness standards are incorporated into the SPSA as follows:
● Creation of actions/strategies within SPSA document which detail the implementation of the CCSS. These include:
   ○ Action/Date
   ○ Person(s) Responsible
   ○ Task/Date
	● SPSA Document (found online at: http://www.acalanes.k12.ca.us/AHS-SSP)
	
	● SPSA Document (found online at: http://www.acalanes.k12.ca.us/AHS-SSP)

○ Funding/Resources. ● Formation of school-wide teams to focus on concerns raised by Challenge Success survey and Healthy Kids survey results as well as those teams formed by staff collaboration.	

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

Acalanes high school regularly utilizes various district committees, site councils, site teams, site collaboration and site and district professional development to inform and drive decisions at Acalanes.   These bodies include:
 	
    ○ Instructional Council
    ○ Site Council
    ○ Department collaboration
    ○ Technology Coordinator
    ○ Instructional Coaches
    ○ PD Committee
    ○ Math Camp
    ○ Social Science Camp
    ○ School Day (Schedule) Task Force
    ○ School-wide Teams
	● Meeting minutes
	● School-wide surveys
	● Collaboration in master schedule process / input all around
	● Course of study revision
	● PD agendas and materials

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
Acalanes High School communicates and plans effectively to resolve differences among staff and administration.	- AEA Communication MOU - Department Meetings - IC meetings - Staff Meetings - Open Door Communications - E-mail - Google Drive Collaboration - School Loop - Text message service - PA system / 4th period bulletin read aloud - Communications video and other leadership media - Blueprint - School-wide teams
Acalanes has explicit language and practices around resolving differences among the staff and administration	Union contract

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide 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.

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.

A4.1. 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
Acalanes hires highly qualified staff	● Chapter 1 staff data
Acalanes provides numerous opportunities to ensure that current staff receives adequate training and preparation for their teaching assignments.	● Conferences ● Optional staff PD ● Release days / times ● Summer Institute ● Peer visits ● Tech workshops ● Wednesday morning share outs ● Mandatory PD days (site and district) ● Department collaboration ● Informal before school/ lunch / after school meetings ● Quarterly meetings with the district office ● Districtwide Task Forces (e.g. Schedule Committee) ● Webinars ● Guest speakers and trainers ● Educational research journals available

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
Acalanes High School creates a master schedule in which teachers are provided schedules which are balanced, aligned with each teacher's content knowledge, credential(s) and preferences. The schedule process incorporates feedback from administration, department chairs and teachers regarding teaching assignments.	● Master Schedule ● Teacher input forms specifying preferences used to create master schedule ● Teacher Assignments based on Credential and Experience
Acalanes offers a variety of opportunities for new and experienced teachers to become oriented to AHS and improve instruction practices	● Professional development is available to beginning teachers ● BTSA ● AP training ● Summer institute ● New Teacher training ● Release time / pull out days for support ● Peer Visits / observations ● Visits to other schools with similar programing ● Conferences

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
The administration effectively utilizes a variety of systems to communicate information to all school stakeholders	- Weekly principal email - Friday forum - Staff and department meetings - Daily Bulletin - Google Apps for Education - School Loop - Staff meeting agendas - School safety plan - District and school website - Office binders with policies - Teacher mailboxes - Official Twitter accounts - School site council - Instructional Council - Student handbook
The faculty effectively utilizes a variety of systems to communicate information to all school stakeholders	- School Loop - Email - Google Apps for Education - Daily bulletin - School website - Course syllabi - Back to School Night - Open House - Department meetings - School Site Council - Instructional Council - Union meetings

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 school wide 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

Acalanes effectively supports a range of professional development opportunities. Furthermore, the majority of the staff utilizes the opportunities available.	● Professional conference attendance
	● Curriculum/Textbook publisher presentations
	● BTSA
	● Summer Institute
	● District PD Days
	● Coaches (each 0.2 FTE)
	   ○ Technology Coordinator
	   ○ Instructional Coach
	   ○ NGSS
	● District pull-out days
	● SPED collaboration model
	● Professional development committee (site and district)
	● Peer Visits

Professional development opportunities are routinely monitored to determine effectiveness on student learning.	● Staff and student surveys ○ 1-1 Device program effectiveness ● Sharing of best practices at staff meetings ● Departmental collaboration used to share PD experiences and instructional practices ● Administrative monitoring of classroom instruction ● "Sneak A Peak" board and peer visits

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
N/A	N/A

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
Acalanes utilizes effective supervision and evaluation procedures to promote staff growth. There is open dialogue between staff and administration around the procedures that are used. Acalanes continually refines/revises these procedures.	- District/AEA contract specifies evaluation frequency and protocols. - Administrator drop-in visits are used to provide targeted feedback to staff - Peer visitation/observation practices are utilized - Walk Through - Sneak A Peek - BTSA opportunities - Use of coaches to support staff growth: - CCSS coaches for ELA and Math - NGSS coach - Instructional coach - Technology Coach - Departmental collaboration on Wednesdays - Variety of PD opportunities available (e.g. iPad Conferences)

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
N/A	N/A

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 school wide learner outcomes.

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 school wide 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 school wide 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

There is a high correlation in resource allocations between the SPSA and LCAP goals.	● LCAP and SPSA documents
	   ○ LCAP: http://www.acalanes.k12.ca.us/cms/lib01/CA01001364/Centricity/Domain/609/LCAP_2016-2017FinalBdAdopted062916.pdf
	   ○ SPSA: http://www.acalanes.k12.ca.us/AHS-SSP

The administration works collaboratively with the community and staff to best determine major private budget allocations. These are often used to provide students with unique learning opportunities such as elective courses or use of technology.	● Lafayette Partners in Education (LPIE) donation allocation ● Parent Club grants provided to select teachers. All teachers provided with $150 annual discretionary spending ● Departments have individual budgets which are tailored to departmental needs

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 district works closely with Acalanes High School Principal and finance technician in developing their annual budget. It provides the school an allocation from the general fund that is to be used mainly for instructional purposes. In addition, the school is fortunate to have several parent groups that support students and staff by funding various programs. The development of these budgets is based on a close collaboration among parent groups, school administration, and staff. The district then reviews the parent groups' budgets and includes them in the district's overall budget adoption. ● To ensure that school sites comply with federal, state, and the local guidelines, the district's business services department also provides general oversight and works closely with school site staff in the following capacity: 　○ Serve as a resource and answer questions from the school staff 　○ Provide continuous training and support 　○ Make periodic visits to schools to review operational procedures and answer questions. 　○ Review the reconciled bank statements on a monthly basis 　○ Obtain and review financial reports from the school on a quarterly basis 　○ Follow up on all issues related to administration of student organizations 　○ Examine business practices periodically to ensure conformance to prescribed accounting procedures; take into consideration any input from school staff, student organization, and district auditors when updating policies and procedures 　○ Work with the schools' staff to respond to problems and audit findings noted by auditors in the annual audit, and develop corrective actions to resolve issues	● AUHSD Business Services Division 　○ http://www.acalanes.k12.ca.us/business ● AHS Budget ● LPIE Donations and allocation ● Departmental budgets incorporated into site budget ● The district is aware of site budgets and actively monitors budget allocations

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 school wide 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

Acalanes provides high quality facilities for students and staff to utilize. Facilities are utilized by a variety of students and community members for both academic and extracurricular activities. This includes any necessary upgrades to address:
● Technology improvements
● Safety improvements
● Aesthetic improvements
● Instructional Improvements
	● Variety of facilities, including:
	   ○ Gymnasiums
	   ○ Pool
	   ○ Performing Arts Center
	   ○ Track and Field
	   ○ Sports Fields
	   ○ Design/Fabrication Labs
	   ○ Autoshop
	   ○ Several computer labs
	● Various classroom improvements, including:
	   ○ Technology incorporation and infrastructure improvements
	   ○ New classrooms for changing student needs (e.g. 105/106 computer lab, new science lab in 508)
	   ○ Shift to collaborative desks in several classrooms

The facilities at Acalanes are well-maintained by a highly qualified information technology staff and janitorial staff.	● Acalanes has two site-specific IT employees ● The district provides IT support as needed ● Acalanes' janitorial staff keeps the campus clean ● Acalanes has a dedicated gardening staff which maintains the campus horticulture ● The district provides any staff needed for non-standard work orders involving infrastructure such as

	electrical or plumbing problems
Acalanes implements long-term facility improvement projects which help ensure a better student school experience and maintain the campus infrastructure.	● AHS Dons gym logo, floor improvements and wall pads ● Solar Panel Installation ● Various classroom updates around technology and classroom furniture ● All new scoreboards: gym, stadium, softball and baseball fields

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, text books, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Acalanes has very effective policies and practices to ensure that students in core academic classes have necessary instructional materials.	● All students have necessary textbooks. ● Various classrooms have class sets of books for in-class use ● Digital resources and books are available for select courses (e.g. Algebra 1) ● The Acalanes Library has both print and digital materials, including databases, available for student use ● The majority of the school has daily access to devices including iPads, Chromebooks, Macs and PCs ● Acalanes has 5 dedicated computer labs for student use (Library, room 316, room 502, room 105/106, Language Lab)
All science laboratory courses are well equipped and provide students with the necessary materials for instruction and completion of labs.	● Science lab rooms ● Science annual budget and purchasing requests
Students in VAPA, Tech. Ed and Physical Education courses have necessary materials and	● Auto shop room ● Design and Fabrication room ● Art Rooms

supplies to complete coursework.	○ Digital Design, Video Production, Photography ● PE classes and storage
Acalanes provides instructional and technology support for staff and students so that materials are accessible and usable.	● Technology coordinator ● IT staff (2 full-time positions) ● Various teacher PD opportunities for technology integration ● Google Apps for Education

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
Acalanes has the necessary resources available to hire, nurture and develop a well-qualified staff.	● Staff credentials and postgraduate degrees ● District salary schedule is competitive with adjacent districts ● Department chairs highly involved in hiring procedures for new staff ● Staff input when hiring new administration
Acalanes has necessary resources, and provides a variety of professional development opportunities for staff.	● District and school PD budget. ● District and site PD committee determines how PD time will be utilized ● PD Conference attendance ● Summer Institute ● Curriculum development camps (e.g. "Math Camp" for Algebra 1 and Geometry transition to CCSS) ● BTSA and new teacher support stipend

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 school wide learner outcomes.

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

Findings	Supporting Evidence
Acalanes effectively coordinates decisions and funds allocations to be aligned with the LCAP. This is done through both district and site meetings. The site Administration regularly communicates with both the district and site staff regarding the allocation of funds. The site Administration will then evaluate and adjust monetary allocations to ensure that all programs at Acalanes are adequately funded to ensure student learning objectives are met.	● Meeting agendas ● Site budget

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)

Acalanes High School has a well-developed mission statement and School-wide Learner Outcomes (SLOs), both which provide for all disciplines to actively engage in teaching content that corresponds to the mission and SLOs. Both Acalanes High School and the district are well-organized, well-funded and highly functional. The district has a well-defined and active LCAP, which is used to govern both the site and the district budget. The district employs accomplished staff to ensure that all budget items are fully accounted for and that all facilities are maintained and updated.

The staff at Acalanes is fully qualified and professional with both certificated and classified staff taking pride in Acalanes' achievements. Acalanes has a very high-achieving student population and a very active parent community. Acalanes is currently analyzing the overall well-being of student health, both mental and physical, using surveys such as Challenge Success and California Healthy Kids. The apparent imbalance between academics and other needs has led to the development of Critical Learner Need #1.

Acalanes has fully committed to transitioning to both new curricular needs (e.g. CCSS and NGSS) and changing technology requirements for today's citizens. This transition is directly addressed by Critical Learner Need #2. These programs have been fairly funded and have seen initial success. Furthermore, there are numerous professional development opportunities for staff at Acalanes. These include opportunities such as conferences and intra-district offerings such as summer institute.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength
- Staff at Acalanes is very well-qualified and experienced
- Students and parents are actively engaged in school governance and activities
- The district is currently well-funded and money has been available for site improvements and programs
- There are a variety of professional development options for teachers including coaching for transitional programs such as CCSS and NGSS
- The LCAP and SPSA are well defined, were collaboratively created and are aligned with each other

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

- There is lack of awareness by staff, students and parents as to the school mission and school wide learner outcomes.

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 school wide learner outcomes. These are accomplished through standards-based learning (what is taught and how it is taught),

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
Acalanes regularly incorporates educational research, current learning theory and novel instructional strategies into all instructional programs. This includes: ● District and Site Professional development	● District PD days ● Summer Institute ● District/Site pull-out days ● Challenge Success ● Digital Citizenship training ● CCSS Coaches ● Instructional Coach ● NGSS Coach
● Individual/Department conference attendance, coursework and research	● Common Core Trainings ● Subject specific conferences (e.g. NCTM, NSTA, Asilomar) ● Various articles (both online and print) ● Various staff are currently enrolled in coursework or have completed coursework in the recent past. ● Various staff are members of professional organizations (e.g. NCTM) ● Subscriptions to professional periodicals and journals (e.g. NAFME, CMEA, ACDA, CBDA (Music) CETA (Drama), CAEA, NAEA (Art))

● New courses and curriculum	● CCSS alignment within courses (e.g. Algebra 1, Geometry, ELA) ● Engineering, Computer Science, Video Production ● Revised courses of study based on new standards ● English 4 course choices
● Implementation of novel/unique instructional strategies	● Integration of current research into structure of lessons/activities (e.g. PE utilizes current research to incorporate dynamic stretching and video demonstrations/analysis) ● Various discussion/participation structures (e.g. Socratic seminars, Fishbowls, POGIL, Design thinking) ● Writing for Mastery Program ● CCSS aligned performance tasks and assessments

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
Acalanes has well defined academic standards for all courses offered. Additionally, these standards are aligned with the current UC "a-g" requirements and College Board AP course requirements.	● District course of study is revised and updated as needed and publically available on district website. ● All AP courses are college board approved ● Departments regularly evaluate and revise courses to better fit changing standards. ● New graduation requirements ● Textbook adoption process is rigorous, transparent and involves a variety of administration and staff. ● Course syllabi are all publically available

Acalanes has well developed curriculum and courses that are centered around career readiness.	- Tech. Ed. course offerings, including ROP requirements and certification - Video production courses now exist - Engineering and Computer science offerings now exist - SPED utilizes individual transition plans which address college and career awareness (including resume, career inventories, college search, learning style inventories, workability, career exploration, job shadow, field trips to places of employment)
All science facilities meet or exceed the requirements for wet labs.	- Master schedule - Science rooms (including new construction in 507)

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
N/A	N/A

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 school wide 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 school wide learner outcomes.*

Findings	Supporting Evidence
Daily content taught at Acalanes is consistent with the stated goals of the course and well aligned with the stated course standards (including both academic and college-career readiness standards).	● Student performance on AP exams ● Student performance on district assessments (e.g. World History, Geometry) ● Student performance on site-based common assessments ● Common rubrics are used within departments ● Department meetings, collaboration and calibration of grading ● Lesson plans and curriculum maps/pacing guides ● Use of district and department materials (including approved textbooks) ● Course syllabi ● CAASP data ● College acceptance rates ● Performance on SAT, ACT and PSAT exams ● Student and parent survey results ● Release time (provided to collaborate, articulate and norm district common assessments)

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
All departments at Acalanes have aligned both academic and career technical standards (where applicable), to ensure both vertical alignment as students progress through courses, and alignment of same level courses between teachers.	● District Course of study ● Common pacing guides and lesson plans are used by most departments ● Common materials and textbooks are used within departments ● Course progression maps
Acalanes utilizes various programs and	● Threads

opportunities to integrate curriculum between disciplines. This is continually being developed and refined as standards change and the needs of students adjust	● STEAM ● Various cross-curricular projects ● School Wide Teams
Staff at Acalanes has multiple opportunities to learn from colleagues in other disciplines. This can lead to incorporation of novel content and instructional content	● Site and district PD days which include staff led workshops ● Staff meeting share outs of "best practices" ● Peer visits

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
Acalanes regularly uses both formal and informal follow-ups with recent graduates to gauge the effectiveness of the curriculum taught at school.	● Career Day ● Senior Symposium with Alumni ● College Visits ● Informal conversation with visiting Alumni ● English attends DVC (Diablo Valley College) Articulation Conference

Most departments articulate with feeder schools, local colleges and universities	● Math/English/History departments meet with Stanley Middle School to ensure curricular alignment and placement standards (where applicable)
	● SPED meets with Stanley ISP teachers at District Office to discuss transitioning students
	● SPED meets with DVC meetings to discuss DSS services
	● The Tech. Ed. department regularly articulates local and regional schools. These include:
	   ○ Laney College and Los Medanos College
	   ○ Universal Technical Institute
	   ○ Wyoming Technical Institute

	(previously) ○ feeder middle school ● The AHS World Language Department articulates with the feeder middle school every other year to ensure program congruency

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.

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
Students at Acalanes have access to a wide range of course choices. Students can choose a course schedule that is both relevant and challenging. Moreover, students are regularly counseled and advised as to the effectiveness/appropriateness of their course selection and allowed chances to revise their schedule based on counselor/teacher feedback.	● The master schedule is student-driven and course offerings are determined by sign-ups ● Open enrollment policy where course requests are student responsibility ● AP open enrollment ● Counselors provide individual counseling to students regarding course selection as related to college and career goals ● Currently, all grade levels get classroom presentations from counseling and college and career every year. This programming is grade specific. ● Acalanes offers a wide range of courses (e.g CTE, AP, VAPA, ROP, Sciences)
Acalanes provides students opportunities for career exploration, preparation for postsecondary education and pre-technical training.	● Naviance is utilized for career/college exploration ● Annual Career Day exposes students to career opportunities ● 100 + College/post-secondary education rep visits ● Job board in career center ● Tech. Ed. department course offerings.

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
Students at Acalanes are routinely exposed to a rigorous, relevant and coherent curriculum.	● Master Schedule ● District Course of Study ● Graduation requirements and graduation rates ● College admission rates ● Performance on AP exams ● Performance on SAT, ACT and PSAT ● CAASP results
All departments at Acalanes provide curriculum that includes real world applications.	● Literacy and Literacy Collaboration ● Collaboration with SPED ● STEAM ● Threads ● ROP and Tech. Ed course offerings. ● Library collaboration for research ● AP Coursework ● Blueprint and Yearbook ● Public Speaking ● Engineering and Computer Science ● College and Career Center collaboration ● Math Performance Tasks ● Science lab assignments ● Integration of CCSS into curriculum ● Integration of technology into both instruction, assessment and assignments ● Forestry Challenge ● AGATE
Teachers at Acalanes utilize instructional practices that allow all students access to curriculum and best facilitate student success.	● Courses are offered for full range of abilities (e.g. Algebra A to Calculus BC) ● Incorporation of technology into lessons, assessments and assignments ● Continued professional development opportunities (e.g. iPad Summit, Summer Institute)

	● Various departments have shifted focus from rote memorization and recall to personal reflection, critical thinking skills and individual and group assessment.

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
N/A	N/A

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
Acalanes high school employs a variety of methods to develop, monitor and revise each student's personal learning plan.	● Counselors meet with incoming students and parents starting in 8th grade to determine plans for high school ● Parent night for each grade level ● Open house and Back–to-School night ● Weekly parent newsletter
Counselors collaborate with all departments, especially science math and SPED, to ensure that advising is consistent and appropriately matches curriculum.	● Counselors monitor students with Ds and Fs ● Counselors and teachers recommend students for Literacy support class ● Counselors initiate summer school sign-ups for students who need remediation ● Parents actively involved in course selection ● CC&C advisor meets with families to develop individual college search and application plan

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
Acalanes high school utilizes a variety of strategies to facilitate transitions to college, career and post-secondary high school options.	● Senior Symposium ● Counselors and CC&C advisor review events to revise and adjust offerings, handouts. ● DVC visits campus every year ● Counselor monitoring for seniors who are at-risk ● Students complete resumes in Naviance ● Senior social studies teachers have mock job interview and real world assignment ● English 4 "after high school" interest paper ● College and CC&C classroom presentations to all grade levels ● Presentations for classroom visits ● Parent informational nights ● Expanded career day offerings 2 different speakers over 50 different speakers to choose from ● Grad study/senior survey ● 100 + visits from colleges, post-secondary options every year ● Naviance

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)

Acalanes has a well-developed curriculum for all of its course offerings. The curricular requirements have been developed at both the district and school level and as such provide a framework that helps ensure students receive similar curriculum. Students can take up to seven periods per day, which allow the opportunity to take a diverse course load.

However, as identified in Critical Learner Need #1, students at Acalanes struggle to maintain a balance between the curricular requirements and other interests. Additionally, Acalanes is currently undergoing a large curricular shift as new standards such as the Common Core and NGSS are implemented. The need to complete this transition satisfactorily resulted in the development of Critical Learner Need #2

Prioritize the strengths and areas for growth for Category B.

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

- Acalanes has developed and maintained a rigorous, relevant, and coherent curriculum that includes real world applications.
- Focus has been on collaborating on modifications for SPED students.
- Acalanes has diverse curriculum for both students in both high level courses (e.g. AP) and lower level courses (e.g. Math Intervention and Literacy)
- Acalanes English Department has worked vigorously at creating curriculum that includes grade-specific skills lists. The department has utilized a scaffolded research process throughout all levels and focused on collaboration with the library to use college-level research methods, evaluation of sources, and college-level databases. In addition, all levels write texts of all genres and lengths, with special attention to the editing and revisions processes, as well as awareness of audience.
- We have a high college acceptance rate and success within our courses.
- Many of our courses have integrated technology into curriculum.
- We have a strong peer tutoring program for student support at lunch, and afterschool.
- Students have opportunities for kinesthetic learning. For example, in PE students' responses on unit reflections, especially concerning yoga, reflect their affinity for activities that allow for stress reduction and quiet reflection.
- Staff at Acalanes has access to good professional development to explore current educational research as well as collaborate and work on curriculum.
- Students have opportunities for "real world" experiences (e.g. field trips, workability program, organic farming, biotechnology, auto classes)
- Acalanes provides multiple structures for professional development and collaboration

around curriculum development (e.g. Summer Institute, Wednesday Collaboration)

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

- Acalanes needs further articulation with middle schools and local universities.
- Staff at Acalanes needs more time for collaboration and the interpretation of performance data.
- Acalanes needs continued development of courses to include more technology, personal reflection, mindfulness and stress reduction.
- District assessments need to be further developed and integrated.
- Limited number of vocational class offerings.

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 school wide 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 school wide 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 at Acalanes have personal choice in their course selection, which provides both relevant and rigorous schedules. Moreover, courses are well aligned with both standards and the SLOs.	● Classes are open enrollment ● The district maintains and updates a Course of Study for all courses and has been revised to incorporate new standards and choices
Humanities courses engage students in curriculum that is both relevant to their lives and emphasizes both their voice and allows them to take ownership of their learning.	● Small group discussion ● Socratic dialogues ● Connections to current events and relevant articles ● Reflection assignments ● Pairing literature with contemporary texts to draw connections ● Literary Nonfiction texts are related to diverse interest
All disciplines provide options for all ranges of student ability. Instruction is continually tailored to meet the needs of all students including students with various/differing abilities. Steps are taken to modify content/physical expectations for all students based on ability.	Humanities ● AP Curricula ● Literacy ● Threads ● Creative Writing/Public Speaking

Math and Science emphasize both problem solving, group work, projects and provide lab based curricula to meet the needs of students.	Math & Science ● AP Curricula ● Computer Science ● Algebra A/B sequence ● Math Applications ● Intervention classes
Elective and SPED course offerings help meet the needs of various student populations including students with disabilities (physical and cognitive).	Electives and SPED ● Curriculum is modified and differentiated based on student need (SPED and general education students) ● Rigorous standards based curriculum scaffolded for multiple abilities. (SDC, IEP, 504 and a range of talents/abilities) ● Mainstreaming of SDC students
Teachers and students are active participants in student learning. These reflections help guide both learning and instruction.	● Cross curricular assignments ● 1:1 iPad and Vernier Probe activities ● Performance Tasks ● Lab assignments ● Real World problems and assignments ● Yoga and weights electives provide more opportunities for student involvement and growth ● Swim unit, stronger swimmers are paired with less capable swimmers in a peer tutoring type format ● Tech. Ed is effort based, project oriented. The curriculum is organized so that all students, including those with diverse backgrounds and/or abilities are supported in their experience. ● Students self-assess work/involvement for various units ● Teachers assess student work/understanding of concepts in formal and informal assessments ● Use of both summative and formative assessments ● Teachers share speaking and writing samples with each other and often work collaboratively to determine grade calibrations ● World Language Department evaluates and works to improve program retention rates to encourage students to continue language study throughout high school ● Teachers use data from Illuminate to examine

	student understanding of concepts/material

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
N/A	N/A

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 students at Acalanes high school are well informed and understand the expected performance levels for all areas of study.	- Students are provided course syllabi - Lesson plans are made explicit to students and agendas are posted/discussed daily - Assignments are regularly posted to School Loop - Assignments are tied to the course standards/expectations - Teachers model a variety of strategies for approaching different material - Teachers present metacognitive strategies of analysis and encourage students to be self-aware of their learning and learning style - Courses of Study are regularly updated and explicitly explain the standards and expected performance levels for each language
Assignments and assessments are directly tied to standards and expected performance levels. The expected learning outcomes are made explicit to students.	- Students are presented with models of student essays prior to beginning units - Teachers commonly use rubrics for performance assessments - Teachers review and explain grading criteria prior to assignments - Teachers review assignments post-grading - Technology is used (e.g. Illuminate) to aggregate performance data and provide feedback to students - Practice exams/quizzes are used to provide students with feedback

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

Teachers at Acalanes High School use a variety of instructional strategies, across disciplines, to provide differentiated instruction to all students.	• Complex texts and ideas are heavily scaffolded across disciplines
	• Students create multimedia presentations and provide supplemental instruction to classmates
	• Project based learning
	• Listening activities ranging in sophistication
	• Teachers often provide office hours
	• There is strong collaboration with SPED including Instructional Aides in selected classes
	• Students work in a variety of group settings, including:
	   ○ Groupwork
	   ○ Partner quizzes
	   ○ Pair share
	• Use of peer tutoring program by science dept. and others to reinforce class concepts and get individualized attention
	• Academic support center (before finals) for struggling students (small group and individualized attention)
	• Unique learning system/levelled curriculum in academic subjects for SSC
	• Use of modified texts such as Side by Side
	• Group lessons in LS classes based on ability

Teachers at Acalanes incorporate a variety of technology into classroom instruction. This includes both daily activities and projects. • Technology is directly used by teachers to support and enhance direct instruction and increase student engagement and participation. • Technology is incorporated into curriculum for use by students and allows students to provide dynamic feedback to teachers and classmates.	• Various apps (e.g. Kahoot, Notability, Today's Meet, Near Pod) • Use of PowerPoint, podcasts, videos, document cameras, Apple TV, iPanel monitors. • 1-1 iPad Program ○ iMovie, iStopMotion, HyperLapse, Explain Everything, Coach's Eye • Google Classroom • iPad/PC/Chromebook carts • Dynamic feedback systems (e.g. Kahoot, illuminate) • Probes and Probeware to digitally record data and analyze (temperature, pressure, salinity, dissolved oxygen, carbon dioxide • Online notes and videos • School Loop • Library research databases

● Technology is used to provide additional access and/or support for students outside of class.	● Online textbooks ● Google Classroom

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.

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
The staff at Acalanes has multiple opportunities for staying current in their specific instructional content. Additionally the staff has access to, and utilizes current instructional methodology. The district provides professional growth (curriculum and technology) opportunities within our campuses and promotes attendance to outside professional development opportunities.	● All teachers are fully credentialed in the subject area in which they teach ● Teachers belong to, and are active in, a variety of professional organizations and journals. Including: 　○ NCTM, CMC, AATSP, ACTFL, AATF, CTLA ● The district provides targeted professional development, often incorporating technology, at summer institute and district PD days. ● Teachers participate annually in conferences that promote cutting-edge pedagogy and technology. ● Instructional Coach and Technology coordinators work in accordance with PD plan developed by both the administration and staff
Multimedia and technology components are commonly used to enhance instruction at Acalanes	● Digital learning communities are utilized: 　○ 1-1 iPad program, Google Classroom and GAFE, School Loop ● Digital presentations (PowerPoint, iPad presentations, teacher YouTube channels, TI Calculator emulators, video analysis of performance and/or activity to analyze proper technique) ● Digital workflow is utilized and provides feedback for students: 　○ Turn-it-in.com

	○ Google classroom

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

Findings	Supporting Evidence
N/A	N/A

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
Teachers at Acalanes high school regularly facilitate learning by acting as coaches for students. This helps foster student engagement and is accomplished by utilizing a variety of instructional practices. Teachers employ multiple instructional strategies which reduce the voice of the teacher and allow student's voices, ideas and opinions to drive instruction ● Teachers use a variety of equitable questioning strategies	. ● Socratic Seminars and Fishbowls ● Use of popsicle sticks or playing cards to equitably and randomly select students for verbal participation during class ● Interactive questioning apps (e.g. Kahoot) ● Student led class discussions/chapter projects .
● Teachers provide both guided and independent practice	● Cooperative learning ● Encouragement of one-to-one peer tutoring, especially in lower levels ● Mindful pairing of students for assignments and projects ● Allowing students to opt-out of group projects to do independently ● Creation of real-life speaking

	exchanges in the target language while in the classroom ● Mindful of extrovert vs introvert personalities ● Group papers, projects, exams and learning opportunities. ● In PE, team sports use peer groups to enhance and practice to improve skills. In weight training students create their own workouts. ● Peer tutors are used in a variety of classrooms ● Teachers provide opportunities for both office hours and 1-1 help
● Teachers in all departments value and utilize project-based learning,	● STEAM projects ● Various projects both within departments and across departments
● Teachers utilize a variety of non-didactic techniques to engage students in their own learning.	● Electives often provide space for a non-traditional classroom structure and strategies ● SPED classes regularly re-teach and scaffold general education curriculum in Learning Skills classes

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 at Acalanes regularly demonstrate and apply their knowledge gained from instruction to extended learning opportunities. Students have the ability to: ● Organize, access and apply knowledge they already have acquired.	● Projects including Cross-Curricular Opportunities (Multidisciplinary Projects)

	● Performance Tasks ● Exam performance ● Formative assessments ● Student presentations ● Use knowledge from other classes in their math classes ● Concept note cards for some assessments ● Student research projects, essays
● Access and apply the appropriate academic tools to gather and create knowledge.	● The Library is regularly used for research. ● Computer Labs ● 1-1 Program and technology carts ● Google classroom ● Library databases are regularly used for research ● School Loop
● Use these tools to research, inquire, discover, and invent knowledge on their own and communicate this to both their peers and teachers.	● Multimedia/Sensory Presentations/Project ● Digital artifacts Z (e.g. School Loop Discussion Boards, Blogging, Artsonia (reviewing student work) ● Fluency in computer applications (e.g. Adobe Creative Suite, Word, Apple Software, Blender, GAFE, Electronic Portfolios, Computer programming languages) ● Students as teachers ● Peer editing online ● Annotation practices/Talking To The Text (TTTT) ● Native speaker interviews and Native speaker presentations

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
N/A	N/A

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
Students at Acalanes regularly demonstrate the ability to think, reason, and problem solve both in groups and as individuals. This occurs across disciplines and grade levels through various projects, discussions, assessments and instructional practices.	● Research papers ● Speeches, trials and debates ● Group discussions and projects ● Individual projects ● Performance Tasks in Math and Science ● Formative assessments ● Alternative assessments (e.g. alternative Biology final exam) ● Student presentations ● Participation in Academic Decathlon, Mock Trial, Model UN. ● Participation in CMEA Festivals, Competitions, Tours/Field Trips ● Public Speaking ● Drama and Musical Productions ● Original Theater Pieces, Set Design and Construction ● Tech. Ed courses (Design and Fabrication, Auto)

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 school wide learner outcomes..*

Findings	Supporting Evidence
Students at Acalanes regularly use technology in multiple disciplines to support their learning and achieve both the academic standards and school wide learner outcomes.	● 1-1 Program and technology carts are a regularly used ● School Loop ● Computer Applications (e.g. Various CNC programs to run CNC machines, All Data, Snap-on, Solid Works, Computer Programming, Engineering) ● Online textbooks ● GAFE ● Various iPad apps (e.g. Explain Everything, Notability, hyper-lapse and iMovie, Blogger) ● Language Lab and Computer Labs ● Computer dependent courses (e.g. Digital Design, Video Production, Computer Programming)

	● Social media use in academic settings (e.g. Teacher/Course Twitter accounts)

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
Students at Acalanes regularly utilize materials beyond the textbook. Students use these materials to: ● Access data-based, original source documents and computer information networks.	 ● Databases (e.g. Library resources) ● Use of source materials (e.g. Magazine articles, Speeches, NY Times, Image Analysis, online articles) ● Language lab ● 1-1 iPad program and technology carts
● Engage in experiences, activities and resources which link students to the real world.	● Career day ● Field Trips ● Community Projects ● Tech. Ed. classes ● Cultural projects ● School assemblies ● Guest speakers ● Workability program ● School Farm

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
Students at Acalanes have multiple opportunities, both within the school day and after, to prepare for career-related activities.	- Guest Speakers - Field Trips - Career Day - Leadership class - Interviews with Heritage Speakers including members of Global Student Embassy which provides opportunity for international student exchange - Job fair role-playing - Encourage study abroad (e.g. Amigos de las Americas and Global Student Embassy) - Computer Programming, Engineering, Video Production, Digital design courses. - ROP Courses (Biotech Design, Automotive Technology, Sports Medicine) - School Farm - Forestry Challenge - Weight Training - College Visits - Student Clubs - Volunteer opportunities within community

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
N/A	N/A

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)

Staff at Acalanes routinely employs a variety of instructional practices to meet the needs of a diverse student body. These strategies include direct instruction, individual work, group work, "flipped" learning, Socratic seminars, project based learning, and performances. Staff at Acalanes uses pedagogy based on current education research. Professional development opportunities are frequently utilized by Acalanes staff and have a direct impact in classroom instruction. Technology has been integrated into courses and with cohorts such as our 1-1 device classes and the use of GAFE.

Instructional strategies will continue to evolve and adjust to meet the needs of the upcoming shift towards a block schedule as described in Critical Learner Need #2. As Acalanes continues to define and adjust the metrics used to define success, instructional strategies will need to shift to better balance student workload and stress levels.

Prioritize the strengths and areas for growth for Category C.

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

- Instruction is differentiated based on student needs
- Multiple instructional strategies are used within courses and departments.
- Students have a breath of physical opportunities that expose students to lifelong fitness activities
- Technology use to enhance learning.
- Cross curricular classes, lessons and projects.
- Use of group work and projects when appropriate.
- Students have standards-based IEP goals and are aware of their IEP goals and have strong self-advocacy.

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

- Not all departments use technology to the same extent.
- Courses could incorporate more career readiness content.
- A more flexible schedule is needed to be able to fully collaborate and integrate curriculum between teachers and departments.
- More development for instructional strategies and curriculum for ELL.
- Peer tutors within the classroom and more "students teaching students" learning could be better facilitated.

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 school wide learner outcomes.*

Findings	Supporting Evidence
Acalanes high school utilizes effective assessment processes, both within classrooms and across the school to collect student performance data.	- Use of Illuminate education - Google forms - Common finals and assessments - District Assessments/finals - CAASP - Challenge Success - AP Exams - PFT Data (PE) - IEPs and 504 meetings and accommodations - Project rubrics/scoring guidelines
Acalanes high school currently disaggregates and analyzes a portion of the available student performance data	- Illuminate reports - GPA analysis by department, course and teacher - CASSP data presentations and analysis
Acalanes high school rarely utilizes disaggregated data to provide feedback to staff/students regarding performance of ethnic groups and students with disabilities.	Lack of conversations/data tied to these specific subgroups

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 school wide 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 school wide learner outcomes.*

Findings	Supporting Evidence
Through various channels of communication, the appropriate stakeholders at Acalanes (governing board members, teachers, students, parents, business/industry community) are well informed about the current state of student achievement towards the standards and school wide learner outcomes.	● District Course of Study publically available online ● Board Presentations by both administrators and teachers ● Friday Forum (both live and video release) ● School Loop ● AP results ● SAT/ACT scores ● College Acceptance Rate ● Progress reports and semester report cards through AERIES ● IEP/504 Meetings ● Parent/Student email correspondence ● SRT meetings ● Open House ● Back-to-School Night ● Prospective Student Night

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 school wide 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 school wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Acalanes utilizes a variety of systems, both formal and informal, to monitor student growth and progress towards meeting the academic standards and school wide learner outcomes	● Grading components are unified and posted on the district website ● Unified course descriptions directly tie to academic content standards ● Progress Reports ● School Loop (e.g. "High Priority Students" tracker) ● Student, parent and staff surveys ● Challenge success ● Digital Citizenship course ● AP Score reports ● IEP/504 meetings

	● SRT Meetings/Notes ● Naviance (college and career readiness) ● Learning Skills classes within SPED ● Intervention courses (e.g. Literacy, Math intervention) ● Illuminate data for both state tests and school assessments
Acalanes regularly monitors the basis for which students' grades and performance levels are determined.	● Calibration of common assessments and assignments ● Pacing guides ● Course/GPA variations are discussed within departments. ● Common syllabi ● Release days by department and/or interest group (e.g. 1-1 iPad program)

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
N/A	N/A

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.

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
Teachers at Acalanes, across all departments, regularly use a variety of assessment strategies. These include both summative and formative assessments.	● Common assessments ● District Assessments ● Daily homework ● Classroom discussion ● Quizzes ● Partner quizzes/tests ● Unit tests ● Group projects ● Various discussion forums (e.g. Socratic Seminar, debate) ● Self and peer assessments of projects and assignments ● Performance tasks ● Cumulative final ● Test corrections ● Test retakes ● Surveys (e.g. google forms) ● Online assignments ● IEP/504 accommodations and meetings
Assessment results are used to provide feedback to students and help guide instruction.	● Illuminate Data ● School Loop ● Google Classroom ● Progress reports ● Student/Parent email ● Exams and projects ● Surveys ● CASSP Results ● Summer Institute and district PD days.

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 school wide learner outcomes.*

Findings	Supporting Evidence
N/A	N/A

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
Teachers at Acalanes utilize both formative and summative assessments to guide and modify curricular instruction. This is done by: ● Collaboration within and between departments and school sites	● Wednesday morning meetings ● School wide Teams ● Department meetings ● STEAM ● Threads ● Curricular team meetings ● Professional development days ● Pull out days for both departments and interest groups ● Summer Institute
● Analysis of assessment data	● Common assessments tests ● Grade calibration discussions within departments ● Use of common rubrics ● Review of CAASP results ● Review of AP scores ● Illuminate ● School Loop ● ACT, SAT and PSAT results
● Modification of instruction and assessments	● Continued development of technology integration (1-1 program, BYOD, technology carts, Technology Coordinator) ● Revision of past assessments ● Revision of course of study to incorporate changes in curricular standards

	● Modified curriculum in line with IEP requirements

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 school wide 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 school wide 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
The majority (~60%) of students self-report that they understand the expected performance levels and standards for their courses. Students have multiple opportunities to become aware of the expected performance levels.	● Student Survey Data ● Formal and informal conversations between students and teachers ● Daily agendas ● Lesson Plans and course calendars ● Assessment and assignment previews rubrics and models ● School Loop ● Course of Study ● Syllabi ● Feedback provided on projects, essays, exams and assignments
Students need better awareness of the school wide learner outcomes. Also, the SLOs need to be more explicitly tied to assessments and assignments.	● Student Survey Data ● Student Interviews ● Lack of explicit alignment within assignments based on school mission and/or SLOs
Acalanes has positive, effective relationships between the majority of students and staff. The majority of students at Acalanes feel connected to at least one staff member, feel safe and secure on campus, and feel there are opportunities for their voices to be heard. Student input is regularly used to help guide the school's decisions.	● Survey data ● Leadership class ● Senior symposium ● CARE week ● Challenge Success ● Blueprint
Students are aware of college/career opportunities and requirements.	● College admissions rate ● Naviance participation

	● Letters of recommendation ● Career day ● Counselor meetings and classroom visits

D3. *Using Assessment to Monitor and Modify the Program School Wide 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 school wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

School wide 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
Acalanes has effective systems in place which ensure that various stakeholders (district, board, staff, students, parents and business/industry members) are aware of, and involved in, monitoring student progress.	● School Loop ● District and School Website ● Friday Forum ● Project LPIE ● Parent's Club ● Career Day ● Open House ● Back to School Night ● Prospective Student Night ● Parent Informational Nights. ● Daily bulletin (email and oral) ● 504 and IEP meetings ● Site Visits (board and district members) ● Guest speakers ● Instructional Council ● School Site Council

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
N/A	N/A

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
Acalanes regularly analyzes standards-based curricular assessments both in ELA and Mathematics. Feedback/results of these assessments are routinely used to modify instructional and/or curricular approaches.	- Analysis of individual assessments (e.g. projects, essays, exams and quizzes) - Review, retakes and corrections are often available based on student performance - Analysis of common assessments - Analysis of district common assessments (mathematics) - Analysis of CAASP data and comparison to other school sites - Adoption of new, Common Core based, textbooks - Development of new courses of studies for Algebra 1 and Geometry - Incorporation of new assessments (e.g. computer based performance tasks) based on new state test requirements. - Continued PD opportunities tied to new skills needed for shift in state standards (Common Core coaches, Instructional Coach, Tech. Coordinator, NGSS Coach)
Performance data is used to create new/novel curriculum and courses designed to better meet the needs of struggling students.	- Algebra A/B development - Math Applications (developed for graduation credit) - Engineering, Computer Programming courses - Video Production courses - Geometry Intervention - Threads - STEAM - Literacy Class - Learning Skills (SPED)
Historically, Acalanes has not had a designated school program for English Language Learners (ELL) as all ELL were assigned to Las Lomas High School (within district). However, the district has changed the ELL policy and Acalanes expects more ELL to attend in the 2016-17 school year.	- District policy revision - Release period for ELL coach (0.2 FTE)

The school has set aside funds and assigned an ELL coach to help inform staff about needed curricular modifications and help monitor ELL progress and support.	
Acalanes is working towards better integration of math and ELA standards within all disciplines. The school has had success at a small scale, however, this is not yet fully realized to the school as a whole.	● STEAM ● Modifications to science curriculum to include reading standards/skill ● Various cross-curricular projects

School wide 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

Acalanes has continued to develop and revise the school program based on assessment results, changes in standards, technology, and student need.	● Development of 1-1 iPad program, continued development of BYOD and technology carts
	● Creation of new courses
	   ○ Algebra A/B
	   ○ Math Applications
	   ○ Geometry Intervention
	   ○ Literacy
	   ○ Engineering
	   ○ Computer Science
	   ○ Video Production
	   ○ Cyber High

Professional development opportunities are continually revised and modified to best meet the needs of the staff.	● Conference attendance (e.g. iPad Summit, NCTM) ● Breakout sessions offered at both district PD days and summer institute ● Math Camp for development of CCSS curriculum

Resources at Acalanes are allocated based on current needs of both students and staff. The roles and job descriptions are modified annually based on feedback.	● Common Core trainings and seminars
	● Coaching Positions
	   ○ Tech. Coordinator
	   ○ Common Core (ELA & Math)
	   ○ Instructional Coach

○ NGSS ● Parent Club Grants ● Principal discretionary budget ● Departmental budgets ● Professional Development Committee ● Cyber High

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
Acalanes routinely assesses the effectiveness of its curriculum. Furthermore, curriculum is revised as needed to ensure multiple pathways for students as well as coherent presentations of standards.	● Analysis of CAASP data ● Revised course of study for CCSS alignment ● Creation of new courses to meet student need (e.g. Engineering, Literacy, English 4 Choices) ● Department meetings ● Revision of graduation pathways ● CCSS alignment within Math and ELA ● Administration
Acalanes actively assesses the current graduation requirements, homework and grading policies.	● Graduation requirement committee revising graduation requirements to reflect changes in standards (District level) ● Challenge Success data analysis and conversations ● Student, Parent and Staff survey results ● Department meetings/collaboration around grade calibration ● District course of study for all classes ● School Wide Team meetings

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
Assessments are closely monitored within classrooms to maintain test security and integrity.	● All exams are proctored ● Most exams stored in locked cabinets ● Computer access is password protected ● Multiple versions of exams are utilized ● Personal electronic devices are not allowed during exams

	● Collaboration among entire faculty to encourage academic honesty ● Enforce and update school academic honesty policies ● Digital citizenship
School wide exams (e.g. CAASP, AP Exams) utilizes tested and reliable systems to maintain the integrity of assessments.	● Designated testing coordinator (1.0 FTE) ● Only our testing coordinator has access to testing materials until they are distributed to testing proctors ● Proctors are informed and trained on maintaining test security.

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)

Acalanes uses a variety of assessment strategies and protocols. Acalanes uses district, department and course assessments to both guide instruction and provide targeted feedback to students about their learning and comprehension of the curricular standards. Staff at Acalanes routinely uses technology to enhance assessments and feedback to students. Departments regularly calibrate course assessments and examine grade distributions.

As identified in Critical Learner Need #2, the staff at Acalanes needs to continue to develop new assessments and assessment strategies to meet the requirements of new curricula. Additionally, assessments need to be further refined and administered differently to help address Critical Learner Need #1.

Prioritize the strengths and areas for growth for Category D.

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

- Common assessments at district, department and course level
- Staff uses a variety of assessments including traditional tests, projects, performances, essays, group tests and final exams/projects
- Illuminate is used to analyze student test data
- Both formative and summative assessments are used in all departments.
- Teachers are encouraged to try new methodologies, and permitted some independence in how the standards are taught
- Use of School Loop to distribute materials and grades

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

- Acalanes needs more opportunities for response intervention based on poor assessment results
- School Loop can add stress for students, parents and teachers
- There needs to be more vertical alignment of assessments to ensure students are progressing through courses with necessary skills
- Time is needed to create new district and site assessments aligned with new curricula
- Increase integration of technology into assessments (e.g. more Illuminate users)
- Better articulation with business and industry communities regarding student assessment
- Time is needed to analyze new state testing data around ELA and Mathematics
- Develop assessments for students who have not mastered the skills and create make-up and alternate assessments for students in skills classes, with modified curricular goals, or with extended absences

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.

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
Acalanes has multiple opportunities for parents to learn about current school practices. Parents regularly utilize these opportunities to provide feedback to the school.	● SST meetings ● IEP meetings ● Friday Forums ● Back-to-School night ● Open House ● Email/School Loop ● Booster clubs
Acalanes has multiple opportunities for parents to be active in the learning and teaching process.	● School site council ● Parent Club presentations (e.g. Mental Health Awareness presentations) ● Teacher/Parent meetings
Acalanes has developed policies and structures to meet the needs of non-English speaking and special needs students.	● EL Class ● District wide ELAC Meetings

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 school wide learning outcomes.*

Findings	Supporting Evidence
Acalanes uses a variety of community resources to support student learning.	● Parent Club grants utilized by teachers for unique classroom needs (e.g. robotics) ● Guest speakers utilized by a variety of

	disciplines. ● Various field trips ● Annual career day presentations by community members

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.

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
Acalanes utilizes practices and policies to ensure a clean school environment.	● Janitorial Staff ● Campus Safety Officer ● Recycling program
Acalanes has a well-developed student safety plan, including emergency procedures. However, as there have been multiple false alarms over the past few years there is general malaise by both students and staff when alarms such as the fire bell ring.	● School safety and evacuation plan. ● WASC focus group meetings and observation of evacuation drills
Acalanes uses effective practices and policies regarding Internet safety and brings awareness to each student's own digital footprint.	● Digital Citizenship presentations are given quarterly to Acalanes students ● Use of Google Accounts for Education ● General computer security and login requirements
Acalanes staff and administration have effective policies and practices to help students with drug and alcohol abuse/use.	● Policies outlined in handbook ● Restorative justice model of discipline ● Brief intervention program ● Partnership with Lafayette Police Department

	● Intervention specialists
Acalanes effectively discourages and addresses derogatory or hateful language around topics such as race and gender.	● Variety of student clubs which promote diversity and tolerance (e.g. Queer-Straight Alliance (QSA)) ● Statement of Tolerance posted in each classroom ● CARE Week activities ● Safe School Ambassadors

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
Students at Acalanes have different levels of connectedness to both staff and other students. While there are many students who feel connected to adults on campus, there are many who do not. There is also a variation between grade levels.	● Challenge Success Data ● WASC Survey Data ● WASC Focus group conversations ● California Healthy Kids survey

Acalanes has high expectations for students both academically and how they interact with peers and staff.	● School mission statement and SLOs
	 ● Course descriptions, syllabi and grading components
	 ● Student handbook and discipline policy
	 ● Various programs that promote tolerance, diversity and social support for students:
	   ○ Safe School Ambassadors
	   ○ New Crew
	   ○ CARE Week
	   ○ Leadership Class
	   ○ Campus Clubs (e.g. SAGE)

Acalanes utilizes a variety of practices that celebrate students unique heritage and ethnicity.	● Various campus clubs centered on different ethnic backgrounds. ● Curricular projects/themes centered on cultural differences and celebrations

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
There is a high degree of trust, respect and professionalism at Acalanes high school. However, there are still conflicts between parents, teachers and students. The school has structures such as communication protocols and contractual obligations that help create a professional workplace.	- WASC Survey Data - Challenge Success Data - Focus Group conversations - Student Handbook - AUHSD Certificated contract
There is a variety of consistent communication among the school's leadership, staff and stakeholders.	- Email communications including: - Principal's message - Daily Bulletin - Parent Club communications - Various teacher/staff emails - Back-to-School Night and Open House events - Student Handbook and planners
Acalanes Single Student Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP) are well documented; they were created in a collaborative effort between all stakeholders and communicated to the general public, staff and students.	- LCAP and SPSA meeting agendas and documentation - AUHSD and Acalanes Website documentation - School Site Council meetings and agendas

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.

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
Acalanes provides a variety of academic support services. These vary in attendance, but overall are well received and utilized by students. However, a more formalized tutorial/intervention plan is needed to better include all ranges of students.	• Peer Tutoring Center • Formal and informal office hours/tutorials by staff • Library Services and availability • Exam Jam
Acalanes has multiple services to support physical and mental health of students and address personal needs.	• School nurse services • "Mindfulness" meetings and promotion • Physical education courses and electives • Athletics offerings • School Psychologist services • Counseling department • Various information events including guest speakers
Acalanes has multiple services which provide students with support for college and career planning. Students have access to counseling for personal and academic programs. Counselors meet with students every year to go over course selection and post-high school options. Students can self-refer to therapists. Counselors attend 504 and IEP meetings to give input on individual learning plans.	• College and Career Center • Technical Education classes • Career Day presentations • Naviance

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
N/A	N/A

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
Acalanes utilizes a variety of instructional approaches which allow students alternative opportunities for learning.	● Threads course offerings ● Elective course offerings ● Collaborative projects between disciplines (e.g. STEAM) ● Teachers employ a variety of instructional strategies (e.g. "Flipped" classroom, Socratic seminar) ● Cyber High ● Various course projects which allow students to personalize their approach to assignment completion ● Literacy classes and math intervention classes ● Home Hospital Instruction
Acalanes does not currently offer a structure, such as small learning communities, that allows for routine intervention strategies for all students, but starting Fall 2017, the district will implement block scheduling with integrated intervention periods.	● Lack of program within current school schedule ● District website for block schedule information

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
N/A	N/A

Support Services and Learning – 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 school wide 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
Acalanes currently has multiple processes which help identify struggling students. However, it has become apparent that the school needs more formalized and regular intervention strategies to better meet the needs of struggling students. As such, Acalanes is currently developing a new schedule which includes an intervention period.	● Student Review Team (SRT) meetings ● Student Support Team (SST) meetings ● IEP and 504 meetings ● Block schedule and intervention period (in development)

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
N/A	N/A

Equitable 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
Acalanes offers a wide variety of rigorous coursework. Each department has created courses which differentiate by student ability and backgrounds. The curriculum is challenging and coherent.	● District course of study ● Course syllabi ● Vertical integration within departments ● AP course offerings ● UC/CSU approved courses
Acalanes currently has some course offerings which have disproportionate student percentages when compared to the school as a whole. Most noticeably, these inequalities are around gender.	● Class demographics (e.g. Computer Science, Art, Engineering, AP English)
Acalanes offers opportunities for both remediation and advancement through unique course offerings and instructional support offerings.	● Cyber High ● Summer School (both remediation and advancement) ● Peer Tutoring Center ● Teacher office hours

	● Exam Jam

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 school wide 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 school wide 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
Acalanes offers a variety of extracurricular sports activities. These are well utilized by students.	● Sports Teams and Rosters
Acalanes offers a wide variety of non-sports related co-curricular activities. These are well utilized by students.	● Drama Productions ● Music Performances ● Student Clubs ● Student Competitions (e.g. Science Bowl) ● Field Trips
Not all co-curricular activities have direct ties to academic standards and the school wide learner outcomes.	● Club lists

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
N/A	N/A

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)

Acalanes has a very involved parent, student and staff community. There are multiple opportunities for these groups to meet, collaborate and provide feedback to each other. Parents are routinely involved as volunteers at the school and the Parent Club takes an active role in supporting instruction at Acalanes.

Acalanes has a safe, well maintained and updated campus. The janitorial staff does excellent work maintaining the facilities and the campus is often used for community events. Additionally, Acalanes has multiple practices in place to ensure cyber safety.

Staff, parents, and students regularly show a high level of trust, respect, and professionalism towards each other. There are established communication protocols and high expectations for both staff and students.

Acalanes provides a variety of academic support services, including peer tutoring and library services. However, the district and staff have identified the need for a more institutionalized support structure. An intervention period will be incorporated into the new school day schedule for the 2017-18 school year. As the 2016-17 school year progresses, the structure and curriculum for this period will be further developed. This has been directly identified by Critical Learner Need #2.

Acalanes students are highly involved in co-curricular activities, including athletics and clubs. While this involvement helps foster community and allows students to pursue their own interests, it also has led to overall student stress. This is directly identified by Critical Learner Need #1.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength
- All stakeholder groups (staff, parents and students) are highly involved at Acalanes
- Most students, staff and parents view the campus as a safe and secure environment
- Acalanes students are highly involved in a variety of extracurricular and co-curricular

activities
- Acalanes maintains high expectations for both academic performance and social-emotional health of students

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

- Students are often overwhelmed and/or stressed due to the high academic requirements and the expectations/requirements found around co-curricular and extracurricular activities
- Not all students feel connected to the campus or that it is a safe place
- Intervention strategies and structures at Acalanes need further refinement to be more consistent and better meet the needs of all students

Prioritized Areas of Growth Needs from Categories A through E

The areas of growth needs are prioritized as follows:

- Intervention strategies and structures at Acalanes need further refinement to be more consistent and better meet the needs of all students

- Students are often overwhelmed or stressed due to the high academic requirements and the expectations/requirements found around co-curricular and extracurricular activities.

- Not all students feel connected to the campus or that it is a safe place for them

- Lack of awareness by both staff, students and parents as to the school mission and school wide learner outcomes

- Continued development is needed of courses to include more technology, personal reflection, mindfulness and stress reduction

- More vertical alignment of assessments to ensure students progress through courses with necessary skills

- Develop assessments for students who have not mastered the skills and create make-up and alternate assessments for students in Skills classes, with modified curricular goals, or with extended absences

- Staff at Acalanes needs more time for collaboration and the interpretation of performance data

Chapter V: School wide Action Plan

> **A. Revise the single school wide 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 school wide action plan**.
>
> **C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

The Single Plan for Student Achievement (SPSA) has gone through a rigorous creation and revision process. This was completed via the Acalanes School Site Council and was last revised on November 30, 2015. All goals specified in the SPSA are directly tied to a corresponding LCAP goal (see Appendix for full details).

Given discussions in both Home groups and Focus groups, the following action steps were developed to address the identified Critical Learner Needs. Prompts B and C, from above, have been incorporated into the following table.

Critical Learner Need #1:
Develop, support and encourage a healthy balance between academic needs, extracurricular activities, student self-interests and overall social-emotional well-being.

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Homework Develop structures to address homework load and purpose at Acalanes. This includes: ● Develop metrics which better measure homework load both by grade level and department	Departments	Department meeting time; new collaborat-ion time	2017 school year	Departmental meeting notes. Site survey regarding HW load.	Use built in collaboration time; no extra cost
● Provide time for staff to discuss use and purpose of weekend work. Use the feedback from these discussions to develop norms around weekend workload.	School, departments	Staff meetings, department meetings.	Ongoing	Staff meeting notes. Formalized homework policy for Acalanes.	

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Student Schedule and Course load Develop structures for each grade level that will ensure students have a better understanding of their intended schedule-- including workload and alignment with future goals. This includes: ● Develop structures for students and teachers/departments to evaluate proposed course plan.	Individual teachers, counselors	Dedicated time, likely during intervention. Resources and information around student options and success stories	2017 school year	Intervention/ Tutorial instructional materials.	Use built in collaboration time; no extra cost
● Help students and parents better understand the purpose and expectations of AP offerings.	Departments and Admin	Meeting time, Open House	2017 school year	Meeting agendas, parent/student feedback surveys	
● Better integrate students' extra-curricular activities into the academic planning process (e.g. sports requirements).	Admin, teachers, parents, students, coaches	Meeting time for all interested parties	2018 course planning (~Feb. 2018)	Meeting notes, student schedules.	
● Provide students and parents with more information regarding the benefits of VAPA, Physical Education and Vocational education options.	Admin, VAPA, Tech. Ed departments, College & Career Counseling.	Potential restructuring Open House and Back-to-School Night events.	2017-18 school year	VAPA and Tech. Ed. section numbers.	

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Personal Connections & Whole Child Engage students in personal conversations and curriculum regarding: ● Personal interests ● Whole Child and mindfulness Continue to educate teachers and students about connectedness and whole child learning techniques: ● Develop curriculum and opportunities for students to develop self-advocacy skills and time management skills. ● Develop a system which better captures student's non-academic obligations and interests after school hours.	Teachers, Counselors, Departments, Admin	PD time to develop curriculum.-	2017-18 school year	Curriculum creation, student/staff surveys regarding connectedness.	Use built in collaboration time; no extra cost
Post-High School Options Create structures for each grade level to provide students with information regarding postgraduate pathways. Include non-traditional pathways such as community college and vocational opportunities. ● Develop/articulate curriculum for freshman, sophomore, junior and senior years. ● Engage the parent community early in conversations. ● As a school, define "success" and incorporate into: ○ School Mission/SLOs ○ Course curriculum and assessments.	Admin, counselors, departments	College and career data/options. Time for meetings between all parties.	2017- ongoing	Updated Mission Statement/ SLOs. College admissions statistics.	Use built in collaboration time; no extra cost
Communication Provide time and structure for both the school and departments to evaluate the use of School Loop. Create norms and expectations for School Loop's use to communicate grades and email. Include: ● Evaluate how often teachers post grades and how this affects student stress and perceptions on learning. ● Email communication norms. ● Evaluate the effectiveness of School Loop options such as email notifications preferences. ● Evaluate use of systems such as teacher office hours.	Individual teachers, departments, Admin.	Department and whole staff meeting time. Current data on School Loop use and effectiveness	2017	Surveys for students, staff and parents regarding School Loop use/effectiveness.	Use built in collaboration time; no extra cost

Critical Learner Need #2:
- Further define and promote academic success for all groups of students as the school continues the transition to new curricula and school structures.

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Assessments & Instruction Create and/or modify existing assessments to fit the needs of curricular changes and new schedule requirements: • Develop and implement a conflict calendar or method to ensure students do not have excessive assessments on given days.	Individual Teachers, Departments, Curricular Coaches	PD planning time. Departmental meeting time.	Spring 2016-ongoing	Departmental curricular alignment, common assessments. Administrative oversight	Use built in collaboration time; no extra cost
• Evaluate the use of Monday assessments with the goal of keeping weekends free of school requirements.	Admin, departments	Departmental meeting time	2017 - ongoing	Administrative oversight. Common assessment results, GPA analysis by teacher/course.	
• Develop alternative assessments that are appropriate for block schedule and incorporate a broader definition of student success.	Departments	PD time, departmental meeting time	Spring 2016 - ongoing	Admin/departmental oversight of curriculum.	
Provide PD and resources to allow teachers to create curriculum and differentiated instruction to meet needs of block schedule. • Evaluate and build from existing resources from other schools who have implemented block schedules.	Individual teachers, Departments	Data and materials from other school sites.	Spring 2016 - ongoing	Admin/departmental oversight of curriculum.	
• Include kinesthetic learning opportunities into block schedule.	Admin, Individual teachers, departments, curricular coaches.	Collaborative time to model/create curriculum	Spring 2016 - ongoing	Admin/departmental oversight of curriculum.	

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Intervention/Tutorial Period Develop intervention/tutorial period structure and curriculum to ensure: ● All ranges of students have needs met.	Departments, Admin, Curricular coaches	PD and planning time	2016 - ongoing	Surveys/metrics (TBD) to determine effectiveness of tutorial/intervention period.	$20,000 per year for release period for dedicated instructional coach Use built in collaboration time; no extra cost
● Create norms for students and teachers for intervention period use.	Departments, Admin	PD and planning time	2016 - ongoing	Administrative oversight on use of tutorial	
● Ensure students have some freedom to pursue personal interests/needs during tutorial periods.	Students, teachers	Tutorial/intervention curriculum and time	2016 - ongoing	Student feedback surveys regarding tutorials	
Communication Protocols Develop intervention/tutorial period structure: ● Develop communication protocols that are incorporated into the new schedule. Prioritize intervention period as the time for students to speak directly with teachers and de-emphasize email correspondence as the primary communication method around student grades/progress.	Staff, Admin	Staff and department meeting time. Parental and student awareness.	2017	Staff, student and parent surveys around communication protocol effectiveness.	Use built in collaboration time; no extra cost
● Develop norms and structures for staff collaboration time to ensure all teachers have opportunities to collaborate (including singletons).	Staff, Admin.	Dedicated collaboration time.	2017 - ongoing	Administrative oversight, surveys/feedback regarding collaboration time.	
● Create time and structures for staff to collaborate by grade level/subject to discuss expectations and workloads.	Staff, Admin	Dedicated collaboration time.	2017 - ongoing	(see above)	

Action Steps	Implementers	Resources	Timeline	Monitoring Systems	Cost
Homework and Work load Develop systems to: ● Evaluate and define purpose of homework	Staff, parents, students, Admin	Collaborative time. Current research as to the effectiveness of HW. Current data as to true current HW load.	2016 - ongoing	Administrative oversight. Departmental homework alignment. Student surveys (e.g. Challenge Success)	Use built in collaboration time; no extra cost
● Implement structures to ensure homework requirements are well aligned by course and department	Departments	Dedicated departmental time.	2017 - ongoing	Departmental and administrative oversight.	
● Develop/emphasize and incorporate structures and protocols students can utilize if they perceive "excessive" homework.	Departments, students, counseling	Peer Tutoring, departments, counselor's time	2017 - ongoing	Peer tutoring statistics and/or newly developed structures used by students. Student survey data (e.g. Challenge Success)	

Appendices: Click HERE for appendices (print when done)

    A. **Timeline of self-study process**
    B. **Results of student questionnaire/interviews**
    C. **Results of parent/community questionnaire/interviews**
    D. **Master schedule**
    E. **Approved AP course list**
    F. **UC a–g approved course list**
    G. **Additional details of school programs, e.g., online instruction, college and career,   academies, IB, AVID**
    H. **School Quality Snapshot (see cde.ca.gov)**
    I. **School accountability report card (SARC)**
    J. **CBEDS school information form**
    K. **Graduation requirements**
    L. **Any pertinent additional data (or have it on exhibit during the visit)**
    M. **Budgetary information, including budget pages from the school's action plan, i.e., the Single Plan for Student Achievement**
    N. **Glossary of terms unique to the school.**