



ACALANES CENTER FOR INDEPENDENT STUDY MIDTERM PROGRESS REPORT

**1963 Tice Valley Blvd.
Walnut Creek, CA 94595**

Acalanes Union High School District

March 10, 2014

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Section I: Introduction and Basic Student/Community Profile Data, including Summary of Data (updated Chapters I and II of the school's last full self-study report)

THE COMMUNITY

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

ACIS offers a college preparatory program for all students. Limited elective classes are provided for students and students may enroll in adult education, ROP, or community college classes. The school population is transient with students coming and going during any one school year. The District does offer a Limited English Proficiency program housed at Las Lomas High School, which serves the entire District.

COMMUNITY SUPPORT

The Acalanes Union High School District has a long-standing tradition of parent and community support for its schools and student programs. At the time of the 2010 – 2011 WASC Visitation, the Governing Board approved \$24 million to rebuild the Del Valle campus. Construction has concluded with the building of the 100-wing, renovation to the 300-wing and 400-wing. ACIS once conducted all classes in the 200-wing; however, since completion of construction to the 400-wing, ACIS now conducts classes in the modernized 100 and 400-wings with a computer lab and science lab still housed in the 200-wing.

Many parents work during the day and some at night. There is minimal parent involvement at school due to the availability of parents. Parents are interested in their student's academic progress. A parent or guardian must participate in registration and course selection with their student.

There is a parent representative to the Alternative Education Advisory Council and parents participated in the 2010 – 2011 WASC self-study. Parents attended the first day of school assembly, parent meeting, and Back-to-School Night.

ENROLLMENT

The ACIS student population ranges from 30 to 50 students during a school year. The students chose ACIS voluntarily from the comprehensive high schools in the District.

CBEDS School Enrollment

Year	Male	Female	Totals
2012 – 2013	39	32	71
2011 – 2012	47	46	93
2010 – 2011	59	69	128
2009 – 2010	37	45	82
2008 – 2009	36	39	75
2007 – 2008	41	38	79

CBEDS Ethnic Distribution

Racial/Ethnic Category	Student Number 2012 - 2013
African-American	3
American Indian or Alaska Native	1
Asian	4
Filipino	3
Hispanic or Latino	6
Pacific Islander	0
White (Not Hispanic)	52
Multiple or No Response	2
Total	71

Last School of Attendance before Enrolling in ACIS, Fall, 2013

District School	Number of Students
Acalanes	8
Campolindo	6
Las Lomas	18
Miramonte	2
Out of District	5

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

Year	Enrolled Students	Percent
2012 – 2013	50	89.71%
2011 – 2012	52	74%
2010 – 2011	76	67%
2009 – 2010	60	62%
2008 – 2009	81	63%
2007 – 2008	54	74%

Graduation Rate
(Including students who graduated early)

Year	Percent
2012 – 2013	100%
2011 – 2012	85%
2010 – 2011	90%
2009 – 2010	92%
2008 – 2009	81%
2007 – 2008	70%

SCHOOL PURPOSE

Acalanes Center for Independent Study Mission Statement

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

Expected Schoolwide Learning Results (ESLRs)

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

1. Are effective decision makers.

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

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

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

3. Are effective problem-solvers.

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

4. Are effective communicators.

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

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

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

WASC HISTORY

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

STATUS OF SCHOOL AND SCHOOL PERFORMANCE

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

Passed CAHSEE by Graduation Date

Year	Percent
2012 – 2013	93.33%
2011 – 2012	96.43%
2010 – 2011	97%
2009 – 2010	100%
2008 – 2009	98%
2007 – 2008	100%

Academic Performance Index

Year	API	State Rank
2012 – 2013		
2011 – 2012	676	2
2010 – 2011	645	2
2009 – 2010	705	4
2008 – 2009	722	5
2007 – 2008	780	9

STAR Results 2008 – 2013

Algebra 1

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

Geometry

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

Algebra 2

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

Summative Math

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

Science – Biology

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

Earth Science

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

World History

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

ELA

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

Life Science

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

U.S. History

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

ENGLISH LEARNERS

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

DISCIPLINE AND ATTENDANCE

One ACIS student was suspended in the 2012 – 2013 school year for violation EC 48900 (h) – tobacco possession.

No ACIS students were expelled for the 2012 – 2013 school year.

The long-term attendance rate for students enrolled more than 90 days in the 2012 – 2013 school year was 89.71%.

FACILITIES

ACIS shares the facility with the Acalanes Adult Education Center, the District Technology Department, and the Del Valle Transition Program. The site custodial staff maintains the facility from 7:30 a.m. – 11:30 p.m. daily. ACIS shares a District technology technician with the Adult Education Center and other departments on campus.

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

STAFF

The Coordinator – Acalanes Center for Independent Study/Student Services serves as the site administrator and academic advisor. The staff is composed of ten part-time teachers, a registrar, and an administrative assistant. All teachers are fully credentialed and eight of ten teachers possess the CLAD. Core subject teachers are highly qualified (NCLB) in their curricular areas.

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

Steven France – Coordinator
 Annie Lai – Administrative Assistant
 Carolyn Madderra – Registrar
 Meryl Burton – Science
 Sean Campbell – Math
 Karen Chandler – English
 Rae Eckholm – Student Support

James Jansen – Social Science
 Antonio Martinez – World Language (Spanish)
 Kathleen McGovern – Art
 Carolyn Reynolds – English
 Walter Scroggy – Physical Education
 Alexander Seitz – Social Science
 Nancy Whyte – English

SCHOOL SCHEDULE

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

GRADUATION REQUIREMENTS

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

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

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

GRADING

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

UNIVERSITY OF CALIFORNIA A – G REQUIREMENTS

For the 2012 – 2013 school year, ACIS classes meet the University of California A – G requirements.

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

Section II: Significant Developments

- **Include a description of any significant changes or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these developments have had on the school and/or specific curricular programs.**

Since the last full WASC visit March 20 – 23, 2011 there have been changes to the overall staffing at ACIS.

The Director of ACIS at the time of the visit became Director of the Del Valle Education Center, thus a new Director was hired at ACIS during the 2011 – 2012 school year. In June, 2012 that Director retired and the Coordinator – ACIS/Student Services was hired August, 2012.

The registrar at the time of the last full WASC visit was promoted to a new position and a new registrar was hired during the 2011 – 2012 school year. During the summer of 2012, the registrar left for a new position outside the District and a new registrar was hired October, 2012 and remains at ACIS this year.

During the March 20 – 23, 2011 WASC full visit, ACIS had fourteen teachers teaching the following subject areas: Science – 1; Mathematics – 2; World Language (French, German, and Spanish) – 3; Art – 1; Photography – 1; Social Science – 3; English – 4; and Physical Education – 1. During the current school year, ACIS employs ten teachers teaching the following subject areas: Science – 1; Math – 1; Social Science – 2; World Language (Spanish) – 1; Art – 1; English – 3; and Physical Education – 1. As the enrollment in ACIS changes and the needs of courses for the students to earn credits change, staffing will continue to fluctuate. In response to losing the photography elective course, ACIS added Psychology as an elective option during the 2012 – 2013 school year. Additionally, students enrolling in ACIS come to the program taking Spanish at the comprehensive sites, thus Spanish continues to be the ongoing World Language course offering. If students request French or German, the course will be offered.

The requirements for mathematics for graduation require one year beyond Algebra 1. ACIS offers Algebra A and Algebra B, a set of courses designed to fulfill the Algebra 1 requirement when students take Algebra A for two full semesters and Algebra B for two full semesters. Students may also take Algebra 1. Students then enroll in Geometry to fulfill the year beyond Algebra 1 requirement. Algebra 2 is offered on an as needed basis for students interested in a third year of math.

As staff at ACIS makes curricular decisions, part of the data reviewed is standardized testing. Additionally, staff makes efforts to know students' academic strengths and areas for growth. Upon the release of STAR testing data, the STAR results are shared with staff. This stimulates teachers to reinforce pertinent information and work with students to not only focus on specific areas of strength, but also to work on areas for growth for each student.

The Weekly Assignment and Work Record Forms have been improved, to include ESLR's, thus providing students with more explicit goals to achieve. The Weekly Assignment and Work Record Forms also serve as individualized lesson plans for instruction. Through the use of these forms, the communication between teachers and students and parents has improved.

Schedules for students have the ability to allow for flexible, allowing students to attend class at a different time, when needed, to provide additional support, make-up class time, or ask for additional instructional help. Additionally, three Writing Proficiency classes, designed to include more in-depth support with English/Language Arts, have been added to the Master Schedule and the course has been restructured, during the 2012 – 2013 school year. Students are enrolled in the class based upon recommendations from the referring comprehensive school, assessment data analysis, and/or academic performance.

Student enrollment has decreased since the last full WASC visit. At the time of the visit, students were either already enrolled in Independent Study or transferred to ACIS with the closure of Del Oro, the District's continuation school. The Coordinator – ACIS/Student Services now discusses what Independent Study is, what students may be successful in the program, and meets with parents and students who are interested and reviews the expectations of the program and how to be successful in ACIS. Conversations with the counselors at the referring comprehensive high schools take place prior to a student enrolling in ACIS, thus making sure that students enrolled in ACIS are successful and able to maintain with the rigor of the program.

Time is spent at each staff meeting reviewing the school's enrollment and addressing each student enrolled. Teachers share how students are performing and, as an entire staff, work on ideas and plans in order to assist students who are struggling or exhibiting potential issues which may result in a student experiencing issues. When warranted, parent-teacher-student-administrator conferences are held to address student performance struggles and how to better support the student to be successful.

During the 2013 – 2014 school year, computers were upgraded throughout ACIS, to include PC, Macs, and iPads. Additionally, all classrooms are equipped with an Extron system, allowing teachers to display websites, lectures, movie clips, student presentations, and much more over the classroom system. This technology is available for teachers to enhance their daily lessons and course curriculum. For example, the use of khanacademy.com has enhanced the presentation of math material in class and provides an additional source of reference information for students. The Writing Proficiency class uses iPads to enhance writing strategies through blogging and research.

In order to provide an additional form of communication, the District now uses School Loop for staff, students, and parents. School Loop is an online application allowing students to view their grades online and communicate with teachers. Current assignments and files may also be posted on School Loop. Though ACIS still is required to use the Weekly Assignment and Work Record Form, teachers are encouraged to use School Loop for their specific class to post an array of information. The 2013 – 2014 school year is ACIS' second year of using

School Loop and the staff continues to develop the use of this program. Approximately every two weeks, progress report grades are posted on School Loop for students and parents to view. Though semester grade reports are mailed home, they are also available on School Loop. Additionally, parents and student may email teachers through School Loop or the teacher's District email address.

Though ACIS does not staff a daily counselor, one is available for students at any time. Additionally, students are able to access College and Career Specialists from the high schools to discuss college and career readiness. During the Master Agreement meeting between the student, parent(s), and Coordinator, students are encouraged to schedule appointments with one of the College and Career Specialists to discuss post-high school options such as four year university, community college, career, trade schools, etc.

Section III: Ongoing School Improvement

- **A description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment as needed on the integration of plans into one single schoolwide action plan.**
- **Include how annual progress reports, as well as this midterm progress report, have been prepared and whether they were presented to the governing board.**
- **Provide a copy of the current schoolwide action plan as well as copies of the schoolwide action plan for all years since the last full self-study. The assumption is that the plan has been modified and updated annually based on progress and changes.**

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

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

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

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

English 3 and US History collaborate to provide coordination of material. This has been done so students reading a particular novel in English 3 can also learn the historical material in the US History class. Novels are taught chronologically so as to best match with the US History curriculum.

Annually, a report is made to the Governing Board on the progress of ACIS. Successes and areas for improvement are shared, as well as the updates on the action plan for both the Single Plan for Student Achievement and WASC report. The Governing Board also visits ACIS on an annual basis and visits classes.

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

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

Section IV: Schoolwide Action Plan Progress

- Comment on the accomplishment of each schoolwide action plan section; cite evidence including how each area has impacted student achievement, i.e., accomplishment of one or more of the schoolwide learning results and academic standards.
- In each schoolwide action plan section, reference which critical areas of follow-up have been addressed. (*The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report. If critical areas for follow-up were not included in the action plan, indicate what actions have been taken to address those issues.*)

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

At the beginning of each academic school year, staff receives a *Staff Handbook*. Within that handbook the District adopted standards and benchmarks for each course taught by the individual teacher is provided. As staff plan their weekly lessons and complete the “Weekly Assignment and Work Record Forms,” the standards and benchmarks, along with ESLRs are incorporated within weekly lessons, assignments, and short-term objectives.

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

Each week, students turn in their “Weekly Assignment and Work Record Form” along with all accompanying course work. Teachers then spend time grading the material, commenting on each assignment, and using the evaluation criteria in alignment with District standards. Total weekly hours of work for Independent Study are noted, along with grading for course credit.

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

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

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

ACIS staff continues to work on diagnostic assessments to provide baseline information on student knowledge and skill levels. For math, staff is working on incorporating text reviews; Spanish 2 and higher levels of Spanish, students take a diagnostic test to identify level of learning; English is looking into an intake orientation and students writing a short paragraph on aspirations and what the student hopes to gain by attending ACIS.

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

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

ACIS staff needs to continue developing student performance surveys. Staff is beginning to conduct discussions on developing an Evaluation Form, which would be given to parents and students the last week of class and turned in to the office or each teacher. The evaluation form might include: common concerns; determine what works, including an area for parents and students to share strengths and weaknesses. From these evaluation forms, staff will be able to adjust curriculum delivery and program as warranted.

Currently, ACIS offers a variety of interventions to all students. Daily tutoring is available three-hours a day per school day and three-hours, three nights per week. Students also are enrolled in Writing Proficiency, a course designed to strengthen students’ study habits, writing skills, and provides a course for students to seek additional help with coursework. If students are not enrolled in Writing Proficiency, students may be referred to the class on an as needed basis when teachers make the recommendation on the “Weekly Assignment and Work Record Form.” Students may also drop in to Writing Proficiency, when needed. Student Success Team meetings are held when students are at-risk of not passing classes and/or missing seat time. A “Failure to Follow Master Agreement” letter is mailed home and a meeting is scheduled with parents, students, teachers, and Coordinator to discuss the student’s academic performance and/or attendance issue. Students at-risk may also be referred for special education assessment and/or recommended for a Section 504 Plan.

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

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

School Loop has opened stronger communication between staff, students, and parents. Grades are posted approximately every two to three weeks so students and parents are kept abreast on student performance in classes. The Coordinator communicates with all stakeholders in ACIS

through School Loop by publishing information on school events, college entrance information, and other pertinent information students and parents may find of interest. Staff continues to work on strengthening their use of School Loop and using this as a communicative tool.

When students miss class seat time, the office staff calls parents and students to notify them of the absence and to share teacher contact information so the parent and student may make arrangements to make-up missed seat time and homework. Teachers call and/or email students and parents when a student misses class, is falling behind in school work, or share any other concerns the teacher might have regarding the student's performance in class.

The Coordinator has partnered with the College and Career Specialists at two of the District's comprehensive high schools, allowing students in ACIS to schedule appointments with the Specialists to discuss college and career options after high school. ACIS students are also allowed to attend college and career presentations at these high schools, as long as the presentations do not conflict with the student's scheduled class at ACIS. Two College and Career Information Boards have been created in both the main hallway of the 400-wing and the 100-wing Main Office. These boards include flyers from colleges and information relating to SAT, ACT, and other testing batteries available to students. The Coordinator is working on developing a College and Career tab on the ACIS website, which will include additional information for students and parents.

ACIS holds a student appreciation lunch in the spring of each school year. During the 2012 – 2013 school year, the student appreciation lunch was held in conjunction with the District's Transition Program, which is also housed on the Del Valle Campus. Staff would like to hold quarterly celebrations for students, including grade-level events and staff are working on identifying other celebratory events for students.

Section V: Schoolwide Action Plan Refinements

- **Comment on the refinements that have been made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**

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

- Weekly Assignment and Work Record have been revised to identify ESLR's for ACIS and those being covered within a specific assignment;
- ACIS staff is provided the opportunity to participate and attend the annual District Institute Day, which is held prior to the start of the school year. Institute Day is a day when all District staff come together to kick-off the new school year and review goals for the school year. Staff then returns to their assigned school sites for additional meeting time for professional development and beginning of year information.
- ACIS staff continues to evaluate how to better improve communication between staff, students, and parents. Through the use of School Loop, this communication has improved and staff continues to improve and strengthen their use of School Loop for grades and course curriculum materials.
- At monthly staff meetings, staff conducts Student Success Team (SST) meetings on each student enrolled in the program. This offers staff time to share successes, as well as how to support students within the program.
- Staff will focus on Common Core and Smarter Balance Assessment in order to be prepared for the rollout in the coming school year.
- In an effort to evaluate our school program, ACIS staff will work on developing and implementing a course evaluation form, which students will complete at the end of each course. This evaluation will be used as a tool to improve instruction and school programs.
- Staff would like to implement a new student orientation intake form for students and families to complete, identify information about the student that may assist staff in working with the student. Such items may include learning abilities, difficulties experienced in the traditional school setting, health concerns, etc.
- As new staff is hired in ACIS, a New Teacher Orientation Manual would be helpful for new hires. This manual might include information on the functionality of the program, course curriculum, how to complete Weekly Assignment and Work Record forms, how attendance/ADA is calculated, etc.
- Staff have identified some students may need a remedial and/or basic English skills class to help with reading and writing comprehension.

Appendix

ACTION PLAN GOAL #1: Improve alignment of curriculum design, instruction, and assessments to content standards and ESLRs to enable students to achieve the standards and ESLRs.

Rationale:

- Ensure that ACIS learning activities are directly connected to the Common Core State Standards, the District standards and benchmarks, and ESLRs.
- Ensure that ACIS assessments are aligned to the Common Core State Standards and the ESLRs.
- Provide opportunities for planning and collaboration among Staff to review the curricula and assessments, as well as student work.

Supporting Data: STAR/Smarter Balanced and CAHSEE Results.

ESLRs addressed are two, four, and five.

Growth Target: Increase by 20% the number of students who pass the CAHSEE test on the first attempt, and increase by 20% the number of students scoring proficient or above on core CST tests/Smarter Balanced Assessments. All students will pass the CAHSEE test by their senior year.

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
<i>Alignment of Curriculum Design/Activities</i>					
Analyze Course Outlines for Content Standards.	ACIS Staff	Planning Time	Ongoing	Agendas Weekly Assignment and Work Record Forms	Reports to AEAC Work Record Forms from Staff to Students

Determine degree of alignment with current Course Contracts and Assignment Forms.	ACIS Staff	Planning Time	Ongoing	Agendas and Minutes Weekly Assignment and Work Record Forms Master Agreements	Analysis given to community on ACIS website
Identify content standards on Course Contracts and Assignment Forms.	ACIS Staff	Planning Time	Ongoing	Summary reports Data on Forms	Report to AEAC Work Record Forms from Staff to Students
Analyze skill rubrics for ESLRs.	ACIS Staff	Planning Time	Ongoing	Agendas Minutes	Planning time and AEAC
Identify connections to current Weekly Assignment and Work Record Forms.	ACIS Staff	Planning Time	Ongoing	Additions to Forms	Staff meetings and AEAC
Develop Course Binders with assignment forms aligned to content standards and ESLR rubrics.	ACIS Staff	Planning Time	Spring 2015	Binder developed	Reports to ACIS Staff and AEAC

Continue to enhance Weekly Assignment and Work Record Forms to maintain effectiveness of alignment to standards and ESLRs and analyze student work produced from these assignments.	ACIS Staff	Planning Time Analysis Meetings	Ongoing	Student work evaluated	Observations shared at Planning Time and AEAC
Survey students on their awareness of the connection and/or alignment of learning activities to content standards and ESLRs.	ACIS Staff	Survey taken in class Work completed in/for class	Ongoing	Data are tracked and observations are shared with staff and AEAC	Data shared in staff meetings, emails, newsletters, and AEAC
<i>Provided staff development in effective instructional strategies</i>					
Participate in staff development opportunities at the District Summer Institute, or staff meetings for training throughout the year.	ACIS Staff	Summer Institute Staff Meetings	Ongoing	Agendas, Progress reports, and summary presentations from participants	Presentations at Planning Time

<p>Investigate independent study or reading comprehension programs, which are experiencing good student achievement results to determine the attributes that are contributing to that success.</p>	<p>ACIS Staff</p>	<p>Planning Time for visits</p>	<p>Ongoing</p>	<p>Conclusions drawn and recommendations made</p>	<p>Report to ACIS Staff and AEAC</p>
<p>Identify 2-3 reading comprehension and/or instructional strategies (Marzano) that increase student reading comprehension, gather and analyze data, and make recommendations about further use of the strategy.</p>	<p>ACIS Staff</p>	<p>Planning Time for planning and analysis</p>	<p>Ongoing</p>	<p>Progress Reports (meeting notes)</p>	<p>Meeting notes will be shared</p>

Develop sample Weekly Assignment and Work Record Forms utilizing key instructional or reading comprehension strategies to provide their cross curricular implementation.	ACIS Staff	Planning Time for planning	Ongoing	Weekly Assignment and Work Record Forms further developed	Reports to staff and assignment binders as a resource
<i>Implement effective instructional strategies school-wide</i>					
Pilot instructional or reading comprehension strategies across the curriculum at one grade level. Analyze student work to determine effectiveness of strategies.	ACIS Staff	Planning Time to work on common assessments and analyze student work	Spring 2015	Common assessments developed and summaries of analysis	Reports to ACIS Staff and AEAC
Present specific strategy approaches to colleagues in collaborative meetings.	ACIS Staff	Planning Time	Ongoing	Meetings notes and agendas	Reports to ACIS Staff and AEAC

<i>Provide aligned assessments to guide curriculum delivery</i>					
Investigate and select diagnostic assessments to provide baseline information on student knowledge and skills.	ACIS Staff	During intake into ACIS	Ongoing	Assessment result	Review results
Become trained on use of assessments.	ACIS Staff	General Fund and Planning Time	Ongoing	List of Staff attending training	Share out information at Staff Meetings
Implement baseline diagnostic assessments for all new students.	ACIS Staff	During intake into ACIS	Ongoing	Data gathered on new students	Reports at Planning Time
Continue to implement District end-of-course exams and begin developing common formative assessments for courses.	ACIS Staff	Staff time to plan local assessments and evaluate student work	Ongoing	Data gathered from assessments and student work	Reports at Staff Meetings

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

Rationale:

- Ensure students are actively involved in setting goals and monitoring progress towards achieving those goals.
- Train ACIS staff and students to enable students to self assess their progress in achieving content standards and ESLRs.
- Provide opportunities for planning and collaboration between staff and students to review plans and student progress.

Supporting Data: Daily Attendance Rate and Graduation Rate.

ESLRs addressed are one, three, four, and five.

Growth Target: Increase by 20% the number of students and parents who are satisfied with the amount of student involvement and student responsibility required to be successful within the ACIS program. In addition, full-time attendance rate will average 85% and 80% of ACIS students will graduate on or before their chronological graduate date (4 years).

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
<i>Provide training for staff on the use of the planning, decision-making, and problem-solving ESLR rubric.</i>					
Analyze the skill rubrics and determine how to use them with students to evaluate student efforts to do the work for a course.	ACIS Staff	Planning and collaboration time	Ongoing	Summary reports Teacher/student surveys	Assemble survey data and report to staff, AEAC, and general parent population

Develop training for students to use the rubric in self-assessment of their own efforts.	ACIS Staff	Planning time	Ongoing	Develop plan for student use	Reports to staff and AEAC
<i>Develop intervention or remediation strategies for students who are not successful in implementing their individual learning plan.</i>					
Investigate remediation options available in model independent study programs.	ACIS Staff	Time to research and/or visit exemplary programs	Spring 2013 and ongoing	Summary reports	Reports to staff and AEAC
Develop a systematic program of interventions for pilot program.	ACIS Staff	Planning time	Fall 2014 and ongoing	Pilot plan design	Information shared with staff, AEAC, and parents involved in pilot
Analyze pilot program (through student performance and surveys) and revise as necessary.	ACIS Staff Students Parents	Analyze student achievement data and surveys	Fall 2014 and ongoing	Summary of student performance and survey results	Information shared with staff and AEAC
Implement remediation program school-wide (Began with improving Writing Proficiency 2012 – 2013; introduced Writing Proficiency 2 course Spring 2014)	All stakeholders	Quarterly review	Fall 2012 and ongoing	Summary of student performance and survey results	Information shared with staff and AEAC

ACTION PLAN GOAL #3: Improve the school culture and organizational infrastructure to support student learning.

Rationale:

- Establish a systematic way to provide services and information to ACIS students and parents.
- Increase the involvement of parents in the organizational operations of the school.

Supporting Data: Student, Staff, and Parent Surveys; Student engagement and success in ACIS

ESLRs addressed are one, two, three, four, and five.

Growth Target: Increase by 20% the number of students and parents who are satisfied with the amount of school support and communication within the ACIS program. Increase the level of involvement by parents in school activities each quarter through outreach to parents, data collection and analysis, and data-driven changes.

Task	Persons Responsible	Resources	Timeline	Ways of Assessing Progress	Methods to Report Progress
<i>Establish School Parent Groups to encourage involvement.</i>					
Examine model independent study programs to identify other means of parent involvement.	ACIS Staff and parent input	Volunteer group to visit other programs.	Spring 2014 and ongoing	Summary reports Reports back to staff and parents	Results shared with ACIS staff and parents through email, ACIS website, School Loop
Develop other independent study support groups from areas of parent interest (based on survey results).	ACIS Staff and parent input	Planning time	Ongoing	Summary reports on analysis of survey results	Results shared with ACIS staff and parents through email, ACIS website, School Loop

<p>Survey parents to identify key school procedures and/or practices that are most essential to assist them in their parenting role.</p>	<p>ACIS Staff and AEAC</p>	<p>Planning time and Sampling of surveys</p>	<p>Ongoing</p>	<p>Summary of survey results</p>	<p>Results shared with ACIS staff and parents through email, ACIS website, School Loop</p>
<p>Review parent documents and/or reports available at comprehensive high schools. Analyze the applicability to the independent study program.</p>	<p>ACIS Staff</p>	<p>Time to evaluate</p>	<p>Fall 2012 and ongoing</p>	<p>Report on analysis</p>	<p>Results shared with ACIS staff and parents through email, ACIS website, School Loop</p>
<p>Enhance the use of School Loop and other viable communication services.</p>	<p>ACIS Staff</p>	<p>Time Funding for communication documents</p>	<p>Fall 2012 and ongoing</p>	<p>Evidence of documents</p>	<p>Results shared with ACIS staff and parents through email, ACIS website, School Loop</p>

Using the “Toolkit for Family Engagement” analyze the 13 Best Practices Elements of Success as adapted from the National PTA research to identify and implement additional family engagement opportunities.	ACIS Staff	Time at Staff Meetings to utilize the tool, Toolkit for Family Engagement elements to address and identify areas of need	Spring 2014 and ongoing	Goal worksheet Staff Meeting Agendas and Outcomes	Results shared with ACIS staff and parents through email, ACIS website, School Loop
<i>Develop an improved system for communication within ACIS – both to staff and to students/parents.</i>					
Investigate notification and/or communication strategies used by model independent study programs in California.	ACIS Staff	Questionnaire and possible visits	Fall 2012 and ongoing	Summary reports	Results shared with ACIS staff and parents through email, ACIS website, School Loop
Establish email newsletter for communication and feedback from parents. Expand the use of School Loop to provide communication and feedback from students.	ACIS Staff	Staff time to prepare documents and feedback requests	Ongoing	Documents and news events on School Loop and feedback summaries	Results shared with ACIS staff and parents through email, ACIS website, School Loop

<i>Develop partnerships with comprehensive high schools to enhance resources available to ACIS students and parents.</i>					
Continue to build partnerships with District College and Career Centers to allow access and accessibility for ACIS students to receive College and Career information.	ACIS Staff and high school College and Career Center staff	Staff time to coordinate partnerships	Ongoing	Partnership agreements	Results shared with ACIS staff and parents through email, ACIS website, School Loop
Implement College and Career Center information at ACIS through bulletin boards and ACIS website	ACIS Staff	Time and use of technology	Spring 2013 and ongoing	Activities and website information	Results shared with ACIS staff and parents through email, ACIS website, School Loop

<i>Develop a plan for parent volunteer participation in specific classes or activities.</i>					
AEAC will survey parents for areas of interest and/or expertise.	AEAC and ACIS Staff	Planning time and support staff assistance for organizational materials	Fall 2014 and ongoing	Activity informational flyers Surveys following activity participation	Results shared with ACIS staff and parents through email, ACIS website, School Loop
AEAC will survey students to identify key activities and/or clubs of interest.					
AEAC will identify two activities and/or clubs to pilot with parent volunteers.					
Develop pilot plan for activities.					
Recruit students for activities.					
Pilot the activities.					
Survey students and volunteers to evaluate the pilot activities.					
Report back to AEAC with recommendations for future planning.					

<i>Seek opportunities to celebrate student achievements within the independent study program.</i>					
<p>Work with AEAC to identify quality acknowledgements</p> <p>*Survey staff for suggestions;</p> <p>*Survey students for suggestions;</p> <p>*Develop set of “celebrations;”</p> <p>*Implement “celebrations;”</p> <p>*Create a feedback option for recipients;</p> <p>*Review feedback and modify, if appropriate.</p>	AEAC, ACIS Staff, and students	Planning time and development time and materials	<p>Plan: Spring 2013</p> <p>Pilot: Fall 2013</p> <p>Review and revise Spring 2014 and ongoing</p>	Summaries of survey information	Results shared with ACIS staff and parents through email, ACIS website, School Loop
<i>Investigate ways to incorporate group opportunities within the ACIS program.</i>					
<p>Social:</p> <p>*Survey students for areas of interest (social and civic service areas);</p> <p>*Bring survey results to AEAC;</p> <p>*Identify resources for possible group</p>	AEAC and ACIS Staff	<p>Planning time</p> <p>Pilot implementation time</p> <p>Survey development time</p>	<p>Survey: Spring 2014 and Fall 2014</p> <p>Pilot: Spring 2015</p> <p>Analyze: Spring 2015</p>	Survey results	Results shared with ACIS staff and parents through email, ACIS website, School Loop

<p>social activities; *Select a pilot activity to be sponsored by ACIS and AEAC; *Plan pilot activity; *Implement; *Survey students for feedback and evaluation, as well as additional areas of interest; *Analyze data and modify where necessary.</p>					
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