

CIS Academy

Pasadena Unified School District

2925 E Sierra Madre Blvd

Pasadena, CA 91107



Self Study Report

Principal: Jack Loos

Counselor: Koko Williams

April 7 - 10, 2019

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CIS Academy School Faculty

David Berk	Middle School, English Teacher
Samuel Bowers	Math Teacher
Deborha Curtin	Medical Arts CTE Teacher
Robert Daravi	Math Teacher
Olivia Phillips	EL Teacher
Philip Quaranta	English Teacher
Gareth Seigel	Social Studies Teacher
Michael Slominski	Career Planning/ Marketing, Sales and Service CTE Teacher
Kevin Wood	Science Teacher

TABLE OF CONTENTS

Preface	5
Chapter I: Progress Report	6
Chapter II: Student/Community Profile and Supporting Data and Findings	28
Chapter III: Self-Study Findings	54
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	55
B: Standards-based Student Learning: Curriculum	77
C: Standards-based Student Learning: Instruction	89
D: Standards-based Student Learning: Assessment and Accountability	100
E: School Culture and Support for Student Personal and Academic Growth	112
Prioritized Areas of Growth Needs from Categories A through E	125
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	127
Chapter V: Schoolwide Action Plan	129
Appendices	134

Preface

The CIS Academy has participated in an extensive self study. We are excited that almost all stakeholders were a part of the study. As a small school with only one administrator, one counselor, seven credentialed teachers, two CTE teachers and two classified staff members, the creation of focus groups was difficult in many cases. All staff's input was required for each section. This meant that the amount of work that would normally be divided among many was completed by our small staff. This was accomplished through the extensive use of collaboration with Google docs and in twice weekly meetings. These meetings were held in the afternoon and after school (SSC and ELAC), and thus it was challenging to always have parents, classified staff and CTE teachers present at the same time. The use of Google docs allowed them to have input on their own schedule and to still play a valuable role in the completion of this report. We were fortunate that several students were able to attend the majority of the meetings, affording a variety of stakeholders, excluding outside community members and district office staff, to participate in the process.

We are proud to have pulled together to analyze all aspects of our school's strengths and weaknesses and to have created a comprehensive plan with buy-in from all stakeholders. We are looking forward to working together in support of our collective vision and seeing our school continue to grow over the next six years.





Chapter 1



Progress Report

Chapter I: Progress Report

Progress on Critical Areas for Follow-up/ Schoolwide Action Plan

Since the last full site WASC visit, there have been significant developments at CIS that have had major impacts on the school and specific programs. Staff changes are the most visible changes to students. Because of the contract and tutoring educational model, students and CIS teachers develop close relationships. Teachers know students individually, which helps with identifying student strengths and challenges. When staff at CIS changes, it can be disruptive to some students who may take time adjusting to new teaching and tutoring styles, or who may have to become comfortable with a new instructor. Continuing CIS faculty work closely with new staff and students to provide as smooth a transition as possible.

Another development that students tend to notice are changes to the technological and school site infrastructure at CIS. CIS moved to a mostly digital learning environment. Students are provided personal Chrome Book devices where they can access textbooks, class content, and turn in assignments. Additionally, CIS redesigned its classrooms and school site aesthetics. The new furniture advances CIS into a 21st century learning environment. Classrooms do not look like traditional schools with desks and equipment. Instead, CIS classrooms are designed to look like learning centers with table workstations or individual workspace pods. These changes encourage students to learn and use their Chrome Books to work independently or in small groups, and to utilize teachers for individual tutoring. CIS began providing school-wide WIFI access to all students on campus to facilitate the transition to a digital learning environment.

CIS has implemented a new academy that has provided elective credit and paid internship opportunities for students. As CIS continues to prioritize, providing an educational experience to prepare students for college and career and developing new, innovative courses and programs that offer multiple paths to success beyond high school is an ongoing focus. CIS has added advanced classes, partnered with community organizations, grown the presence of student-led groups, obtained grant monies to support growth, and is in training to develop a professional learning community (PLC) to continue to expand opportunities for students. The PLC will allow faculty to be united in the vision, mission and practices facilitating constructive collaboration and focused strategies to improve schoolwide learner outcomes.

The following chart provides a chronological, detailed list of significant developments:

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

Significant Developments 2013-14	Impact
<p>Staff Changes- A social science teacher retired and a math/science teacher transferred to the continuation school. A new English teacher was hired. Additionally, a CTE Careers instructor was hired midyear.</p>	<ul style="list-style-type: none"> • Students and faculty had to adapt to new teachers who used different teaching styles. • Increased workload for remaining teachers. • Collaborative efforts need to be re-created.
<p>Digital Environment Implemented</p>	<ul style="list-style-type: none"> • A 21st century learning environment is fostered by the delivery of digital content, such as the use of videos, pdfs, Khan Academy, and other sources. Many textbooks are now digitally stored in the cloud so students have access to them at school and at home, twenty-four hours a day. • Students carry fewer books and are becoming more familiar with technology “learning by doing.” • Teachers were encouraged to use professional development and release time to build instructional resources and curriculum sites to deliver instruction in the blended learning environment. Not all teachers are at the same stage of development due to their school start dates. • Teachers have access to Naviance, Google Drive, Documents, Fuel Education, Thesys, Intelligent Papers, Hapara, and Mirror Pod. • CTE Careers instructor was hired to help coordinate Career Technical Education (CTE) and Pathways and is also responsible for supporting the CEO Pathway digital environment.
<p>Classrooms Q101 and Q103 redesigned and remodeled to create 21st century learning environment</p>	<ul style="list-style-type: none"> • Students are able to collaborate in new flexible work spaces and teachers are better able to circulate throughout classrooms to check student understandings.
<p>School-wide WIFI Implemented</p>	<ul style="list-style-type: none"> • All students now have access to all digital content, such as Haiku and Thesys. This has been necessary since we have adopted the digital platform of Haiku, a Learning Management System (LMS) to drive seminars and individualized student learning. Instead of having textbooks, each student has a Chrome book, with their own account, and work is submitted through Google Drive. The impact of having school-wide WIFI is that seminars are presented in a totally different way, with greater student involvement.
<p>All district level administrators have departed from PUSD. The lone exception is the newly promoted district superintendent.</p>	<ul style="list-style-type: none"> • A new district level administrative team has been recruited and installed. A new leadership team has brought about philosophical changes and therefore a change in emphasis and direction for district-wide programs. • CIS frequently needs to reiterate our unique and vital role providing renovation and specialized student services to the PUSD educational community.

AB 216 Passed	<ul style="list-style-type: none"> Exempts foster children from any district requirements above statewide coursework requirements Allows increased graduation rates for students who have been in foster care, who are homeless, or who are in military families
Significant Developments 2014-2015	Impact
<p>Staff Changes- A new science teacher was assigned to the school along with one new CTE teacher for Medical Arts. At the end of the 2014-2015 school year, the social science middle school teacher retired. A math teacher and an English teacher were hired during the summer of 2015.</p>	<ul style="list-style-type: none"> Students and staff had to adapt to new members of the professional community One teacher was switched from an English assignment to math and then to social science. The school had to rearrange the seminar schedule to accommodate the changes.
<p>Grants and Financial Resources- Specialized Secondary Programs Grant Linked Learning Grant Measure TT</p>	<ul style="list-style-type: none"> CIS received monies from the Specialized Secondary Programs (SSP) grant which allowed for college and career curriculum development. Linked Learning Grant provided for field experiences and work-based learning. The Pre-apprenticeship Grant will provide paid pre-apprenticeships at various job sites. Measure TT was voted on by the community and distributed throughout the District for remodeling. It allowed us to develop a college/ career center, a classroom for the Medical Arts Program and improvement in a science laboratory. It provided for the design and furnishing of the Career Center and the Medical Arts classroom.
<p>Medical Arts Program Implemented</p>	<ul style="list-style-type: none"> The Medical Arts Program (MAP) involves stakeholders in education and members of the business community in a comprehensive effort to provide a rigorous academic program that includes information about career and post-secondary educational opportunities as well as, career-skills building and training in an alternative education setting. MAP curriculum integrates core academic courses with health science and medical terminology. MAP supports the CIS mission to keep students encouraged, engaged and enrolled; helping them to define and achieve their personal and educational goals with relevant content, counseling, assessment, support services and advocacy.
Significant Developments 2015-2016	Impact
<p>Staff Changes- Reassignment of Language Development Resource Teacher (LDRT) A new data clerk transferred into the school site replacing the school's previous clerk who was on leave due to severe medical issues</p>	<ul style="list-style-type: none"> A new teacher is now in charge of LDRT responsibilities. The previous teacher assumed the role of the retired Social Studies teacher. Continuity of services for students and staff mildly affected.
<p>English Learner Action Committee (ELAC) board changes</p>	<ul style="list-style-type: none"> Currently, there is a new active ELAC board. The former president resigned from the role due to changes in her work

	<p>schedule. Meetings are held monthly with the LDRT, staff members, and a few parents, and students present.</p> <ul style="list-style-type: none"> • Parent engagement continues to be a challenge. Staff is promoting attendance to meetings by offering elective hours to students. Also, LDRT conducts brainstorming sessions/surveys with parents to help increase meeting attendance.
HOSA and Leos Club Created	<ul style="list-style-type: none"> • Increased fundraising activities to include several restaurant nights • Student leaders have taken an active interest in promoting the school and encouraging program participation. • California sent three delegates to Washington D.C. to attend a national leadership conference sponsored by HOSA. Two out of the three students selected were CIS students. In June 2015, a National HOSA competition was held. We had one student who qualified to go into competition.
Career Planning Courses introduced	<ul style="list-style-type: none"> • Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers. Multiple Industry certifications are available for students.
Joined NAF Academy	<ul style="list-style-type: none"> • Membership in National Academy Foundation (NAF) is a district initiative that focuses on work-based learning. NAF's educational design includes four essential elements of practice: academy development and structure, curriculum and instruction, advisory board, and work-based learning. These elements build on each other to provide opportunities for students to learn about career and post-secondary options with support from businesses and the community.
College Access Plan (CAP) services	<ul style="list-style-type: none"> • CAP provides college advisement to all our students. Because students are not required to enroll in these programs as a course requirement, they are free to access the help they need. CAP is scheduled to come twice a week.
Significant Developments 2016-17	Impact
<p>Staff Changes- A science teacher was transferred to the District Center and a new science teacher transferred second semester. CTE Careers instructor took on added responsibilities under the title of</p>	<ul style="list-style-type: none"> • Continuity was once again disrupted. Students and faculty have had to adjust to different teaching styles and develop new professional relationships. • Collaborative efforts help to create a smooth transition for students and new faculty member • Additional workload for CTE instructor

<p>“Work-Based Project Learning Coordinator.”</p>	
<p>Digital Environment Implementation (continued)</p>	<ul style="list-style-type: none"> • We continue to build and refine a 21st century learning environment through continued engagement with digital content. Upon enrollment, all students are issued Chrome books. Staff continued to promote and students continued to adapt to learning in a digital culture. • Teachers continued to utilize professional development and release time to organize instructional resources and curriculum sites to deliver instruction in our blended learning environment. Teachers remain at different stages of development due to their start dates. • A designated English teacher began to use ELLoquence to deliver digital English curriculum to ESL students.
<p>Planned redesign and remodel of classrooms to 21st century learning environment</p>	<ul style="list-style-type: none"> • Significant amount of time taken from administrator’s schedules to oversee renovation projects.
<p>Reassignment of Language Development Resource Teacher (LDRT)</p>	<ul style="list-style-type: none"> • The role of LDRT is no longer assigned at the school level. Instead, the district oversees TOSAS (ELL coaches, LDRTs) and sends specific instructional coaches to provide support to school sites. • CELDT testing is conducted by district LDRT with support of school site’s ELD teacher
<p>Significant Developments 2017-18</p>	<p>Impact</p>
<p>Staff Changes- A math/middle school teacher moved out of the district at the end of fall semester. Richard Lightner was hired to teach CTE Business Finance; Susanna Porras (Spanish/ French teacher) left, Special Education instructor changed.</p>	<ul style="list-style-type: none"> • Continuity once again required significant adjustments. • Students and faculty have had to adjust to different teaching styles and develop new professional relationships. Increased workload as student caseload distributed among remaining teachers. • Some previous collaborative efforts have been diminished and need to be reconfigured..
<p>Received expanded HOSA - \$40,000 grant</p>	<ul style="list-style-type: none"> • Allows for more student experiences, including field trips, guest speakers, work-based learning experiences
<p>Implemented ESL Program Plus for ESLs who have aged-out of the district’s international academy.</p>	<ul style="list-style-type: none"> • Staff assignments change, Journalism course is no longer offered
<p>Thesys content moved to EDU² (Haiku)</p>	<ul style="list-style-type: none"> • Many difficulties with new system as import of classes resulted in multiple broken links, wrong answer keys and disorganized material.
<p>N108, N106, N104 remodeled</p>	<ul style="list-style-type: none"> • Students are better able to collaborate in new work spaces and teachers are better able to circulate within classrooms to check student understanding.
<p>Significant increase in middle school enrollment</p>	<ul style="list-style-type: none"> • Increased workload for middle school teacher •

Significant Developments 2018-19	Impact
Staff changes- A new instructor was hired to teach middle school. Another instructor was brought in part-time to work for ESL Program Plus	<ul style="list-style-type: none"> ● New presentation of curriculum for middle school students ● Support for ESL Program increased to four hours five days per week
Staff decides to utilize Acellus instead of EDU ²	<ul style="list-style-type: none"> ● Fewer issues with content, some concerns from staff include lack of writing and lab requirements
Through use of ICEV, 5 new industry certifications made available	<ul style="list-style-type: none"> ● Increased college and career readiness for students as well as verifiable skills acquisition
NAF discontinued 2018	<ul style="list-style-type: none"> ● No significant effects noted- Goals required for NAF certification still implemented
District Personnel changes	<ul style="list-style-type: none"> ● Increased requirements on Administrator plus time to continually advocate for CIS resources
40 Hours Community Service (non-credit) added as a district graduation requirement	<ul style="list-style-type: none"> ● Student's ILP changed to meet requirement ● Additional time required of counselor and faculty to provide students with additional resources to meet requirements and ensure compliance
Senior Defense Portfolio added as a district graduation requirement	<ul style="list-style-type: none"> ● Additional time is required of all staff to provide students with additional resources to meet requirements and ensure compliance ● Teachers sit-in on panels and listen to defenses taking time away from meeting with students, creating reports, etc. ● Difficult for CIS students as many were not in an academy at previous school and work samples are not available to include in portfolio
Alternative Diploma made available	<ul style="list-style-type: none"> ● Provides certain students ability to graduate with fewer than the 220 district required units, provided they have 60 hours of Work-Based Learning ● Allows more manageable path to graduation for many CIS students ● Four diploma options are offered: 220 Unit WASC accredited diploma; 170-unit district diploma for fifth year seniors and students who begin their senior year with less than 120 credits; AB 216 Foster Youth diploma requires 130 units; AB 2121 diploma for immigrant students uses same criteria as AB 216 diploma

B. Standards-based Student Learning: Curriculum

Significant Developments 2013-2014	Impact
Digital Environment	<ul style="list-style-type: none"> • A 21st century learning environment is fostered by the delivery of digital content, such as the use of videos, pdfs, Khan Academy, and other sources. Many textbooks are now digitally stored in the cloud so students have access to them at school and at home, twenty-four hours a day. The impact has been two-fold: student have fewer books to carry, and students are becoming more familiar with technology “learning by doing.” • Teachers were given the opportunity of over 250 hours of professional development and release time to build instructional resources and curriculum sites to deliver instruction in the blended learning environment. Not all teachers are at the same stage of development due to their school start dates. • Team teaching, cross curricular lessons, projects incorporated with work based learning are strategies being used by the faculty • Teachers have access to Naviance, Google Drive, Documents, Fuel Education, Thesys, Intelligent Papers, Hapara, and Mirror Pod. • Mr. Michael Slominski, newly hired to coordinate Career Technical Education (CTE) and Pathways, is also responsible for supporting this digital environment.
Significant Developments 2014-2015	Impact
School-wide WIFI	<ul style="list-style-type: none"> • All students now have access to all digital content, such as Aplus, Haiku and Thesys. This has been necessary since we have adopted the digital platform of Haiku, a Learning Management System (LMS) to drive seminars and individualized student learning. Instead of having textbooks, each student has a Chromebook, with their own district-assigned account, and work is submitted through Google Drive. The impact of having school-wide WIFI is that seminars are presented using lecture and digital protocols affording with greater student involvement.
THESYS system implemented for online instruction	<ul style="list-style-type: none"> • Rigorous A-G curriculum having everything from vocabulary to projects for multiple subjects and electives; allows for teacher scaffolding; supports both traditional and digital literacy. Satisfies priority Standards. Allows master teachers greater differentiation of instruction.
Additional A.P. classes offered	<ul style="list-style-type: none"> • Increased course offerings in English, European History, and Biology to prepare students for college credit. • Increased workload for certain teachers
Increased Field Trips provided: English (Pasadena	<ul style="list-style-type: none"> • Students exposed to cultural, professional, and scientific

Playhouse), Science (Newport Harbor Marine Biology), Medical Program (City of Hope), Social Science (Huntington Library)	centers to connect and reinforce academic learning
Significant Developments 2015-16	Impact
Career Planning courses introduced	<ul style="list-style-type: none"> Introduces students to the theoretical and practical framework with which to explore careers compatible with overall academic skills, aptitudes, and life goals. Students will examine the world of work, assess their interests and abilities, and make realistic decisions on academic majors and careers. Multiple industry certifications are available for students.
Mathematics curricula	<ul style="list-style-type: none"> Significantly increased rigor added to mathematics curricula due to shift from traditional Algebra, Geometry, Algebra II, etc. progression to Common Core-aligned Integrated I, II, & III courses.
Cross curricular projects created and implemented	<ul style="list-style-type: none"> Students recognize the interrelationships across subject disciplines.
Medical Math course created	<ul style="list-style-type: none"> A comprehensive course aligned with Pasadena City College standards provides students with mathematical background for medical careers, increased engagement, and opportunity.
Implementation of Ten Marks Assessment Program	<ul style="list-style-type: none"> Efficient math assessment for the differentiation of curriculum delivery for each student
Significant Developments 2016-17	Impact
ELPAC field testing/CELDT discontinued	<ul style="list-style-type: none"> The purpose of the ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.
CELDT is only used as an initial assessment for entry to the district	<ul style="list-style-type: none"> No student scores are available, thus there is a gap in information available for language proficiency
PUSD Adopted 3 Course Model for Science	<ul style="list-style-type: none"> Biology, Physics and Chemistry curriculum required revision to incorporate Earth Science Standards Changed courses to "The Living Earth", "Chemistry in the Earth System" and "Physics in the Universe", though official course codes and transcripts remain unchanged
Significant Developments 2017-18	Impact
Thesys content moved to EDU ² (Haiku)	<ul style="list-style-type: none"> Many difficulties with new system as import of classes resulted in many broken links, wrong answer keys and disorganized material

First year ELPAC is introduced to ELLs	<ul style="list-style-type: none"> Students took the ELPAC and scores will be available in 2018
Physics seminar added, AP Physics course taught as independent study	<ul style="list-style-type: none"> Increased seminar scheduling ability, more options for students in science, more project based learning. Difficulty discovered with teaching AP Physics as an independent study course, recommendation is for students to attend PCC for future college level physics courses. (One student completed the course and scored "4" on the AP exam.)
ERWC added for senior English	<ul style="list-style-type: none"> Emphasis of senior English class changed to more analytical and skill based approach to writing using expository texts
Significant Developments 2018-19	Impact
Staff	<ul style="list-style-type: none"> New presentation of curriculum for middle school students Support for ESL Program increased
Staff decides to utilize Accelus instead of EDU ²	<ul style="list-style-type: none"> Fewer issues with content, some overall concerns from staff due to lack of writing and lab requirements Staff decides to implement different methodology for implementation of science curriculum the next year with Accelus as main form of material presentation and seminar focus on labs
Through use of ICEV, five new industry certifications were made available	<ul style="list-style-type: none"> Increased college and career readiness for students as well as verifiable skills acquisition available through Careers classes.

C. Standards-based Student Learning: Instruction

Significant Developments 2013-2014	Impact
Professional Learning Communities (PLCs) Implemented	<ul style="list-style-type: none"> Enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities. In-service teachers to Naviance, Intelligent Papers, Hapara
Significant Developments 2014-2015	Impact
THESYS system implemented for online instruction	<ul style="list-style-type: none"> Rigorous A-G curriculum having everything from vocabulary to projects for multiple subjects and electives; allows for teacher scaffolding; supports both traditional and digital literacy. Satisfies priority Standards. Allows master teachers to provide greater differentiation of instruction.
Blended Learning Model Implemented	<ul style="list-style-type: none"> Integrates online instruction with traditional instruction with face-to-face class activities. The result has been to achieve greater productivity for teachers and improved outcomes for students.

Haiku LMS program Introduced	<ul style="list-style-type: none"> It is a learning management system (LMS) that includes a full suite of cloud-based tools designed to enhance digital learning. It organizes a class website including text, file, links, photos, audio, and video. The impact has been for more student engagement in seminars.
Significant Developments 2015-2016	Impact
Integrated Math 1/ 2/ 3 (in transition)	<ul style="list-style-type: none"> New course adopted by District replacing Algebra 1, Geometry and Algebra 2. Students provided with engaging performance tasks aligned to Common Core standards. It has allowed for more real-world applications.
Significant Developments 2016-17	Impact
New Performance Tasks For Science provided by the district	<ul style="list-style-type: none"> CIS required more supplies of Vernier Probes and software in order to incorporate these PT's. Science department requested and received many materials required, but many resources are still shared with Pasadena HS teachers. Greater inclusion of CIS with District decision making, PT creation and resource sharing
Significant Developments 2017-18	Impact
Staff Instructor was brought in part time to work for ESL Program Plus	<ul style="list-style-type: none"> Support for ESL Program increased
Staff decides to utilize Accelus instead of EDU ²	<ul style="list-style-type: none"> Fewer issues with content, some concerns from staff due to lack of writing and lab requirements Staff decides to implement different methodology for implementation of science curriculum the next year with Acellus as main form of material presentation and seminar focus on labs.

D. Standards-based Student Learning: Assessment and Accountability

Significant Developments 2013-2014	Impact
Digital environment implemented	<ul style="list-style-type: none"> Many testing resources are made available to teachers including Data Director
STAR Testing replaced with CAASPP	<ul style="list-style-type: none"> Several years with insufficient data collection while CAASPP is implemented
Significant Developments 2014-2015	Impact
CAASPP administered for the first time in ELA and Mathematics	<ul style="list-style-type: none"> New data available but decreased instructional time
Significant Developments 2015-2016	Impact

CAHSEE no longer required for graduation	<ul style="list-style-type: none"> Obstacle removed from path towards graduation for many CIS students.
Significant Developments 2016-2017	Impact
ELPAC field testing/CELDT discontinued	<ul style="list-style-type: none"> The purpose of the ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable. Less immediate feedback for test results, because it takes a longer time to receive ELPAC results. The ELPAC enabled us to see the growth in students because there is an initial test and a summative test every year.
CELDT is only used as an initial assessment for entry to the district	<ul style="list-style-type: none"> No student scores are available, thus there is a gap in information available for language proficiency
Data director replaced with EADMS	<ul style="list-style-type: none"> Staff required to learn new system, reports do not offer as much detail, implementation of new testing procedures for district assessments is slow in implementation
Significant Developments 2017-2018	Impact
First year ELPAC is introduced to ELLs	<ul style="list-style-type: none"> Students took the ELPAC and scores will be available in 2018
Significant Developments 2018-2019	Impact
WASC Accreditation	<ul style="list-style-type: none"> Staff analyzed multi-year data and created action plan to improve areas of need

E. School Culture and Support for Student Personal and Academic Growth

Significant Developments 2013-2014	Impact
Partnership formed with Pasadena City College (PCC) to assist with applications and Free Application for Federal Student Aid (FAFSA) forms	<ul style="list-style-type: none"> Students gain assistance and resources to successfully transition to college.
Principal for the Day Program instituted	<ul style="list-style-type: none"> Community leaders gain insight into the daily operations and culture of CIS Academy, thereby promoting community engagement.
Significant Developments 2014-2015	Impact
Increased Work-based Learning/ Internships	<ul style="list-style-type: none"> Students gain practical, experiential knowledge and connect learning to real-world contexts.
Advisory Committee formed	<ul style="list-style-type: none"> A group of community business members who advise the Academy on curriculum, Work-Based Learning, and industry standards in order to prepare students for college or career

	options is formed This creates greater community buy in and more college and career readiness for the students.
Guest speakers from local industry recruited	<ul style="list-style-type: none"> Students gain knowledge and inspiration from career professionals who share their experiences in a relatable way.
Significant Developments 2015-2016	Impact
School Newsletter created	<ul style="list-style-type: none"> The newsletter was created to inform the students and surrounding community about school happenings.
College Access Program (CAP) Provided	<ul style="list-style-type: none"> CAP provides college advisement and presentations to all our students. Because students are not required to enroll in these programs as a course requirement, they are free to access the help they need. CAP is scheduled to come twice a week.
Significant Developments 2016-2017	Impact
District implemented districtwide firewalls (restricting access to sites)	<ul style="list-style-type: none"> Students were not able to access the resources to supplement lessons
Significant Developments 2017-2018	Impact
School Newsletter discontinued	<ul style="list-style-type: none"> Less student opportunities for course as elective credit due to district fiscal matters. Reduction in staff impacting instructional staff assignments
WASC process	<ul style="list-style-type: none"> Self-study evaluation and focus groups formed for input
Significant Developments 2018-2019	Impact
WASC accreditation process	<ul style="list-style-type: none"> Collaboration to produce final report and prepare for formal visit

Schoolwide Critical Areas for Follow-up

Math:

During the last visit, four critical areas for follow-up of the CIS Schoolwide Action Plan included improving achievement in mathematics, closing the gap (particularly EL), improving achievement in science, and engagement. CIS Academy has taken specific steps to focus on these critical areas. In order to increase student achievement in mathematics, CIS established the goal of retargeting remedial academics to move students at below basic (BB) and far below basic (FBB) to the next category above, basic (B) and BB. The main practice for meeting the goal is implementation of better assessment tools.

During 2016, CIS used a mathematic assessment developed by UCLA, however, this assessment was discontinued as the district adopted a new TenMarks assessment tool. Shortly after implementation, this assessment tool was also discontinued by the district. For the 2018 19 school

year we are adapting MATHia from Carnegie Learning. CIS continues to develop diagnostic tests to best determine appropriate course placement for students. Because CIS students come to the program at different levels of proficiency and because they come from many places (other PUSD schools, home school, out of district and state programs), proper course placement is not always a matter of age or grade level. Students enter the program throughout the year which makes it important to have math classes that can constantly and effectively assess students and provide opportunities for mastery. (MATHia is a component of the Carnegie Learning System with which we are currently developing an assessment tool.)

In addition to assessment, teachers steer all aspects of the curriculum toward increasing student achievement. Contract tutoring in the CIS educational model uses blended learning combining classroom instruction, Internet resources and individual tutoring. For the last WASC visit, the CAHSEE drove math department goals. As of 2015, however, CAHSEE is no longer a state requirement which allows for a shift in instruction to a-g focus, such as Algebra I, Geometry and Algebra II. These classes are acceptable for college admission and students can tailor their high school experience to better align with their future goals. Career Math is a general math class offered for students who are not in need of a-g transcripts or who need remedial skills.

Beginning 2015-16, the District moved away from Algebra I, Geometry and Algebra II which were replaced with Integrated Math I, Integrated Math 2 and Integrated Math 3. Each of these a-g classes is offered at CIS in fulfillment of District graduation requirements and are aligned with Common Core Standards. The structure of the current classes, as well as the continued monitoring of student progress and the refining of tools for assessment and content delivery are improving student achievement in mathematics. This is evidenced by scores, improved graduation rates, fewer students in reclamation classes, better grades overall.

The shifted focus for curriculum, because of both district policies and internal math department practices, has resulted in (no. students) advancing to B or BB status on the CAASPP. These results, while frustrating, can be attributed to (1) inconsistency in district implementation of a sustainable curriculum; (2) changing course descriptions requiring reinvention of course content materials; and (3) changing course descriptions that do not necessarily align with skills, foundation and mastery with previous courses (it is as though students are starting from the beginning).

In order to address these issues, the Math Department is using more Internet resources that allow for scaffolding and solidify foundational number sense and math skills. Teachers alter the curriculum to embed necessary skill building in addition to conduct workshops for skill building. It is important to note that these sessions are called workshops and not tutoring. Workshops are a re-teaching strategy that allows the teacher to address an array of topics that are commonly misunderstood and that lay foundation for more difficult topics to come. Teachers have found that students tend to seek tutoring when they are really struggling and have fallen way behind yet they will attend workshops throughout a course with fewer reservations and more ready to engage.

Despite changing LMS and other tools, teachers have the freedom and support to make sure that their content delivery is accessible, scaffolded and challenging. Powerschool Learning technology is a learning management system that is used throughout the district. This platform has made coursework available to students "24/7" both on and off campus. Course curriculum can now be accessed on student Chromebooks, which have been assigned to every CIS student. Teachers use Powerschool as a learning platform, creating their standards-based lessons and adding interesting information or supplemental materials. This platform is in conjunction with the blended learning format

because it provides the technology component. Every student logs in to their PUSD account to access their classes. Classes are teacher-created or vendor supplied. Edu2, one such vendor, was purchased by PUSD and is being upgraded in the integrated math areas. It is important to note that classes purchased from a vendor (Thesys, Acellus, Fuel Education) may not have continued technical support from the vendor. CIS teachers continue to adjust to “glitches” (broken links or outdated material) and the administrator works with teachers, the district and vendors to discover and purchase the best content available.

The Math Department continues to use two programs- Desmos.com and Geogebra.com that provide students with tools that are instantly available via the Internet. CIS faculty works to develop blended learning curriculum based on benchmark assessments and a high correlation to success on final exams and standardized tests. The LMS as well as the Internet-based programs, allow teachers to monitor student progress and areas where students struggle. CIS faculty believes in data driven analysis to evaluate and shift instruction and practices.

Through 2016-17, Data Director was the online management tool used by PUSD to collect, organize and store a variety of information about students and program information. At CIS, Data Director helped to target specific areas of need through analysis of individual and schoolwide data. The district no longer uses Data Director, but CIS has and is developing internal measures to reference and analyze student information. CIS internal measures aim to keep information confidential while allowing access by teachers, the counselor and the administrator. The data clerk works closely with Mr. Slominski, who is the faculty data coordinator, to collect, disaggregate, and produce reports. The district now employs Aeries for data management and plans to train staff in how to use it. This program will be an additional tool for data analysis.

CIS Math Department continues to develop and expand the use of project-based learning aligned with Common Core standards. CIS math courses aim to help students become critical thinkers and problem solvers who effectively gather and evaluate information. All projects aim to be interdisciplinary and build mastery and depth of knowledge (DOK) across the curriculum. By satisfying objectives and addressing components of multiple subjects, independent study students are able to use any and every class to progress in their individual learning plans. Some projects include budgeting, using graphs and plot points to create an art project and tracking diseases, such as Ebola. These and other projects utilize technology and real-world problem solving skills, as well as standards-based content that is necessary to promote mastery for current and advanced schooling and work. The CIS Math Department is aware that student achievement in math is a critical area that needs to be followed up on and increased. Therefore, student achievement is the main focus of their department meetings and collaborative efforts across subject areas.

ELL:

Closing the EL gap is the second critical area for follow up. The goal is to reclassify 65 percent of English Learners.

All teachers in CIS Academy have been trained in SDAIE strategies and are educated on available resources on an ongoing basis. SDAIE strategies are being implemented in some seminars with varying degrees of emphasis. Since our last WASC visit, we continue to offer a Read 180 Reading Lab class (originally an ELAC recommendation) to support the needs of our English Language Learners. It has been very effective for students, as evidenced by our strong reclassification rates that continue to grow every year and stand out as the highest in our school district. CIS also uses an online program provided by Thesys called ELLoquence. This is a program that offers a variety of

classes at all levels. Our teachers use this program to supplement their lesson plans and can tailor the program for all ELL students. During our Summer 2013 and 2014 recovery program, CIS Academy offered a tutorial for our ELLs. They met four days a week for three weeks and at the end of the session took the CELDT exam. The students who participated felt more at ease as the material was fresh in their minds and was administered by a familiar teacher. There was improvement in the scores. During the 2015 summer, the tutorial was not offered. There was a change in the administration at the top level, and summer recovery was redesigned. This year, summer recovery is being realigned and there is the possibility that the tutorial can be reinstated. Our student/ teacher ratio remains extremely low, allowing us to continue to provide one-on-one support for our students. This remains an asset for our school and has helped our students to participate (and take top honors) in our district's MLK and Si Se Puede essay and art contests.

CIS Academy uses many different techniques to address the needs of their students. But the strength of the program is the one on one tutoring and the small seminar sizes that gives the teachers time to address the individual needs of each student. It allows the principal, the counselor and the LDRT the time to conduct periodic Chats to encourage the ELLs to pass the CELDT exam. The ELLs are also assessed by lexile levels in our Reading Lab. CIS plans to assess all the students by lexile levels next year.

The student data confirms that the strategies being used are having a positive effect on achievement. In 2018-19, five non-grad ELLs from the International Academy (at Blair HS) are meeting eligibility requirements for graduation.

Science:

Improving student achievement in science is another critical area of focus. Previous data demonstrated that fewer than 20 percent of students score proficient or above on standardized tests in science. CIS staff identified three focus areas to address underlying causes of student results indicating low performance. They were: standards-based curriculum and assessment practices, academic support and highly qualified teachers.

In addition to our previous WASC findings, an additional survey was completed by a science teacher in the process of obtaining his Doctorate. The following results are an overview of analysis of surveys conducted with CIS teachers and students in 2015-16 and 2016-17. These surveys were administered to all teachers and students for every subject and program at CIS. Every teacher participated, and 187 out of 220 students participated. The following discussion pertains to factors that affect student performance in science classes.

The prompts that received consistently negative responses (81% or more participants disagree or strongly disagree) were:

- school science curriculum is relevant to life
- language used in the textbooks is understandable for learners
- CIS should involve parents in their child's learning
- most assessments are reflective of practical skills and applications
- opportunities for professional development are provided.

Even though there were negative and positive responses, some responses were neither positive nor negative on some aspects, including: knowledge of subject content beyond the curriculum; school science curriculum is relevant to life; lessons are always planned and are driven by objectives and outcome; ability to relate lessons to learner's real life; inspire learners to love science; teaching for

understanding; teach all topics as required irrespective of comfortability; frequently assess learners; involving parents in student's learning; able to capture learner's attention; and ability to identify learners with problems.

The following were the positive responses received: knowledge of subject-specific best practices; availability of resources effect on learning; able to create effective learning environment; allowing learners to do research; lessons are planned; lesson starts with prior knowledge; deliver scaffolded, differentiated lessons; use variety of learning strategies; work with colleagues or ask for help; confident about lesson presentation; giving frequent feedback; using different questioning methods for assessment; allowing and encouraging student research; ability to discipline students; learning through methods other than lecturing; able to capture learner's attention; allowing students to make their own notes; effective support of science educators.

Addressing the Issues:

The science curriculum focus was addressed by the incorporation of the blended learning model to facilitate lessons and content. Originally the CIS academy utilized the Thesys Course Management program for this purpose, but that has been switched to the Powerschool platform. Two years of laboratory science is required to graduate plus an additional science elective to satisfy the a-g requirement. CIS currently offers seminars for the three general science classes available throughout PUSD and advanced science classes, such as AP Biology, are offered through independent study. Additionally, Science related courses such as Medical Terminology and Anatomy and Physiology are offered by our HOSA instructor. All seminars have an online component with materials presented in the form of Powerpoint/Google Slides presentations, Google Docs, online textbooks and reading assignments, virtual labs and online videos.

The academic support focus refers to a holistic view of support and resources for students, teachers, the school site community, and achieving the schoolwide learner outcomes. CIS science teachers, administration, and all faculty, have made great efforts and strides in building relationships and developing opportunities with community partners and resources. None have been greater than the accomplishments of our HOSA instructor. These bridges have led to donation of materials, opportunities for internships, improved students understanding and application of the curriculum in real-world situations.

Highly qualified teachers refers to CIS efforts to recruit and contribute to the development of effective teachers with a deep knowledge of their content and a strong understanding of blended learning and subject best practices. The staff at CIS has met this goal with the completion of the blended learning program on Powerschool as well as the incorporation of project based learning in the curriculum. The CIS Science department strives to include more project based learning, but struggles with group assignments due to attendance issues and the requirement for vocabulary development in many of our under-skilled students.

The negative responses on the survey shed some insight as to why student achievement in science has not had significant measurable increase. The first indicator is that students and teachers feel that content in science is not relevant to life. Focus groups found that students think that science is outside of their everyday experience, that they will not need this in their future and they only desire to get through the minimum for a diploma or college admissions. Teachers think that science is not prioritized earlier in education or pop culture and by the time students get to high school, science is generalized and not something of interest for everyone. To combat this lack of interest, CIS science teachers previously worked with other faculty to embed, spread and bring attention to science

principles and topics when they are being taught in other classes. This has helped build some foundation for general science knowledge and given science teachers more information about prior knowledge. The current science teacher has incorporated YouTube videos into each weeks assignments in order to present real world applications to each topic learned, as well as appeal to the many learning styles present in CIS students.

The second indicator involves challenges with language used in the textbooks and demonstrates that the textbook material is often not understandable for learners. The academic language and the topic-specific terminology of science is something that many students struggle to understand and that teachers must deliberately explain and re-explain. Focus groups discussed that this is frustrating for students because they feel like “it never ends” and “probably really is not that important because it is so hard and no one talks like that outside of science class”—not their friends, not their parents and not on TV.

Teachers realize that a significant portion of class time, as well as, contract tutor time, is devoted to explaining terms or making concepts from previous lessons applicable to current content. Teachers have tried using root words, cognates, graphic organizers and flash cards to facilitate academic language. Note sheets are given to students in a manner that requires them to look up key vocabulary and concepts from the lecture to complete the form.

The indicator about the difficulty of involving parents in learning is primarily a concern for teachers. Parents receive a copy of the Work Assignment contract and have access to syllabi through the class Haiku/ Powerschool page. With the CIS independent study program, parents are expected to be involved and support student needs and habits because students complete so much of the program away from school. This seems to be attributable to the Focus Groups’ general attitudes about science and its importance to high school education. Science is not seen as the most important subject nor is it in the top three favorite subjects. CIS does not have a science fair but students are encouraged to participate in any available science opportunities throughout the District or within the community. The Focus Group indicated that it would be difficult to coordinate a science fair, per se, and the district no longer sponsors a high school science fair. The Focus Group indicated that parents think students have enough work and enough projects without added competitions and additional activities specific to science. Again, this is reflected in attitudes about the relevance of science to graduation, college admission and beyond. CIS science teachers offer science workshops and contract tutoring whether or not students are encouraged at home and teachers invite parents to observe labs and explore concurrent enrollment opportunities for their child. The current science teacher has utilized the AERIES student information system’s grade book to send out bi-weekly report cards to better update parents and students on students performance. It is often discovered that students feel that they are up to date and successful until they see the grade update. This has been helpful in encouraging students to complete all assignments.

The indicator about assessments not reflective of practical skills and applications is a direct correlation to attitudes about the relevance of science. Student focus groups revealed that science tests are so rooted in theory that they do not see how theory goes into practice and they feel comfortable “forgetting everything” once the test and the course ends. Teachers try a variety of formative and summative assessments. The current science teacher has worked to incorporate many of the District provided assessments that focus on application of skills with written explanation and creation of inquiry based labs, and is currently focused on working with the HOSA instructor to create a more project based learning curriculum that integrates the materials from the HOSA program into the regular science seminars.

The final negative indicator for science achievement was opportunities for professional development. This response was only addressed on the teacher survey. Discussion revealed that teachers are encouraged to seek out and participate in professional development opportunities, such as training for new programs and from community-based organizations. One aspect that made this a negative response is that most of these opportunities take place in the summer and/or extend into the weekend during the year. Moreover, the state and the district are in the process of adopting new standards and mandates, which has taken five years for the Next Generation Science Standards (NGSS) to require compliance. Although, over the past two years the District has provided pull-out days for development of standardized performance tasks, the District has not adopted new textbooks in more than 10 years and publishers have new editions of the textbooks that are currently used and do not offer support or training for these previous editions. These factors create a challenge for CIS science teachers to seek out training. Every effort is made, however, to stay abreast of best practices and current research, to take classes and earn advanced degrees and collaborate within the science community. Teachers also seek out and use online and other tech-based resources to improve their craft and to stay current.

Positive responses to the survey are good evidence of what is working and what teachers and students are doing to improve achievement in science. Because of the CIS blended-learning platform and the teacher's qualifications and expertise, as well as, the freedom to use a variety of resources, lessons are well-planned and overall, effective. Students and teachers have a variety of quality resources that do facilitate learning. Teachers create inclusive learning environments, online, in-class and in tutoring and workshops, where students do build mastery of the content and increase their depth of knowledge (DOK).

Laboratory lessons, practices and opportunities have greatly increased and have measurably benefitted student engagement and achievement in science. During labs, CIS science faculty and students observe proper procedure and protocols that students are real-world science practices. Labs are announced ahead of time and students can come to campus to participate in the labs and receive credit. This is available to seminar students and independent study students to satisfy the laboratory science requirements. Students and teachers believe that there are many opportunities for learning and that there are opportunities that cater to different learning styles. This belief is reflected in the variety of content formats, assessment benchmarks, and the improved grades earned by students, as well as the increased number of students seeking AP Biology and other higher level science classes. Students are encouraged to do research, make inquiries, take notes, and receive feedback. CIS continues to monitor progress and challenges to meet schoolwide learner outcomes toward improvement in science achievement and is exploring the creation of an honors curriculum that coincides with seminar lessons as well.

Engagement:

The fourth critical area for follow up is engagement. Engagement goes beyond student interest and participation in a particular class or subject and extends to all stakeholders. The Self-study findings indicate a need for more elective credit offerings.

CIS determined the best ways to develop and implement a process for increasing participation and buy-in from students, parents and community partners through Project Based Learning, Apprenticeships, Internships, Community Service, and school organized events.

CIS Academy students are increasingly engaged through integrated projects and project based learning. Since the establishment of the Medical Arts Program (MAP), elective offerings have

expanded to include a sequencing of courses that culminate in an internship. The sequence includes: Medical Terminology, Global Health, and Anatomy and Physiology. The medical classes introduce students to careers in the medical field and equips them with skills for post-secondary academics or entry-level jobs. In 2016-2017, the Medical Terminology course offered dual enrollment with Pasadena City College. (This option is no longer available.) A medical math class has been added to the curriculum to support students with medical conversions. In addition to coursework in the MAP classes, internships are available throughout the community. Business partners for MAP include Kaiser, Huntington Hospital, Home Instead and the Pasadena Humane Society and USC Keck Eye Institute. Internships afford students opportunities to work with different types of healthcare professionals in different workplace settings.

Focus Groups indicate that students are excited to have internship opportunities and the prospect of obtaining an internship is a motivator for students to keep their grades and behavior in good standing to be eligible. These internships are competitive but, in any given year, there are more than 40 slots and most students who want to participate and maintain eligibility can and do. Internships provide real-world experiences and build soft skills that will be useful in post-secondary education and in the workforce. Internships are available year round and many are paid positions. Students who participate in internships receive additional elective credit beyond credits received for the class.

Because many CIS students work and attend school, the possibility of a paid internship program gives them more flexibility to meet their academic and other obligations, as well as an environment that understands and works to overcome conflict such as scheduling and priorities such as medical fragility and personal health issues and needing to support one's family.

MAP and Career Planning classes host guest speakers, provide field experiences, and job shadows in addition to classroom instruction. Other opportunities for students to earn elective credit are offered through Twilight Adult School. CIS students have access to all Twilight Adult school courses, including medical math, CRP/FA and Home Health Aide certification. These classes count as elective classes that satisfy graduation requirements. We are currently in the process of obtaining a-g certification for these classes.

CIS received National Academy Foundation (NAF) certification in the 2017- 2018 and 2018- 2019 school years. All students are members of NAF which offers different opportunities in employment, such as priority hiring. In addition to the described coursework, students can earn elective credits by participating in the Passport for Elective Credit Program. Passport credit can be earned by participating in activities and events that are off-campus and after-school hours. Some of the include going to a play, volunteering at the Pumpkin Festival or the Looking Green Expo, and other community service and experiential learning opportunities.

Internships and community service are considered to be work-based learning. Work-based learning allows students to receive units that demonstrate their performance in academic as well as community and real workplace settings. These opportunities extend classroom learning through participation in events such as blood drives and campaigns that address hunger and other social issues. Some examples include packaging food for distribution to needy families, collecting eyeglasses for visually impaired citizens and collecting books and toys for young children.

Partnerships with Lions International (LEOs Club) and Red Cross facilitate many of these opportunities. The Health Occupations Students of America (HOSA) is another organization that provides leadership training for the future health professionals at CIS. Students attend state and International Leadership conferences where they can network with Health professionals. They may also enter competitions demonstrating the skills they have learned in the classroom, such as CPR

and medical reading and writing. In 2017-2018, two students received medals at the state conference sponsored by the California Department of Education. Students who complete all the requirements of MAP are recognized with a medallion at graduation.

For community engagement, MAP has an advisory board which is comprised of community business partners, HOSA and Leos representatives, and post-secondary educators and faculty who meet monthly. The advisory board also includes student representation to allow for student voice and feedback. The purpose of the advisory board is to help keep the curriculum focused on changes in the medical field.

In 2014-2015, the Career Planning class was added as an additional elective. Career Planning is an elective that is required of every student at CIS. The objective of the class is to teach students about opportunities in careers and college to help them develop plans beyond high school. The curriculum was designed to teach soft skills necessary for employment. Guest speakers are invited to present information about a variety of career choices in business and industry. Additionally, students develop cover letters, resumes, interviewing techniques, and create a portfolio to demonstrate their mastery of these skills. The portfolio is presented to a panel of faculty and local business partners. Student can earn a Professional Communications certification sponsored by Southwest Airlines as part of their coursework. Students have the opportunity to complete an internship however; this is not a requirement of the class. Business partners and internship providers include: Huntington Library and Gardens, Rose Bud Cafe, and Old Navy.

To engage students in real-world learning, Project-Based Learning (PBL) is a methodology of instruction being implemented by teachers to integrate their curriculum across various courses. Pathway projects are developed to incorporate an Essential Question that guides instruction for the year. An essential question is broad and is applicable to underlying principles and can be translated to various assignments in multiple disciplines. For example, the Essential Question is applicable to lessons including veterinary medicine, the Ebola outbreak and antibiotics. All teachers collaborate to design an Essential Question each year and all teachers look for opportunities to incorporate the Essential Question into their course content.

The School Site Council (SSC) and the English Learner Advisory Board (ELAC) meet once a month to discuss and address various school wide issues. It has been difficult to recruit parents as many of our parents work two jobs and/or are single parents. The average attendance at these meetings is about four parents along with students and faculty. Efforts to increase parent participation include recruitment during student/parent orientation and Back to School Night. Ongoing recruitment happens throughout the year with phone calls and through offering elective credit to students who attend with their parents through the Passport for Extra Credit. For the 2018-2019 school year, the School Site Council developed a volunteer form as part of the registration packet. This allows parents to choose the committee or event that they can participate in including volunteering for fundraising and/or student activities as well as, business sponsorships and donations. To date, parents have donated over \$300 for student activities and items as raffle prizes. Additionally, one parent is sponsoring a Taco Tuesday where tacos will be sold during lunch with all proceeds to support student activities. This event is coordinated by the Careers class as a project-based learning lesson.

CIS plans to engage more parents by offering computer classes and parenting classes through the Parent Engagement Department of PUSD. All of the classes will be taught in Spanish and English. Communication with parents has increased through the CIS website, a newsletter, phone blasts and ceremony of Recognition for Service Learning at Open House awards.

The faculty member who coordinates technology established the webpage in 2015-2016. The webpage is regularly updated and serves as a first point of contact for many parents and those seeking information about CIS. The webpage highlights events and happenings on campus and CIS continues to look for ways to make the web page more interactive and engaging.

Award and recognition are important to student engagement. Focus Groups reveal that students and parents want recognizable traditions that make them feel a part of the school community and proud of their accomplishments. CIS is a small school that does not have a fine arts or sports program but there is a desire by students and parents to express pride in CIS Academy. The senior class has designed sweatshirts that display the names of the members of their class which they proudly wore. In addition, Mr. Daravi, Math teacher, takes graduation pictures for students for an affordable price that allows every grad to acquire photos. Photos are taken of students in the traditional cap and gown that is provided by CIS. Class photos are proudly displayed in the main classroom for all to acknowledge and use as inspiration.

Student engagement is all inclusive. In order to offer additional opportunities for engagement, fundraisers are conducted to support activities such as grad night, educational field experiences, movie nights, and community BBQs. These opportunities are open to all CIS students, usually with the only limits to participation being the number of available slots as prescribed by the venue. Students often take leadership roles in planning and executing these events. One example was a student-led chess club that met during lunch and aspired to become a recognized school organization. This example identifies the transitory characteristic of CIS students in that students come to CIS at varying times during the year and that student-led activities need to be as flexible as students' interest.

While much of the student energy comes from the Medical Arts Program and their Leos and HOSA club members, efforts are being made to empower other students to assume leadership roles. For the past three years, the College Access Plan (CAP) continues to work with our students to prepare them for success in college. In addition, the district adopted Naviance, which seniors and juniors use to develop a plan for college and careers after leaving high school.

Finally, the school calendar was identified as something that needed to be bolstered to increase engagement. The calendar is located on the webpage and all faculty and staff have the ability to add to the calendar to improve communication with students and parents.

Other Items Not in the Schoolwide Action Plan:

PUSD is reorganizing the budget for the district due to decreasing enrollment. This signifies many changes for the district and for CIS. CIS is a year-round program and every student has access to summer classes. This past year, 2017-18, was the first time that summer school was not offered at CIS school site. However, students who wanted to attend in-class summer programs were placed at the one summer school site in the district. Every online class was also available to students. The grades are recorded as Fall semester grades, but students can continue to start and finish classes throughout the summer.

At CIS, the social science program continues to show gains in student achievement. Social science classes use the blended learning model, project-based learning assignments, and employs cross-curricular materials and units to support student learning in English, math and science.

Chapter 2



Student/Community Profile and Supporting Data and Findings

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

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- **California School Dashboard performance indicators and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
 - **Implications of the data**
 - **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
 - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

History and Background

CIS Academy (CIS) is an alternative high school situated on the grounds of Pasadena High School in northeast Pasadena, fifteen miles northeast of Los Angeles. CIS utilizes independent study as one means for curriculum delivery along with blended learning and online-only classes. Located at the base of the picturesque San Gabriel Mountains, it is surrounded on three sides by tree lined residential streets and the Eaton Canyon Wash and Golf Course to the east.

The Pasadena Unified School District consists of twenty-eight schools: seventeen elementary, four middle schools, one K-8 school, two 6-12 secondary schools, two traditional high schools and two alternative education schools. CIS Academy serves predominately Hispanic and African American students with a small percentage of Caucasian and Asian students in grades 6-12 (Enrollment: Sub-Section 5). The District has been experiencing declining enrollment since 2001. Part of this can be attributed to the high number of private and charter schools within the District boundaries. There are fifty three such schools to date. Only 18,410 of the 28,164 students, age 6-17 residing within Pasadena Unified School District boundaries, attend PUSD Schools.

The community served by the Pasadena Unified School District is ethnically, linguistically, and economically diverse. From the 2010 Census; 137,000 people resided in the city of Pasadena; 38.8% of the population is white, 33.7% Hispanic, 14.1% Asian, 10.1% African American, all other ethnicities make up 3.2%. The median household income is \$61,450. The median price of housing is \$657,000. The median price of rentals for two -bedroom units is averaging \$1800 per month. The percent of those owning homes is 45.8%. Of the 90,934 residents over the age of twenty-five; 48% have a college degree and 67% have attended college. Twenty -one percent have not received a high school diploma or its equivalent.

Eighty one percent of Pasadena residents have lived in the city for at least a year; only sixty eight percent for more than five years. Twenty one percent of the population of over the age of twenty five (18,653 of 90,934) do not have a high school diploma or its equivalent. Forty-six percent of the households in Pasadena speak a language other than English at home. The labor force is 18,000 strong according to 2010 census data. The poverty rate of Pasadena is 13.5%. These conditions, coupled with recent economic reality, have created a highly transitional population. This is reflected in

the CIS Academy as well as the District. CIS typically serves 24-270 students at any one time. However, it serves 325-450 students in any one year. Because students are constantly coming and going, our ability to evaluate student progress based solely on state test scores is directly affected. CIS student data is compiled using a variety of sources.

The ethnic enrollment of the school differs from the District in serving ten percent more Hispanic/Latino students and almost twice the ratio of the city population. The percentage of white students is half that of the district; a one-sixth ratio compared to the city. The African American student ratio is the same for both school and district, while the Asian student ratio is considerably less than the district numbers.

CIS Academy began as a school program at Pasadena High School from 1990 until 2007, when it became a District program. Then in 2009, it received its own CDE Code and became an independent school. Originally located in one oversized classroom on the northeast corner of the Pasadena High School campus, it started with four teachers and 120 students from Pasadena High School. The program was opened to all District students in 2007. Enrollment reached 425 and a satellite site was opened at Learning Works. District leadership then decided that CIS should apply for its own school code and this process was completed in the 2009-2010 School Year. The Learning Works site separated from CIS and became a charter school with its own CDE code, also at this time.

The CIS Academy is now spread across of nine classrooms, serving 220-240 students at any time with seven certificated teachers, two CTE teachers, and a supporting staff consisting of the following: one counselor, an administrator, an office manager, a data clerk and one bilingual instructional aide. The school currently serves a population of predominantly “at risk” students who may be more successful in an alternative educational setting due to following categories: credit recovery, medically fragile, students with adult issues such as teen parenting, working to support their families or professional careers (e.g. actors or performing arts), homelessness, and substance abuse. Another part of our population are students who are accelerating the pace of their education by dual enrolling in college classes. The school also serves students who are age-inappropriate to grade level, substantially behind in credits for their age, transitioning to adult school programs, and in dropout recovery. Under special circumstances, a limited number of middle school students are enrolled. Currently, there are eighteen students enrolled in middle school.

With the inception of the Career Exploration Opportunities (CEO) pathway, CIS Academy works closely with many agencies and groups from the local community. Parent organizations include the English Language Acquisition Committee (ELAC) and the School Site Council (SSC). Community agencies include Huntington Hospital, Kaiser, Pasadena Health Department, Lions Club International, USC Keck, Pasadena City College (PCC), Community Education Center (CEC), Amgen Laboratory, and the Pasadena Chamber of Commerce. The agencies bring internships, apprenticeship and job shadowing experiences. The Sycamore group provides students with counseling (Medi-Cal insured) for therapeutic treatment; students who do not qualify are referred to outside agencies. Currently, CIS students are concurrently enrolled and are participating in sketching, drawing, graphic arts, photography, painting, social science, science, and language classes offered by Pasadena City

College. Lions International and the Health Occupations Student of America (HOSA) are clubs on campus that offer new learning and leadership experiences and community service opportunities.

In previous years, students were concurrently enrolled in courses offered through Pasadena City College using the CIS facilities. The past two years, the Twilight Adult School (PUSD) offered Medical Terminology and Home Health Care in the late afternoon. These are non-credit, college level classes that count as a year's credit per course for CIS and other high school students. The school has worked with the LEARNS Program that offers after school activities such as Driver's Education and tutoring classes.

WASC Accreditation History

CIS Academy applied for its first WASC Accreditation in the spring of 2009. The initial WASC chair visit took place in November 2009, and a two-person Accreditation team visited CIS Academy in March, 2010. The school was accredited in June 2010, for a three-year period. The team identified a list of five items as critical areas for follow-up, addressed in Chapter 3. CIS began the full WASC self-study process in the 2010-2011 school year. The principal was selected to WASC visiting committees and school leadership began attending WASC training. In 2013, CIS received a six-year accreditation.

Year	Fall	Spring
2008- 2009		Applied for WASC Accreditation
2009- 2010	Initial WASC Committee Chairperson Visit	Initial Accreditation Team Visit
2011- 2012	Self-Study Process	Self-Study Process
2012- 2013	WASC Chairperson Visit	WASC Accreditation Team Visit
2014- 2015		Self-Study Process
2015- 2016	Self-Study Process	WASC Mid-Cycle Team Visit
2017- 2018	Self-Study Process	Self-Study Process
2018- 2019	WASC Chairperson Visit	WASC Accreditation Team Visit

Vision

CIS Academy, with the combined efforts of all stakeholders, provides students with multiple pathways to graduation through rigorous, relevant instruction within a nurturing environment.

Mission Statement

CIS Academy is a personalized alternative institution offering an education program that empowers confident, courageous, and complex thinkers. Embracing the many possible directions after high school for its students, CIS Academy prepares its students for careers, higher education, as well as an active role in their local and global communities.

Schoolwide Learning Outcomes (SLOs)

Several changes in the structure of the teaching / learning process have been the result of yearly staff discussions examining the SLOs.

The CIS Academy cultivates -

- Academic Achievers Who:
 - communicate clearly and effectively, orally and in writing
 - are critical thinkers and problem-solvers who effectively gather and evaluate information
 - meet or exceed PUSD and California state standards in all curricular areas
- Skilled Workers Who:
 - use technology to develop transferable workplace skills
 - demonstrate the ability to work independently at a variety of tasks
 - participate in activities which prepare them for advanced education and work.
- Contributors to the community who:
 - respect themselves and others as evidence by their actions.
 - encourage social responsibility and respect for cultural diversity
 - demonstrate civic and environmental awareness

To meet its vision and mission, CIS Academy has implemented blended learning. Combining online classes, supplemental seminars and additional target studies enables CIS to meet the needs of its diverse population, as well as the demands of current local, state and federal requirements. Using Chromebooks and guided by Common Core standards, teachers collaborate to create, adjust, and improve their lessons. One of the strengths of the CIS Academy is the individual relationships cultivated between students and teachers through an Individualized Learning Plan that is developed and personalized for each student. Finally, consistent contact is maintained among all stakeholders.

School Process

Student Admittance, Master Teacher, Individual Learning Plan (ILP)

CIS Academy is a voluntary program and students may apply directly to CIS Academy. Attendance in the CIS Academy is strictly voluntary. Students may enter any time during the school year. Students can also graduate at any time throughout the year as well.

Students may enter CIS in a variety of ways:

- They can make contact with their “home school” counselor and express an interest in enrolling in the CIS Academy;
- A parent can request a transfer to the CIS Academy;
- Out of the district students may arrange for a transfer from their home school to CIS Academy;
- A student can also apply directly as a first step in the enrollment process.

Student records are examined by the school counselor, administrator and in special circumstances, the school nurse.

At the beginning of the school year, all students and parents/guardians attend a mandatory orientation meeting which takes place over the course of three days. Students enrolling throughout the academic year, meet with the principal and counselor on an individual basis. The Principal explains rules, expectations, educational options, and school procedures. The student and parent then meet with the counselor to complete a graduation requirements checklist, to set future goals, and to develop an Individual Learning Plan (ILP). The student is given a schedule of seminars and/or courses dictated by the ILP. The student is then assigned to a Master Teacher who will oversee the student’s assignments and contracts.

Students were previously given assessment tests in math, reading comprehension and instructed to write a five paragraph narrative essay in order to align their ILP with meeting the standards of the CAHSEE. We are currently in the process of creating a new math assessment on Mathia. A lexile test recently became available through the district. These tools are used by the Master Teacher to identify academic needs and appropriate learning plan. The Master Teacher then schedules meeting dates and study times with student and/or parent input.

The school day runs from 8:00 a.m. to 1:00 p.m. Mondays, 7 a.m. to 4:00 p.m. Tuesday to Thursday, and 7:00 a.m. to 3:00 p.m. Friday. Students can organize their flexible schedule to fit their individual needs. Eligible students may also transfer back to their home school at the end of the semester, if they are academically able and so inclined.

Seminars

A series of seminars were developed in core subjects to increase understanding and proficiency. These seminars are assigned to students based upon grades and the difficulty that students have with core classes. Seminars are offered in math, science, social science and English classes for grades 6-12, as well as Career Pathways, Medical Terminology and Anatomy and Physiology. In previous years, we have been able to offer Journalism, but canceled it due to budget and personnel

shortages. Seminars are scheduled on different days and hours in order to allow a schedule that fits the student needs. Seminar teachers assign, access and tutor student work and grade tests. This information is then given to the Master Teacher to record or to help adjust the learning process to meet student needs. The Master Teacher assigns and records grades for courses not taken in seminars for their students. Credits are earned by the number of units completed. This includes partial credit. No “F” grades are assigned. Students are given extra time or work as needed.

Each Master Teacher mentors between 25-35 students and teaches a number of seminars based on their credential and student needs. The Master Teacher initiates contact with parents or guardians by phone, and mail and/or email when a student misses his/her contract date. A second missed contract results in the same consequences; in addition, the counselor and/or administrator are notified and a student support team (SST) meeting is initiated to determine further student participation in the school program. Each outcome is determined on a case-by-case basis.

Course Completion, Grades and Credits Earned

Students are required to complete a minimum of 30 hours of school-work per weekly contract. A minimum of five hours a day of school work should be completed for each school-day of the contract. Assignments may be completed regardless of location; i.e. school, home, seminars, study-sessions. Students have ninety school days from the time they start a course (contract) to finish it. Depending on the starting date, a student may complete a course after the end of the semester. Grades and credits are earned by the unit completed. Students who withdraw early may receive partial credit.

Student Participation in Co-curricular/Extra Curricular Activities

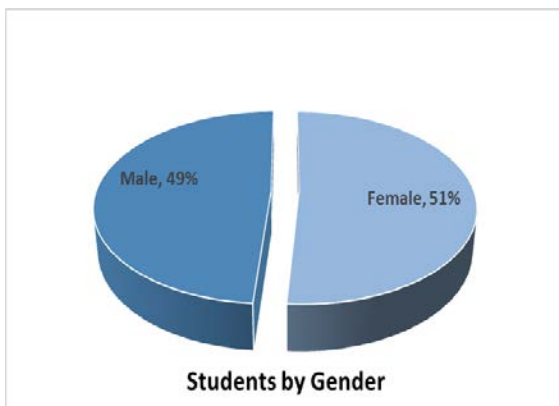
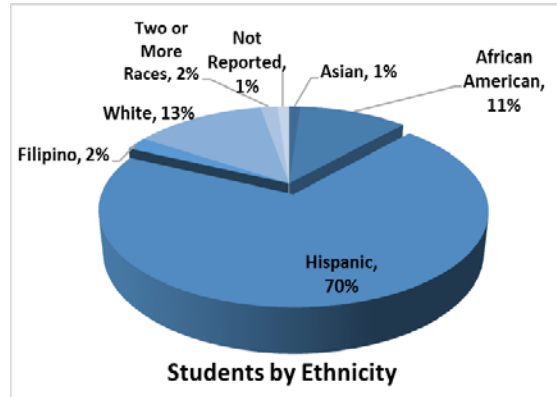
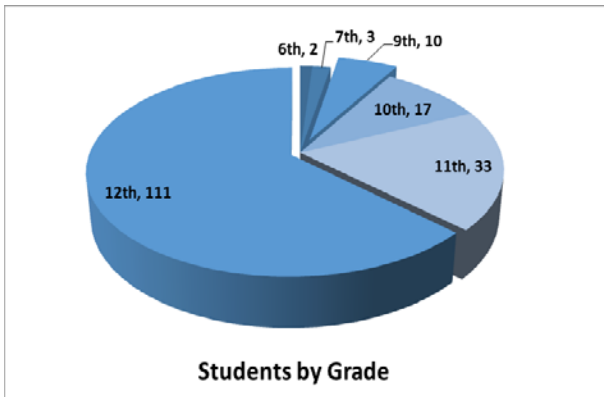
A variety of activities are at the core of a well-balanced student’s career. Co-curricular activities have included classes hosted by the Armory and Collective Voices, elective courses taught by community/non- CIS staff, creating projects and participation that are integrated with students’ core courses. Extracurricular examples include community sponsored Martin Luther King and Pasadena Unified Literary and Art contests; The Fairchild Challenge, a community organization providing students projects involving beautification and environmental awareness. Students may and do participate in Drama, Theater Arts, and Band at Pasadena High School with the consent of Fine Arts teachers, and Home Health Care programs. Disneyland Grad Night is available to seniors. When available, Pasadena Playhouse hosts plays for student evenings at the theatre for enrichment. There are no school sponsored athletics at this time.

We continue to plan for a Pregnant Parent Teen (PPT) program through CAL-Safe; however due to budgetary constraints and the loss of three teachers, the plans are currently on hold. If the funds become available again, we will re-evaluate the need for the program and our ability to facilitate the reinstatement of the program.

Demographics

In 2017-2018, the ethnic makeup of the CIS Academy was 70% Hispanic, 13% White, 11% African American, 1% Asian, 2% Filipino, 2% Two or More Races and 1% Not Reported. Currently there are 7 freshmen, 35 sophomores, 70 juniors and 112 seniors enrolled in the CIS Academy for a total of 233 high school students. Additionally, there is 1 sixth grader, 4 seventh graders and 14 eighth graders enrolled in middle school.

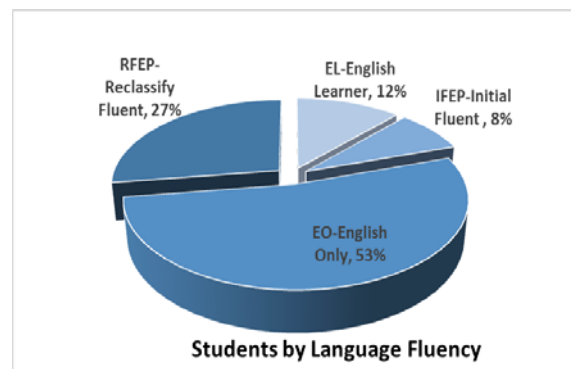
The primary language, other than English, spoken at CIS Academy is Spanish. Additional languages include Armenian and Arabic.



Language Proficiency

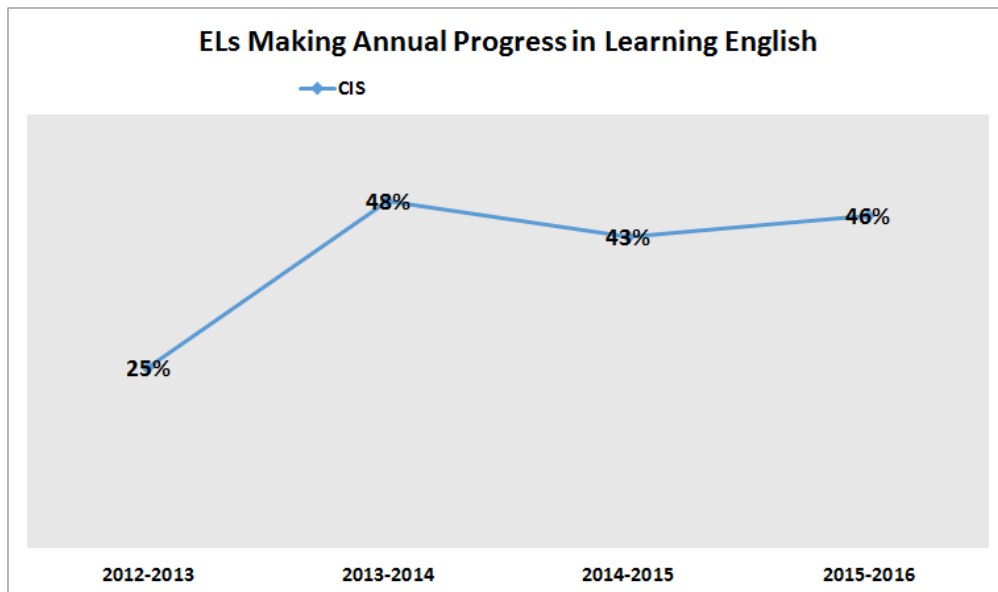
In an effort to address “Closing the Gap” objectives in the fall, students participated in “Chats” to go over CELDT scores and strategies on reclassification with the principal and the counselor. This past year, we discontinued the “Chats” as the District converted to the ELPAC test and test scores from CELDT were unavailable.

As we receive scores from the ELPAC, we will again participate in “Chats.” In the “Chats,” student goals, course requirements, and the importance off reclassification are discussed. The impact for these components on the student's ILP are examined in depth. These students were also blocked into an English Essentials class that focused on CELDT material and Thinking Maps. The other two classes were an English extension class using Read 180 and CAHSEE



English which used Blended Learning A+, and Revolution with direct instruction to students test strand needs. In the past, with additional resources from our district's LADD office, we implemented a pull-out program to assist ELLs, in groups of two to three, with "mini lessons" targeted to address the students' most critical areas of need. This year we have implemented a five day a week ELL program using Blended Learning, Achieve 3000, Acellus and A+.

CELDT testing has noticeably improved over three consecutive years. More than half of the students tested as early advanced and advanced proficiency. In 2015-2016, 54% tested as Early Advanced. All teachers are SDAIE trained and hold a CLAD credential as of the summer of 2011.



Note: 2015-16 was the last year that AMAO was reported.

CELDT was aligned with the 1999 California English Language Development (ELD) Standards using five proficiency levels, whereas the ELPAC is now aligned with the 2012 California ELD Standards, and have three proficiency levels (Emerging, Expanding, and Bridging).

Even though these tests have similar reporting domains: Listening, Speaking, Reading, and Writing, it is not advisable to compare the results of the two tests when they are aligned with different standards, and therefore we are unable to measure student progress across the transition years.

Socio-Economic Status

<u>Free and Reduced Lunch Status</u>	Qualified	Not Qualified	Percent Qualified
2013- 2014 School Year	108	107	50.2%
2014- 2015 School Year	114	109	51.1%
2015- 2016 School Year	109	124	46.7%
2016- 2017 School Year	131	86	60.3%
2017- 2018 School Year	161	102	61.2%
2018- 2019 School Year*	109	105	50.9%

*still changing

Over the past six years, the school has had a rising number of students who qualify for free and reduced lunch. The number of students qualifying for socio-economic aid now makes up a majority of the enrollment. The District works with the Metropolitan Transit Authority to provide bus transportation to and from school for qualifying students. (This year, the program was discontinued.) The increase of economically disadvantaged enrollment indicates a continued need for guidance and career services at school that will fill gaps for at-risk students.

Special Needs and other Programs

Special Education: ten students are currently classified as Specialized Academic Instruction Program, representing 4.2% of the student population. Students receive monthly thirty minute consultation with the Special Education Department Chair/Instructor from Pasadena High School and school psychologist. Currently there are three students on a 504 plan.

- Special Education Department at each high school holds an IEP for RSP students requesting enrollment. CIS Academy administrator or counselor is included in the meeting.
- Thirty day review is included in IEP for all RSP students admitted. This is done to help ensure student success.
- IEP determines student learning plan and process
- Student IEP kept in cumulative file and a copy given to Master Teacher

- Counselor, Master Teacher, Seminar Teacher and School Psychologist monitor student progress
- There are no students enrolled in Home Hospital
- College Enrollment – qualified students are encouraged to concurrently enroll in community college classes. There are between five to ten students who are concurrently enrolled each school year.

Safety Conditions, Cleanliness of/and Adequacy of School Facilities

CIS Academy is housed in facilities on the northeast corner of the Pasadena High School campus. We share safety regulations and resources with Pasadena High School. The resources include four security officers, one probation officer, two police officers and a highly qualified school nurse. The school shares maintenance, nursing, health, special education and food services staff with Pasadena High School.

Safety and fire drills are conducted jointly with Pasadena High School (PHS). A member of the CIS faculty is a longstanding member of the PHS/CIS safety committee facilitating the exchange of information and addressing of any problems that arise. A well maintained disaster bin is the model for the Pasadena Unified School District. The bin and its contents are inspected regularly and at least one drill per year requires a full response by medical personnel, search and rescue teams, and emergency resource coordinators; as well as administrators, teachers, staff and students.

All CIS students enter campus via a single door, where they use their ID cards to record their arrival or departure. Lanyards are also worn by students with ID attached while on campus. Faculty members greet students at this door and assure that only CIS students enter the campus.

Staff

- **Certificated Staff**
 - One principal
 - 7 teachers and 2 CTE teachers
 - One counselor
- **Classified Staff**
 - One senior clerk- typist/office manager
 - One data clerk/registrar
- **Additional Staff**
 - One school psychologist
 - One school nurse
 - Various district resource specialists
- **Substitutes**
 - Various substitutes: the human resource/office manager ensures that all substitutes meet the requirements and documentation process for employment.

Staff Education Levels

	Status	Gender	Ethnicity	Years in Education	Years at CIS Academy	Credentials
Administrative	Fulltime	M	Caucasian	44	26	BA History MA Family, Marriage, Child Counseling, MA Cross Cultural Education
Counselor	Fulltime	F	Asian	46	11	BA Biology MA Education Pupil Personnel Services Credential Administrative Credential
	Status	Gender	Ethnicity	Years in Education	Years at CIS Academy	Credentials
Credentialed	Fulltime	M	Caucasian	20	1	BA Chemistry Masters in Education National Board Certification
	Fulltime	M	Caucasian	26	20	BS Business Administration MS Educational Leadership Administrative Credential
	Fulltime	M	Caucasian	29	18	BA English/Farsi MA Business Administration MS Computer Science
	Fulltime	M	Caucasian	37	31	BA English MA English
	Fulltime	F	Latino	8	3	BA Communications: Print Journalism emphasis MA Education
	Fulltime	M	Caucasian	11	11	BA Economics MFA English

	Fulltime	M	Caucasian -	12	2	BS Physics MA Education/ option in Online Education
	Full Time-split (.5-CIS/.5 Focus Point)	F	Latino		1	BA Spanish Teaching Credential - Special Education Mild/Moderate
	Status	Gender	Ethnicity	Years in Education	Years at CIS Academy	Credentials
CTE	Fulltime	F	Caucasian	30	5	AA Nursing BA Health
	Fulltime	M	Caucasian	20	6	CTE Marketing, Sales and Service
	Status	Gender	Ethnicity	Years in Education	Years at CIS Academy	Credentials
Classified	Fulltime	F	Latino	20	10	
	Fulltime	F	African - American	25	4	

As a component of ongoing school development and improvement, the CIS Academy staff has participated in the following professional workshops and trainings since March 2012 visit.	Teachers	Counselors	Administrators	Support Staff
504		1	1	
A+	8	1	1	1
Acellus LMS	8	1	1	
Aeries	10	1	1	2
AP	4			
Blackboard Web	1			
BTSA	1			
CAASPP	1	1	1	
California Career Technical Education Conference	2	1	1	
California Consortium for Independent Study	3	1	1	
California Workforce Association		1	1	
CELDT	2	1		
Common Core	8	1	1	
Counseling Conference	1	1		
EADMS	8			
ELAC Training	1	1		
Foster Youth		1	1	
Google	7	1	1	1
PUSD Graduate Defense	8	1	1	
iCEV Certification Software	2			
Intelligent Papers	5	1	1	
Linked Learning	2	1		
National Academy Foundation	1			
Naviance	1	1	1	
Nepris	2			
Paxton Patterson	1			
Powerschool Learning/ HAIKU	10	1	1	1
Read 180	2	1		
RTI		1	1	

SEIS	1	1	1	
Special Ed		1	1	
THESYS	10	1	1	1
Thinking Maps	2	1	1	
UC Conference	1	1		
WASC	1	1	1	
Project Based Learning- Buck Institute	3			
California Workforce For Youth		1	1	
ERWC	2			

District Policy/School Financial Report

a) Staff Salaries

Full time certificated personnel are paid based on a scale determined by experience and education. Classified pay scales are based on the position and duties performed by each staff member. All full time staff is offered a choice of health benefit packages.

b) Overall Budget Reports

CIS Academy is not a Title I school. The annual operating budget is an estimate based upon the norm day population for all categories. This estimated budget is adjusted mid-year based upon changes in population. The CIS budget is inline with other PUSD schools when the same criteria are applied.

c) District/Board Policy

The school board has approved many policies pertaining to community relations, budget business and non-instructional operations, personnel, student policies and instruction over the last three years.

d) Expenditures per Pupil

	CIS Expenditures per Pupil	Expenditures per Pupil Restricted	Expenditures per Pupil Unrestricted	ADA	PUSD Expenditure per Pupil	State Expenditure per Pupil
2017-18	10,409.37	902.85	9,506.52	135.77	Not Available	Not Available
2016-17	13,192.04	3,181.08	10,010.96	130.04	13,206	11,619
2015-16	9,023.17	481.62	8,541.55	160.99	12,699	10,885
2014-15	9,114.69	58.61	9,056.08	158.84	11,102	9,867
2013-14	7,158.39	0.00	7,158.39	166.61	10,353	8,528

The expenditures per student at CIS is typically lower than the state average, with the exception of the 2016-2017 year in which there was a large boost to the restricted budget.

Student Performance Data

Status of School in Terms of Student Performance:

- A. Is the school a Title I school? If so, is it schoolwide or targeted assistance? What is the Title I service provided to these students?
- B. Does the school have any outside providers or external evaluators that are currently working with the school?
- C. Does the school have either a corrective action plan or joint intervention agreement?

The Pasadena Unified School District is a program improvement school district; however, the CIS Academy is not a program improvement school. The school is not working with any outside evaluators and does not have any corrective/intervention agreement.

The Standardized Testing and Reporting (STAR) program ended on July 1, 2013. The STAR program, (which included CST, ELA, Math, and Writing exams) was replaced by the California Assessment of Student Performance and Progress (CAASPP) system and started administering tests through a digital testing platform. STAR test results and CAASPP results cannot be reliably compared because CAASPP evaluates new standards that emphasize analytical thinking, problem solving and communications skills, which aligns to Common Core standards.

Test evaluations had been done on a per-student basis, as the numbers of scored tests are relatively low to enrollment. Roughly two-thirds of enrollments at CIS each school year are seniors who do not take the CAASPP exam. A high percentage of 10th and 11th grade students transfer at mid-year, and as a result, dilute overall scores because of their short enrollment days at CIS (less than 60 days - before test dates). CST scores are more useful to gauge a student's singular aptitudes rather than the student body as a whole dynamic. Rather that focus on general trends these tests can/may be reviewed with the individual student an assessment to modify that student's curriculum is considered (e.g. remedial instruction/courses)

ENGLISH LANGUAGE ARTS/LITERACY – 2018 CAASPP SCORES

Achievement Level	State of California	Pasadena Unified	CIS Academy
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	21.25 %	19.51 %	10.91 %
Standard Met: Level 3 ⓘ	28.63 %	25.16 %	12.73 %
Standard Nearly Met: Level 2 ⓘ	22.58 %	21.77 %	14.55 %
Standard Not Met: Level 1 ⓘ	27.54 %	33.56 %	61.82 %

MATHEMATICS – 2018 CAASPP SCORES

Achievement Level	State of California	Pasadena Unified	Cis Academy
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	18.64 %	16.17 %	1.75 %
Standard Met: Level 3 ⓘ	20.01 %	18.76 %	5.26 %
Standard Nearly Met: Level 2 ⓘ	25.90 %	24.08 %	15.79 %
Standard Not Met: Level 1 ⓘ	35.45 %	40.99 %	77.19 %

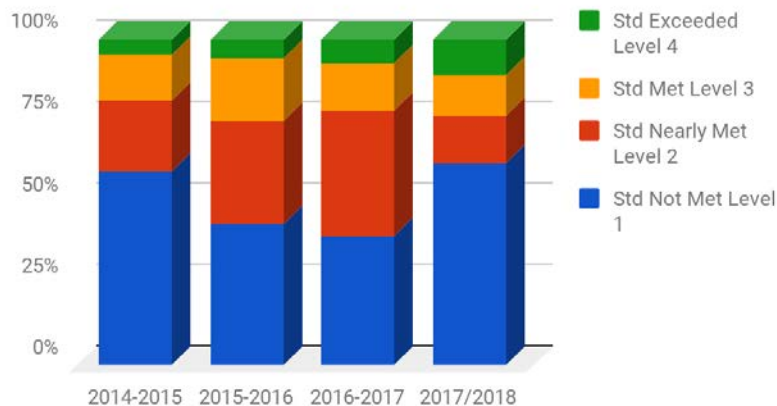
At CIS Academy, students in grades 6 through 8 and 11 have participated in the 2018 Smarter Balanced tests, which include both ELA and mathematics content areas. These tests were administered online.

CAASPP Score Trends

English Language/ Literacy

	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
2014-2015	59	22	14	5
2015-2016	43	32	19	6
2016-2017	39.7	38.2	14.7	7.4
2017/2018	61.82	14.55	12.73	10.91

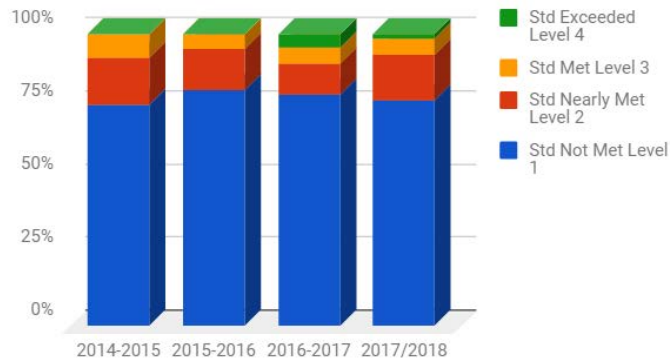
CAASPP English Language Arts/Literacy



Mathematics

	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4
2014-2015	75	16	8	0
2015-2016	81	14	5	0
2016-2017	79.41	10.29	5.88	4.41
2017/2018	77.19	15.79	5.26	1.75

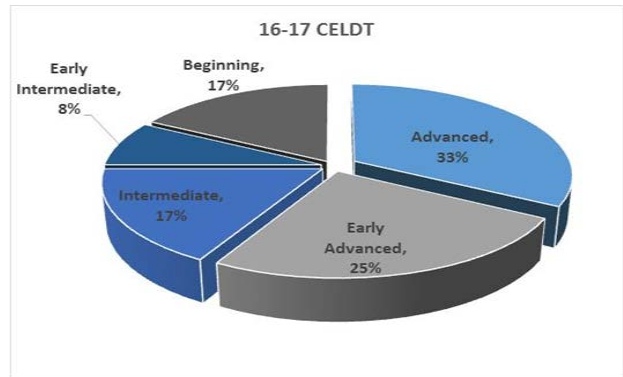
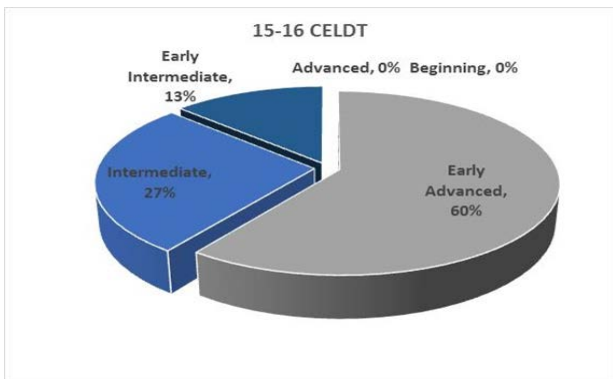
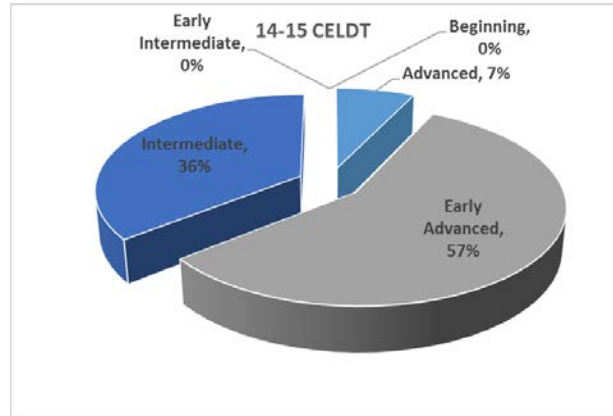
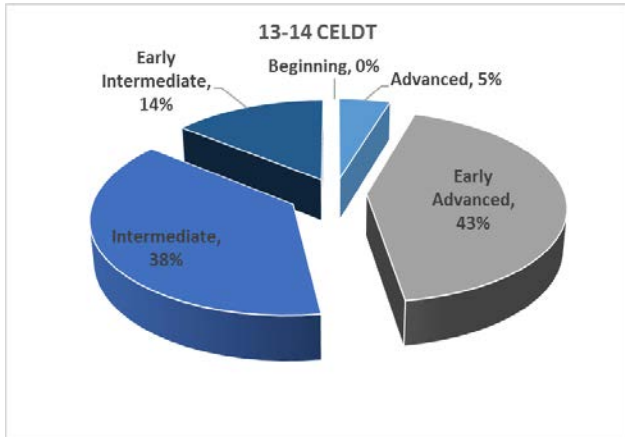
CAASP Scores 2015-2018 Mathematics



California English Language Development Test

The CIS Academy is experiencing a growth in the number and levels of English Language Learners. English Language Learners are given specific ELL materials and coursework to improve their English proficiency.

CELDT Levels by Grade, 2016-2017				
Grades	10	11	12	Total
LV-5 Advanced		3	1	4
LV-4 Early Advanced	-	-	3	3
LV-3 Intermediate	-	1	1	2
LV-2 Early Intermediate	1	-	-	1
LV-1 Beginning	-	-	2	2
Grand Total	1	4	7	12



Local Assessments – Benchmark Assessments

Benchmark assessments are built into the unit and final exams by course, initial placement tests are used to place students in academic classes and the results are used to determine individual student needs and to form seminar instructional strategies to increase overall student performance. Up until the 2014-15 school year, Data Director was also used in conjunction with other data to adjust methodology to individual student educational needs.

Performance tasks are being created by the district with the input of teachers in each subject matter area. Implementation has not yet begun in most areas with the exception of science. CIS has worked with the district to create many inquiry-based assessments and have incorporated the majority of the district benchmark assessments into the curriculum.

We are currently in the process of adopting project -based curriculum to assist students in meeting core standards.

College SAT and or ACT Results

The number of students who take the exam each year usually number less than five. The state does not provide data for any grouping of students less than eleven, and thus there is not data on student performance on the SAT available for analysis.

Advanced Placement Test Results

Since CIS Academy offers only a few AP classes, students are encouraged to take classes at Pasadena City College for enrichment and acceleration for college and high school credits. The number of students who have taken the exam each year is also less than five per year, and thus no state data is available for analysis.

National Collegiate Athletic Association (NCAA)

CIS Academy meets the NCAA requirements as a school and the courses offered have been accepted by the NCAA.

California High School Exit Exam

The CAHSEE exam has been discontinued and thus no results are provided.

Work Based Learning Participation

	CIS 2017- 2018	CIS 2016- 2017	CIS 2015- 2016
	CEO	CEO	CEO
	# of occurrences	# of occurrences	# of occurrences
Guest Speakers	25	18	9
Tours/Field Experiences	14	15	11
Technical Guidance/ Interviews	19	20	4
Job Shadowing	0	2	3
Internships (# of students)	47	61	25
Employment	21	0	0
Certified Students	22	34	3

The work based learning program at CIS offers students the opportunity to participate in real world learning and connect with the community. This is accomplished by participation in field experiences, guest speakers, community service and paid and unpaid internships. The number of most events has increased over the last six years though we only recently began tracking the data through the district. Our pre-apprenticeship funding ended in 2017- 2018, which paid for some of our apprenticeships at Kaiser and Huntington Hospital.

This year there is a drop in internship participation as Huntington Hospital has suspended internships due to reconfiguration of the departments and remodeling. We are exploring other apprenticeship grant options for paid internships.

Graduation and Dropout Rates

Data for the 2016-2017 and 2017-2018 school years is taken from the California Department of Education Four-Year Adjusted Cohort Graduation Rate/ Outcome Report. Data from 2013-2016 is from the Cohort Multi-year summary data.

School Totals	CIS Academy	District Total	County Total	State Total
(2017-2018) Graduation Rate	42.1 %	80.3 %	81.6 %	83.0 %
Still enrolled	50.5 %	10.8 %	6.2 %	5.0 %

Dropouts	3.2 %	7.9 %	9.8 %	9.6 %
Graduates meeting UC Requirements	5.0 %	49.6 %	56.2 %	49.9 %
(2016-2017) Graduation Rate	50.6 %	79.8 %	80.8 %	82.7 %
Still Enrolled	33.8 %	9.2 %	6.6 %	5.5 %
Dropouts	14.3 %	9.7 % %	9.6 %	9.1 %
Graduates meeting UC Requirements	0.0 %	43.7 %	56.0 %	49.9 %
(2015-2016) Graduation Rate	55.2 %	82.2 %	81.6 %	83.8 %
Still Enrolled	25.0 %	6.6 %	7.2 %	5.7 %
Dropouts	19.8 %	10 %	10.5 %	9.7%
Graduates meeting UC Requirements	2.2 %	38.8 %	49.6%	45.4 %
(2014-2015) Graduation Rate	55.5 %	81.5 %	78.7 %	82.3 %
Still Enrolled	31.8 %	9.1 %	8.1 %	10.7 %
Dropouts	12.0 %	8.6 %	12.5 %	6.3 %
Graduates meeting UC Requirements	1.3 %	40.9 %	46.6 %	43.4%
(2013-2014) Graduation Rate	59.3 %	81.4 %	77.9 %	81 %
Still Enrolled	21.0 %	6.5 %	8.9 %	6.8 %
Dropouts	19.8 %	11.1 %	12.6 %	11.5 %
Graduates meeting UC Requirements	10.0 %	43.5 %	42.4 %	41.9 %

Students are continuously transitioning in and out of the school throughout the year. The school absorbs district seniors who are behind significantly in credits throughout the school year, as well as non- grads from the previous year, accounting for both the low number of students who met A -G requirements and the low graduation rate. Ninety percent of the students who are still enrolled at the end of the year either graduate during the following year or transition to the Community Education Center at Pasadena City College or Twilight Adult School (PUSD). It should be noted that in the CIS graduation rate, fifth year seniors who graduate are not accounted.

1 English Learners	2 Foster Youth	3 Homeless	4 Socioeconomically Disadvantaged	5 Students with Disabilities	6 African American
7 Asian	8 Filipino	9 Hispanic	10 Native Hawaiian Or Pacific Islander	11 White	12 Two or More Races

Student Group	All Students	1	2	3	4	5	6	7	8	9	10	11	12
2017-18 CIS Graduation Rate	42.1%	26.3%*	*	*	38.3%*	*	50.0%*	*	*	41.0%*	*	66.70%*	*
District	80.3%	52.9%9	53.7%	84.1%	82.1%	73.3%	87.8%	81.0%	90.6%	80.2%	*	89.7%	91.2%
State	83.0%	70.9%	59%	76%	80.8%	71.4%	72.1%	93.4%	92.7%	81.2%	81%	87.7%	84.7%
2016-17 CIS Graduation Rate	50.6%	0.0%*	*	*	50.00%*	*	*	*	*	49.2%*	*	*	*
District	79.8%	54.7%	43.2%	83.6%	83.0%	66.9%	80.9%	86.7%	93.3%	82.3%	*	91.1%	94.6%
State	82.7%	67.1%	50.8%	69.9%	78.8%	65%	73.1%	93.1%	93.0%	80.3%	81.8%	87.3%	83.8%
2015-16 CIS Graduation Rate	55.20%	40.70%*	*	*	53.00%*	*	*	*	*	56.30%*	*	66.70%*	*
District	86.8	74.5%	41.7%	78.7%	85.6%	67.7%	85.8%	81.4%	96.8%	86.1%	*	88.7%	91.3%
2014-15 CIS Graduation Rate	55.50%	40.00%*	*	30.80%	54.90%*	*	88.20%*	*	*	51.90%*	*	25.00%*	*
District	86.0	68.0%	41.7%	74.0%	85.3%	63.4%	88.4%	83.8%	92.3%	84.8%	*	87.4%	85.3%
2013-14 CIS Graduation Rate	59.30%	52.40%*	*	*	58.20%*	*	64.70%*	*	*	57.40%*	*	*	*
District	86.0	67.4 %*	*	*	86.0%	55.1%	85.4%	82.8%	96.7%	85.7%	*	86%	95.7%

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting.

An analysis of the graduation data by subgroups did not yield significant differences for our data from the state and district data for most subgroups. Our overall graduation rates are lower, but this has been addressed previously. Much of the data was not subject to analysis due to small sample size and vastly different enrollment numbers in each year. However, we did consistently have a higher graduation rate than our average for our African American population suggesting that we have had some success in closing the achievement gap for these students. This year, we have five EL students who transitioned from Blair’s International Academy all on target to graduate.

Process and Perception Data

Over the last two years, students and parents have participated in a formal and confidential survey. The survey focused on three general areas:

- Individual school wide survey
- Student satisfaction regarding their educational experience
- Parent satisfaction regarding their overall satisfaction of the school

Questions revolved around:

- | | |
|-----------------------------------|--------------------------|
| • Quality of teachers/Instruction | • Safety |
| • Expectations | • Activities |
| • Discipline | • Resources |
| • Curriculum | • How school can improve |
| • School Culture | • Facility and operation |

Parent Survey Results:

- The teachers and staff help my student to feel valued.
 - 91% approval (9% dissenting)
- CIS teachers regularly communicate with parents.
 - 78% approval (22% dissenting)
- Teachers are readily available to discuss student's progress.
 - 88% approval (12% dissenting)
- [Parent] I am satisfied with my student's progress at CIS.
 - 100% approval
- [Parent] I have seen improvement with my student's academic achievement since transferring.
 - 100% approval
- [Parent] My student has become more responsible for his/her own actions.
 - 97% (3% dissenting)
- I am satisfied with the support and guidance from my student's teacher.
 - 94% (6% dissenting)
- My student's academic counselor keeps me aware of my students performance
 - 91% approval (9% dissenting)
- I feel that this is a safe emotional environment for my child
 - 100% approval
- I feel that this is a safe physical environment for my child
 - 97% (3% dissenting)

Student Survey Results:

- I have a clear understanding of the graduation requirements at CIS Academy.
 - 91% Agree, 9% Disagree
- I believe my teacher wants me to be successful.
 - 93% Agree, 7% Disagree
- I am kept well aware of my progress in all subject areas.
 - 80% Agree, 20% Disagree (1% differed)

- My classes are relevant and prepare me for my future success.
 - 82% Agree or Strongly Agree, 16% Disagree, (2% No Answer)
- I have learned research and writing skills.
 - 82% Agree, 17% Disagree (1% No Answer)
- CIS Academy has helped me to achieve my goals.
 - 82% Agree, 14% Disagree, (4% No Answer)
- CIS Academy has helped me become more responsible and mature.
 - 82% Agree, 17% Disagree (1% No Answer)
- I am well aware of the options available to me after high school.
 - 82% Agree, 17% Disagree (1% No Answer)
- I am comfortable with the use of technology (chromebooks, Powerschool, Acellus) at my school
 - 96% Agree, 4% Disagree
- I feel safe in my school and in my classes
 - 89% Agree, 7% Disagree (4% No Answer)
- I miss the daily social interaction with my peers at the traditional high school.
 - 58% Agree, 41% Disagree (1% No Answer)
- I would attend school activities if available (ex. dance, picnic, movie night).
 - 68% Agree, 32% Disagree

Overall, parent and student satisfaction is evident in all surveys offered. CIS Academy has a focus on academic success, but we are aware, as the last two bullets in the student survey indicate that we need to make more of an effort to bring in more traditional social school activities. It is a challenge, but a priority to strike a balance between maintaining academic standards and participatory activities, given our transient population. Additionally, communication procedures with parents should be analyzed to determine what improvements can be made.

Summary:

Implications of the data

As 39% of our population consists of ELL redesignated students, continued support for ELL programs must be a priority for our school to continue seeing gains. Our ability to move students toward reclassification is a priority. Our ELA scores are below the district levels, but at levels that are consistent with our performance in the previous six years. This can largely be attributed to the fact that many of our students have credit and skill deficiencies. We are seeing movement both up and down from our mid-range ELA students, which implies a need to implement further scaffolding and intervention for lower performing students. Our math scores are far below both district and state levels, as well as our scores from the previous six years, consistently showing that over 90% of students do not meet the standards. This implies a great need for more resources and program development in our math department. There is a lack of data for the sciences or social sciences, which will be addressed through use of the EADMS testing program and as the CAASPP becomes fully implemented.

With the emphasis on college/career readiness, more CIS students need to participate in taking the SAT/ACT exams. CIS needs to work towards supplementing curriculum and teaching

strategies to support the students,

Though our on-time graduation rates are low, this is explained by the credit and skill deficiencies that students have upon entering and with re-enrollment the following year. Another factor is the late transfers of senior non-graduates from the other district schools. However, the low dropout rate is a testament to the effectiveness of our school in providing an alternative means to keep students in school and graduate. It would be prudent in the future to analyze the pass rates of seminars vs. independent study classes to see where students are failing to make up their credits in order to increase our on-time graduation rate.

Critical Student Learning Needs

- There is a need for improvement in analysis of data for improvement in the math department and to determine strengths and weaknesses of our other programs.
- There is a need for analysis of seminar class completion rates to address re-enrollment statistics
- There is a need to address the low rate of students who are A-G qualified and take college admission exams.
- There is a need for a staff survey



Chapter 3



Self-Study Findings

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

A1. Vision and Purpose Criterion

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

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
<p>The school's vision and mission statement have been developed through an extensive process consisting of multiple meetings with all stakeholders during the 2014-2015 school year. The vision and mission statements have remained unchanged, however, the Student Learner Outcomes (SLOs) have changed to align with the new District-adopted graduate profile and LCAP goals. The vision and mission statements, as well as SLOs continue to drive the direction</p>	<ul style="list-style-type: none"> • Vision Statement • Mission Statement • SLOs • LCAP Goals



of CIS Academy, and are aligned with the LCAP goals and address the Common Core Standards.

Through the continued focus on professional development and collaboration among faculty, the staff has designed instruction to emphasize student engagement through the use of critical thinking, inquiry, project-based learning, and reflection. Instruction is often centered around an Essential Question that drives the focus on student learning and ownership of their education.

The SLOs, mission and vision statements, and principal's message, share a clear connection to the core belief that all students at CIS Academy are able to succeed above expectations and accomplish their goals when provided the proper social-emotional support and learning environment. With a focus on academics, college and career guidance, decision-making skills, life skills, communication skills, emotional support/counseling, it is clear that when providing students the proper environment with research-based strategies, students will succeed.

All school stakeholders created and continue to reevaluate and update the mission and vision statements.

- Essential Questions

Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>With the support of the governing board and central administration, the Student Learner Outcomes (SLOs) are driven and refined by formal and informal student assessment data. The PUSD Board of Education and central office administrators monitor the CIS Academy through the SPSA as it relates to the LCAP goals, and maintain effective and excellent communication with site administrators and the leadership team. In addition, the goals of the graduate profile for Pasadena Unified are grafted into the formation of the SLOs.</p> <p>The input from all school personnel is vital to the consistent revision and reevaluation of CIS goals each year. The CIS vision, mission, and Student Learner Outcomes are reviewed by staff each school year and refined as needed. All stakeholders within the school (classified, certificated, parents and students) are given the opportunity to provide input as to what the goals should be for the upcoming year. The drafts are shared with the district leadership and the School Site Council. The vision and mission statements and SLOs are posted in classrooms and on the CIS Academy website.</p> <p>The mission, vision, and Student Learner Outcomes are also reinforced to staff informally through the evaluation process. During the evaluation process for certificated staff, goals are discussed that not only impact professional goals of the teacher, but also align with the goals of the school. It is through this process that consistent improvement has occurred in the overall engagement and critical thinking of students.</p> <p>The process is effective because it is ongoing and inclusive. There are many opportunities to address each group of stakeholders and then CIS can use input to refine. An example of this is when parents and students express confusion over the development and implementation of SLOs and the new PUSD graduation requirements. This feedback was given during a focus group which resulted in feedback that is currently being discussed at staff meetings.</p>	<ul style="list-style-type: none"> ● Refined SLOs (2018) ● School Site Council Notes ● SLO Posters ● Website

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

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

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

Findings	Supporting Evidence
<p>The process to ensure that representatives from the school community understand development and refinement of the mission, vision, and student outcomes is effective, but could be more effective with additional parent involvement.</p> <p>The students, parents, teachers, support staff, and administrators are aware of the Student Learner Outcomes and the purpose of the CIS Academy. Parents are informed in detail through the Parent/Student Handbook and in the registration meetings with the counselor and master teachers. By signing acknowledgements and the master contract at the beginning of the academic period, parents are demonstrating their commitment to supporting their students while at CIS.</p> <p>The vision statement and Schoolwide Learning Outcomes are included in each year's updated Single Plan for Student Achievement and the Student/Parent Handbook. The CIS Academy vision statement and schoolwide learning outcomes ensure that students will possess the necessary academic and personal standards to be contributing and fulfilled members of society.</p> <p>The vision statement and Schoolwide Learning Outcomes are student-centered and consistent with the following: Common Core State Standards; Common Core curriculum frameworks; college and career readiness standards, current educational practices, and current educational research.</p> <p>CIS could ensure better understanding making sure that parents view the vision and outcomes more often, for example, by including them in the Work Assignment Record which is the CIS progress report seen and signed by parents every 15 days or sooner. Additionally, students can do a self-evaluation about their progress with the SLOs.</p>	<ul style="list-style-type: none"> ● Parent/ Student Handbook ● Single Plan for Student Achievement

A2. Governance Criterion

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

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

Indicators with Prompts

Governing Board and District Administration

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

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

Findings	Supporting Evidence
<p>The Pasadena Unified School District Board of Education consists of seven members elected at-large to four-year terms on a staggered basis every April of odd-numbered years. School board candidates must be registered voters and must reside within the school district. The school district's Board of Education policies and procedures are a matter of public record and are published online.</p> <p>Members of School's district leadership team have specific roles to perform in accordance with the school district's policies and procedures. Parents, students, teachers, and classified staff are aware of the school district's board of education policies and procedures, and the existence of the school district administration. However, the clarity and effectiveness of these policies and procedures, and the roles of the school district's leadership team have at times seemed unclear from the school's perspective.</p> <p>PUSD has created Board Policies and Administrative Regulations that have been given to each employee in handbook form. Board Policies, including the Uniform Complaint Procedures, are posted at the school sites. The Board makes their agendas and meeting dates available to the public on the District website. The website is a user-friendly site that provides access to parents, students, staff and the community.</p> <p>The Board of Education meets twice a month on the first and third Thursdays of the month. Board Reports are located in the Superintendent's Office for public viewing and are emailed to each site principal for review.</p> <p>The site's mission, vision, and SLOs are aligned with the district's strategic plan, LCAP goals, and graduate profile. As the documents are revised, they are discussed in Principal's meetings as a district. The District monitors and supports the school's values by monitoring student achievement data, and aligning curriculum through a district textbook adoption committee.</p> <p>The district has clear policies governing alternative education, including policies that grant authority to the school's Placement Committee to screen students referred to the CIS Academy to ensure appropriate placement of students transferring from the traditional high schools.</p>	<ul style="list-style-type: none"> • Uniform Complaint Procedure • Williams Complaint Forms • PUSD Organizational Chart • PUSD Board Meeting Agendas

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

<p>For the previous four school years, CIS has been a one to one Chromebook environment. The school started out initially as a BYOD (Bring your own</p>	<ul style="list-style-type: none"> • Acceptable Use Policy

device) modeled after the Riverside USD model. However, PUSD decided to allow CIS Academy to be the first digital school in the district.

Since PUSD has provided the electronic devices for students and allows the school site to determine which learning platform to facilitate content, CIS has flexibility in determining the best types of online curriculum and methodologies for our learners. The district is concerned and active in promoting online safety for students and in protecting the equipment and ensuring all students have access to electronic devices and service. The district has an Acceptable Use Policy that covers appropriate behavior online, that outlines device maintenance and upkeep and that allows the devices to be monitored to limit access to inappropriate content. The policies are clear and support the school's vision because students have access to quality devices that source appropriate and relevant content.

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. 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
<p>The school encourages parents to participate and engage in the school's governance through such bodies as the School Site Council (SSC) and the English Learners Advisory Council (ELAC). Phone blasts, personal phone calls, school email, school website, handbook, newsletter and brochures are all used for communication about these opportunities for participation at CIS.. Although CIS Academy has employed various methods to encourage more parent engagement, there are fewer parent volunteers than desired. Parents are informed of and invited to participate in school governance. Different councils and committees meet at varied times so that parents who have work and family commitments may have some time to participate. Recognizing the difficulties for busy parents, during WASC, CIS had online and take-home surveys as well as, informal and guided conversations with parents. We were able to talk to many parents and learned that parents appreciated the outreach efforts. We will continue to look for more ways to engage parents who do not have time to commit but still wish to contribute their voice.</p> <p>The SSC, consisting of parents, faculty, staff, and students, meet to review and revise the school plan, and to adopt and approve a budget that is aligned to the school plan. Student orientations and principal forums also provide opportunities for parents to participate in school governance. The district and the Board of Education implemented a district-wide LCAP committee comprised of parent, staff, and community, called the Parent Advisory Committee (PAC). The committee met on a regular basis to develop LCAP priorities. All sites met with stakeholders to review LCAP goals, metrics, and current status as to the District's LCAP goals. To gather feedback data, the district and the Board of Education use annual surveys to gather data from all stakeholders. PUSD also maintains a website to encourage stakeholder participation and inform the community of school issues and events.</p>	<ul style="list-style-type: none"> ● School Site Council Agendas/ Notes ● ELAC Meeting Agendas/ Notes

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>The school administration has an open door policy and readily meets with parents, students, and faculty to address concerns as they arise. The Pasadena Board of Education has clearly established a district-wide school complaint and conflict resolution procedure to address concerns. The Uniform Complaint Procedure provides safeguards for all stakeholders in terms of Categorical Programs, Career Technical Education, Special Education, Nutrition and Child Care and Development Programs. The Williams Uniform Complaint Procedure focuses on secondary sites and guarantees highly qualified teachers, textbooks, and resources for students, interventions, and a safe and secure learning environment. A stakeholder may file a complaint with a site principal to be investigated and resolved. A stakeholder can petition further to the District if the site principal cannot resolve the issue. Complaint procedures are posted in the main office and in classrooms. The documents are also on the PUSD website and posted throughout the district offices.</p> <p>There is a clearly defined certificated and classified grievance procedure in each respective Collective Bargaining Agreement (CBA). However, the principal meets with classified and certificated union representatives to address and resolve the problem before escalation to the district office.</p>	<ul style="list-style-type: none"> • Uniform Complaint Procedure • Williams Uniform Complaint Procedure

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

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

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

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

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

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

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
<p>Student achievement and progress data are discussed at A meetings and Pathway meetings. These discussions guide the decisions made by leadership and staff in creating new strategies to meet individual student needs. The new strategies include differentiation and incorporation of technology. However, the implementation of multiple LMS programs has required additional teacher training of said programs, thus impacting the time available for student achievement and progress data discussions.</p> <p>The administration at CIS Academy uses a collaborative approach to decision making, within budgetary constraints. This process has been useful in adapting to the numerous changes that have occurred since our last WASC visit.</p> <p>Such items that have gone through this process are:</p> <ul style="list-style-type: none"> ● Transition from a strictly Independent Study Program to one offering seminars for support of students ● Implementation of daily tutoring ● Senior Portfolio and Defense Requirements ● Paid internship requirements ● Issuance of partial credits for all students 	<ul style="list-style-type: none"> ● Pathway Meeting agendas/notes ● School Site Council agendas/notes ● "A" Meeting agendas/notes ● Schoolwide events ● Student Leadership Advisory Meeting Agendas/Notes

<ul style="list-style-type: none"> • Transition to a blended learning mode of instruction <p>CIS Academy also relies on student involvement in the planning process. Student leaders volunteer each year to represent the school in site council meetings and district board meetings. Students will work closely with advisors and administration as they plan activities throughout the year and provide input in the planning process.</p> <p>Students are also heavily encouraged to participate as a member of School Site Council in which they not only attend but play an active role. Students are consistently asked by the principal in meetings for input/feedback on current programs that are currently being reviewed and revamped by the staff (and updated in School Site Council meetings). Students each year have taken this initiative to share their thoughts on a variety of subjects and in turn have given the students a voice in the decision making process.</p> <p>The school communicates with parents via Blackboard Connect, Back to School Night, Open Door Policy with Administration, Intake Meeting Requirements, Emails/Phone calls, etc...). In all cases, parent concerns and voices are heard. Parents are welcome to meet with the administrator to voice their concerns and resolve any procedural questions.</p>	
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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 and aligned with district LCAP.

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

Findings	Supporting Evidence
<p>Student performance data and the school's SPSA are reviewed by the staff each year in order to project what the school's course of action will be for the upcoming school year. As such, there is a definitive and specific correlation between student learning and the school's SPSA. The SPSA outlines the district's four LCAP goals and four site-specific goals. The goals identify growth areas for reading, math, science, college-career readiness, increasing graduation rates for foster youth, and parent and community involvement. The staff analyzes school data and aligns the SPSA goals with the master schedule. Input from individual teachers is incorporated into the plan. The school's master schedule is designed to meet the academic needs of the students and is modified when necessary. Specifically, the goals of the SPSA are aligned to several school programs/strategies.</p>	<ul style="list-style-type: none"> • Single Plan for Student Achievement • District LCAP • "A" Meeting Agendas

<p>Although these are the current procedures in place, changes at the state and district level have altered some of our plans over the last few years, making parts of the data system unavailable or insignificant for analysis.</p>	
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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, programs, actions, and services 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.*

<p>The staff meets each year before the year begins to create an Essential Question and theme to direct overall lesson planning. The principal has an open-door policy for discussing any and all concerns the staff has regarding programs, actions and services that support student learning. Staff members regularly have formal and informal meetings with the principal and academic counselor. Additionally staff members routinely communicate with each other to discuss student progress and reflect on best practices with regards to individual students. Teachers and staff are encouraged to attend professional development opportunities to gain new skills and stay abreast of current research and share with colleagues at CIS.</p> <p>The staff recently chose to transition students from one online program to another after discussing the relative merits of each program.</p> <p>CIS has always had an accountability program in place for students who are not in compliance with their ILP. This process includes phone-calls home, registered noncompliance letters sent home and a meeting with the student, parent/guardian, master teacher and academic counselor.</p> <p>The procedures for ensuring staff involvement in decision making and learner outcomes are accessible and greatly impact the school culture. Because CIS is such a small learning community, each staff member has a measurable impact on day-to-day operations and overall student achievement. Staff is held accountable by their high expectations of themselves, each other and our students. Even though there are constant changes in staffing, student population and content delivery methods, the process for involving teachers empowers the teachers with the capacity to keep CIS adaptive. At a school where every student really is an individual learner, this flexibility is key.</p>	<ul style="list-style-type: none"> ● Pathway minutes ● A-meeting agenda ● Communication logs ● Registered letter ● Student files ● SST documentation
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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
<p>Communication channels such as face-to-face meetings, paper memos, online communication, weekly staff meetings, and collaboration periods ensure site policies and procedures are understood, revisited, and discussed. The principal has an open-door policy for discussing any and all concerns the staff has regarding programs, actions and services that support student learning. Staff members regularly have formal and informal meetings with the principal and academic counselor.</p> <p>Union guidelines dictate proper protocols for resolving differences. PUSD also has protocols in place with the HR department for this purpose.</p>	<ul style="list-style-type: none"> • Academy meeting agendas • “A” meeting agendas • Faculty handbook and posted PUSD Policy Guidelines

A4. Staff: Qualified and Professional Development Criterion

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

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

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
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<p>All CIS Academy teachers are hired through the district Human Resources Department (HR), which is a highly structured process. This structure ensures that only those that meet the qualifications set forth by the state and federal guidelines, but also meeting the job descriptions adopted by the Pasadena Unified School District.</p> <p>Annually, HR ensures that all teachers are fully credentialed and NCLB compliant. HR also, before it has an employee sign a contract with the district, makes sure the candidate is fully credentialed in the subject taught. Newly hired teachers and credentialed teachers go through the district BTSA Induction program.</p> <p>Faculty and staff at CIS Academy have been hired either through an interview panel or the district transfer process. Interview panels typically consists of certificated and classified staff members. This process allows for staff consensus and dialogue regarding who would be the best fit not only for our student population but also as a contributing member to an already cohesive staff. Following the selection by the panel, a minimum of two reference checks are made by the principal to previous employers. This process is used for both Classified and Certificated staff which has been very successful in hiring extremely qualified and contributing members to the CIS Academy faculty and staff over the past five years.</p> <p>The teaching staff has been trained in the use of the PowerSchool LMS for delivering online content in the blended learning classes at CIS Academy. In addition, teachers have been offered training in the use of the self-paced, online learning platform Acellus. Specific training for creating an online community and best teaching practices for an online learning environment that would apply to educating our independent study-only students needs to be developed.</p> <p>Additional training has also been affected by the implementation of multiple programs within very few years. CIS staff prides itself on its ability to adapt quickly to changing student learning needs but the constant adaptation to new programs, standards, and curriculum has affected the time staff has available to dedicate to improving the learning process.</p>	<ul style="list-style-type: none"> ● District Candidate Recommendation Form ● Job Descriptions posted on Human Resources Website ● Ed-Join Job Posting Request Form ● PUSD Job Descriptions
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Defining and Understanding Practices/Relationships

A4.2. 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.

A4.2. 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
<p>CIS has an effective system for communicating administrator and faculty written policies, but there is room for improvement. Policies and procedures are reviewed at the beginning of each school year and discussed on an as needed basis, where administration and staff review district and school norms, policies, and procedures. In addition, each teacher utilizes a prep time to develop syllabi and pacing guides, discuss district rubrics and display them on the PowerSchool website. Teacher resources are shared on the CEO shared Team Google drive and on the PUSD curriculum website. The vision statement and Schoolwide Learner Outcomes are posted in each room, the main office, and are reviewed by all stakeholders.</p> <p>Administration works diligently to resolve concerns and clarify conflicts in a timely manner and maintains an open line of communication to faculty and staff. All ideas are considered and discussed in collaboration meetings.</p> <p>Moving forward, we are focusing on developing an updated teacher handbook with the specific requirements for orientation, administering partial credits, common grading and attendance policies, and earning credits for extra-curricular activities. It would also be helpful to ensure that new-hires attend the CCIS training for job-specific training.</p>	<ul style="list-style-type: none"> ● Staff Meeting Agendas ● PowerSchool Websites ● Student Learner Outcomes ● Distribution of policies and procedures at the beginning of each year. ● District Rubrics ● Posted Vision statements and SLOs

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

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. 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
<p>Professional development at CIS Academy assists teachers to be more effective in their student instruction.. Professional development is tied to the PUSD LCAP goals, school goals, and the SPSA. It supports the CIS vision, mission, and SLOs. At CIS, teachers are aware of the unique balance between professional responsibilities and the highly individualized learning plans of each student. Time on-site is impacted by varying student schedules and the nature of independent study so, teachers must use their professional development staff meetings and planning time to focus on specific goals that impact student achievement.</p> <p>As the district transitioned to the implementation of the Common Core Standards, there has been a tremendous push for professional</p>	<ul style="list-style-type: none"> ● A Monday Agendas ● District PD Agendas ● District PD Presentations ● Instructional Rounds Agendas ● Professional Development

<p>development for all teachers. Teachers are highly encouraged to participate in any professional development opportunity during district-wide professional development days as well as various professional development opportunities held throughout the year, including summer and weekends.</p> <p>CIS Academy utilizes faculty meeting time (alternating Mondays), as well as pathway meetings to provide staff development. For the previous four years, CIS Academy has implemented a school-wide blended mode of instruction in all classrooms. Training in the use of technology in instruction has been made available. This has included training in the use of PowerSchool, Google Apps, Hapara, and other various other resources. Teachers collaborate with each other on sharing ideas, integrating lessons and collaborating on projects that involve the use of technology.</p> <p>Over the course of the last five years, annual conferences attended by staff include CCIS (California Consortium Independent Study), Linked Learning, NAF, HOSA, Pre-Apprentice, and Apprenticeship and CTE. Upon returning from any Professional Development opportunity (local, statewide, at other schools, etc.), staff share their knowledge and lessons with the rest of the staff. Administration highly encourages staff to seek out opportunities and willingly pays for release time for this to occur.</p> <p>Funds have been set aside each year (approved through School Site Council) to ensure that all staff are given every opportunity possible to successfully attend professional development. As part of Pasadena Unified, CIS Academy has been included in all district led and sponsored professional development opportunities. With emphasizing the Trainer of Trainer Model within PUSD, teachers at all secondary sites are given opportunities to train other teachers on their areas of expertise. Staff Development Days are held at least three times a year where teachers are able to sign up for mini lessons from other teachers on technology driven and/or Common Core instructional strategies.</p>	<p>plans</p> <ul style="list-style-type: none"> • Student work assignment records
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A4.3. 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
<p>Training for online curriculum is provided by the vendor of the programs being used, which are currently Acellus and PowerSchool Learning. In addition, teachers at CIS Academy regularly and effectively collaborate in sharing best practices and teaching each other how to utilize online platforms and resources.</p>	<ul style="list-style-type: none"> • Acellus training • PowerSchool Learning training

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>CIS Academy follows the board adopted evaluation protocols for supervision and evaluation, which is specifically outlined and clearly communicated in the employee contracts. Depending on how long teachers have been teaching, they are evaluated every year (probationary teachers), or every other year, (permanent teachers).</p> <p>At the beginning of each school year, all teachers meet with the principal to determine three goals for the year. These goals specifically adhere to the California Standards for the Teaching Profession and revolve around instruction, data analysis, and professional growth.</p> <p>During an evaluation year, teachers are formally observed one to three times (depending on their status) and informally observed. Each formal observation is then followed by a post-observation conference. At the end of the year, the goals are included in the summative evaluation and a summative evaluation conference is held.</p> <p>In addition to formal evaluations, administration uses walkthroughs to gauge the degree to which strategies or methods provided in professional development are being implemented.</p> <p>The school's supervision and evaluation procedures are effective because they promote accountability, allow the teachers to self-reflect and receive feedback and they provide multiple opportunities for evaluation, growth and meaningful mentorship.</p>	<ul style="list-style-type: none"> ● UTP Contract ● Summative Evaluation Template ● PUSD Plans for Professional Growth Template

A4.4. 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
<p>Currently, all faculty members implement the online program Acellus. Teachers are supervised and evaluated by site administration. Fuel Education along with Elloquence was used to instructor ELL students. However, the use of Elloquence requires a certain level of computer literacy that many of the students do not have. Additionally, those courses were not suitable for a blended learning school program where students are both online and in seminars. Students are currently on a trial adaptive reading program, Achieve3000, that customizes lessons to meet students at their lexile level to meet their individual needs. The ELL teacher continues to provide direct and explicit instruction to the English learners.</p> <p>During supervision and evaluation procedures, the principal and teachers specifically address online-only students looking at how to evaluate and improve their achievement. The supervision and evaluation of online instructional staff duties is effective because it is done in a way that</p>	<ul style="list-style-type: none"> ● Acellus Training Agenda ● Achieve 3000 progress reports

<p>recognizes that online learning is different from blended learning and the criteria and goals discussed and evaluated are appropriate for these differences.</p>	
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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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

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

Indicators with Prompts

Allocation Decisions and Their Impact

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

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning 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
<p>All resources at CIS Academy are aligned with the district LCAP goals and the school's goals, which are outlined in the Single Plan for Student Achievement. Goals are based on the school's vision, mission, instructional focus, identified critical learner needs, and SLOs. The site budget has been allocated to support high academic standards and prepare students to be college and career ready. The School Site Council and the administrative team are responsible for site resource allocation decisions.</p> <p>Allocation of resources has been targeted to support high-quality teaching, interventions, and college and career readiness. For example, PUSD is a linked learning district and over the past three years, the district has supported a college and career readiness program. The CEO Academy was developed to provide students with exposure to a variety of careers and work experience opportunities, including paid and unpaid internships. Grant funding has paid for most of the pathway related opportunities and due to the grants expiring, reductions to our college and career readiness program have been drastic. Currently, the number</p>	<ul style="list-style-type: none"> ● SPSA ● SPSA Budget ● PUSD LCAP plan ● Parent/Student Chromebook Package ● College Access Plan Contract ● Student and Parent Surveys

<p>of CTE teachers at CIS Academy has dropped from two full time employees to two half time employees which has made it difficult to maintain an effective pathway program for students. CTE teachers serve at multiple school sites so that all alternative education students have access to quality CTE programming.</p> <p>In order to best focus our limited human resources on current school goals, staff has proposed reviewing procedures to identify and eliminate those that are outdated or that can be streamlined.</p> <p>In addition, due to financial difficulties that PUSD has been experiencing, the site budget has been reduced by 50% over the last four years. Despite recent budgetary cuts, the district has supported student achievement in other areas, such as professional development and with the purchasing of Chromebooks for every student. For the previous four schools years, CIS Academy has been a one to one technology where each student checks out a Chromebook to take home. The district has supported this effort by installing the necessary technology to support this program, by purchasing Chromebooks and hotspots for all students, and by providing the necessary technical assistance. Additionally, the community supported local measures, such as measure TT, that allow for upgrades in student facilities that improve student physical and emotional environments.</p>	
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Practices

A5.2. Indicator: There are district processes and practices in place 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
<p>CIS Academy follows District practices and protocols for developing an annual budget. In determining the breakdown of all site budget funds for each school (including the process for CIS), the Business department will schedule meetings for both Principal and Site secretary to attend. This meeting occurs at the District Office and is very specific in regards to allocating funds into each account (including expected expenditures, etc.). It is through this process that the District and the school sites are able to confirm that money is set aside for the programs that will be used for the following year. The District will not only guide the process but will also contribute to the decisions made by the Principal to ensure funds are sufficient.</p> <p>Based on the tentative budget numbers, a preliminary budget is then developed based on the goals of the school plan for student achievement. The SPSA for the next school year, which is approved by the School Site Council and the Board of Education. The school's resources are</p>	<ul style="list-style-type: none"> ● Projected Budget Reports ● Board Meeting agendas ● Student Learner Outcomes

<p>appropriately allocated to meet the school’s vision, mission, SLOs, the critical needs, which are aligned to the district’s LCAP goals.</p> <p>The District performs an annual audit, and conducts its business and accounting practices in accordance with Los Angeles County mandates. A district check and balance system and protections against mishandling of funds are in place.</p>	
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Facilities

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

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

Findings	Supporting Evidence
<p>CIS Academy consists of 7 rooms and 6 interior classrooms. Although the classrooms may be open, the facilities at CIS Academy are more than adequately maintained to ensure a healthy learning environment for students. Over the previous three years, district and grant funds have been used to update the facilities, including the renovation of Career, Medical Arts and three classrooms. CIS used funds to restructure the rooms to meet 21st-century learning areas for staff and students. The purpose of these improvements has been to create a 21st-century learning environment for our students.</p> <p>During the summer months and vacations, CIS Academy will undergo preventative maintenance and upkeep projects such as cleaning of carpets, painting, etc. From a technology standpoint, WIFI and overhead projectors are available in most classrooms. These are maintained closely by the facilities department and Tech Services and when problems arise, staff has the immediate ability to troubleshoot using our online ticket system.</p> <p>The campus is kept clean throughout the day and students demonstrate respect for the facilities by continuing to keep the campus clean. Very little graffiti and trash are found on campus due the efforts of the students, staff and custodians to continually keep our school clean.</p> <p>A Safe Schools Policy is in place. Two doors allow access to the school site. All students must wear a lanyard as the school shares the campus with Pasadena High School. The doors are monitored by the teachers for ten minutes on the hour. The other access is monitored by the office staff. The Disaster (SEMS) Plan is updated annually and reviewed by staff. Regular safety drills are held. A shed with disaster supplies is located by the PHS handball courts.</p>	<ul style="list-style-type: none"> ● Exploring Grant 4 Year Plan ● Well-maintained site and buildings ● Safe School Plan ● Campus Map

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>Every CIS teacher is guaranteed basic instructional materials, including a computer with Internet access, an LCD projector, a printer, and a Chromebook. Every teacher has access to the adopted textbook ancillary items, such as teacher editions and other textbook aids are available electronically and digitally to check out from the district. PUSD holds weekly tech talks and instructs PUSD teachers how to use various online tools for instruction, including Google Apps, Hapara, etc. In addition, each year teachers are able to apply for grants from the Pasadena Educational Foundation for materials related to instruction.</p> <p>Teachers plan their Academic Course Syllabi utilizing District approved textbooks and post them on to their PowerSchool websites for students to have access. All teachers have been trained and supported in the use of the PowerSchool and there is a technology coach on campus to assist when issues arise.</p> <p>During the year, ongoing requests are submitted to the office Manager. The District purchases a sufficient quantity of texts, in accordance with the Williams Act. All CIS Academy students have textbooks available on their Chromebooks for home use.</p> <p>Support staff and the technology teacher distribute Chromebooks. However, students have access to books and other educational materials at the Pasadena High School library. There is currently a lag time between when a student turns in a malfunctioning Chromebook and when it is returned repaired. CIS has a store of loaner Chromebooks that can be issued to a student.</p>	<ul style="list-style-type: none"> ● PUSD LCAP Plan ● PUSD Technology Plan ● PowerSchool Website ● Parent/Student Chromebook Package ● Technology Services Website

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
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<p>CIS Academy, like all other schools in the Pasadena Unified School District, has had to limit its hiring of new faculty and staff as a result of continuous declining enrollment in the district. Since the previous WASC self study, we have been able to hire a few staff members however there has been an overall reduction in FTEs from 10 teachers and 1 instructional aide to 7 teachers, 1 CTE and no instructional aides due to budget requirements.</p> <p>The primary mechanism for supporting new teachers in the Pasadena Unified School District is BTSA. BTSA is a two year program that pairs new teachers with a mentor teacher for support and provides the training necessary to clear California preliminary credential. The District's effective hiring system and evaluation program have helped our site maintain and recruit well qualified certificated and classified staff members (see sections Professional Staff and Governance and Qualified and Professional Development Criterion).</p> <p>Professional development trainings are available for CIS staff. Teachers attend a variety of trainings every year, including literacy trainings, workshop models, integration of technology, the annual CCIS conference (California Consortium Independent Study), and Common Core trainings. The district holds three staff development days per year to provide inservices for teachers.</p>	<ul style="list-style-type: none"> ● Staff Development Day Agendas ● "A" Meeting Agendas ● BTSA Induction Syllabus ● UTP Contract ● "A" Monday Agendas
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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 schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

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

Findings	Supporting Evidence
<p>By April of each school year, each school in PUSD is required to submit a Single Plan for Student Achievement (SPSA) that is aligned to the district LCAP and enumerates the programs that require funding. The most recent 2018-19 plan integrates the District goals, professional development, trainings, resources, etc., that are aligned to the PUSD strategic plan. We review and update the school goals and SPSA each year to address current student needs and resources while still being aligned to the District's overall plan. Multiple forms of achievement data under each LCAP priority are analyzed and through SSC, school leadership team, and in staff meetings, where critical student learner needs are identified and instructional needs are defined. The District annually evaluates the LCAP goals to determine the extent to which goals have been met. Based upon the status of the goals and stakeholder input, the District meets with stakeholders to review the data.</p>	<ul style="list-style-type: none"> ● PUSD LCAP Plan ● SSC ● SPSA

<p>This process has resulted in PUSD updating graduation requirements and graduate profile. The new standards are more aligned with 21st –century learning skills and Common Core Standards. These new policies have been especially beneficial to our students in alternative education because our school site has more control over how some monies are spent and the goals allow us to shape our methodologies for effective student outcomes.</p>	
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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 (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Through a shared decision-making process and through a structured, collaborative environment, CIS Academy has seen steady growth in consistently meeting the varying learning and social-emotional needs of the students since the last self-study visit. Structural changes have occurred since the last self-study, including transitioning to a digital system of delivering curriculum, adjusting the teacher prep periods to best match student and teacher needs by allowing flexibility in the scheduling process, creation of the CEO Academy, the creation of the Twilight Adult School, and the continued development of pre-apprenticeship programs with the Adult School and Pasadena City College. These changes offer students more programs to meet their varying needs, the opportunity to catch up on credits at a faster pace, more opportunities to explore in partnership colleges and career interests that helps to ensure students graduate college and are career ready.

Faculty members are afforded ongoing and varying professional development opportunities, such as workshop model, project-based learning, blended learning, and weekly technology coaching. With the reduction in site funds, staffing over the previous three years has created a challenge to meet, not only the social-emotional needs of the students, but to graduate students that are college and career ready. Nevertheless, organizations such as Pasadena Young and Healthy, Pasadena Northwest Commission, Stars Middle/High School Program-Lake Avenue Foundation, and Pasadena City College Community Education Center have all provided valuable resources to the district during this financial crisis that PUSD is facing. Nevertheless, CIS Academy continues to seek opportunities and funding from outside resources to engage students in learning and prepare them for colleges and careers.

Prioritize the strengths and areas for growth for Category A.

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

- The school staff works well as a team with a strong sense of collaboration. Faculty enrichment activities, college field trips and tours, mental health resources and parent education workshops.
- Members of the staff are qualified, competent, and collaborative in addressing the learning needs of the students.
- The district and site provide a variety of professional development days and PD opportunities for teachers. The leadership is very supportive in building the capacity of staff through collaboration, professional development, and promoting leadership with opportunities among staff.
- The site has updated technology including Wifi access, a Chromebook for every teacher and student to take home, and Wifi hotspots available for students who do not have Wifi access at home.
- The school has done an excellent job meeting the social-emotional needs of all the students as there have been no violent incidences or expulsions since its founding.

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

- Continue to build and enhance the reputation of the school's success with the district, community and business organizations
- Due to turnover in classified and certificated staff for a variety of reasons, there is a need for further induction protocol for new staff. A new teacher handbook needs to be created to include more detailed procedures.
- The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements needs to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction.
- Just a handful of parents are involved in the numerous decision making bodies which shape our campus. The process to ensure the involvement of representatives from the school community in the development and refinement of the mission, vision, and student learning outcomes are effective but could be more effective with additional parent involvement.
- Staff has proposed reviewing procedures to identify and eliminate those that are outdated or that can be streamlined.

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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
<p>CIS Academy utilizes current educational research to direct its instructional program. The PUSD curriculum maps and rubrics translate Common Core standards to learning outcomes to ensure staff has the available direction for designing its curriculum. The District has also instituted a Graduation Portfolio/Senior Defense requirement that has several elements that promote college and career readiness.</p> <p>In addition to creating a curriculum that meets current A-G college requirements, teachers at CIS Academy attend workshops and review current online educational resources to develop their curriculum. In so doing, seminar teachers acquire skills to prepare their students for college and career. The English Department uses CAASPP for the English 3-course curriculum and ERWC for the English 4-course curriculum. The science department has switched from a four-course model consisting of Earth Science, Biology, Chemistry and Physics to a three-course model which incorporates Earth Science into the other three courses. This allows students to take a year of elective science to better prepare for college.</p> <p>CIS Academy is implementing new math and ELA assessments implemented since the (state standards-Smarter Balanced/CAASPP and prototype senior portfolios are currently being rolled out in the 2017-2018 school year.</p> <p>CIS Academy strives to learn and implement the most current research-based practices. The staff is exploring more effective ways to share knowledge with each other, decide what could be implemented at our school and collaborate.</p>	<ul style="list-style-type: none"> ● PUSD Rubrics ● PUSD Curriculum Maps ● Graduation Portfolio Requirements ● Workshops ● CAASPP and ERWC Curriculum ● A-G Approval of courses

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

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

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
<p>Academic and college-and-career-readiness standards are delineated in all course outlines and syllabi as well as district-aligned classroom rubrics.</p> <p>Participation and completion of coursework in HOSA and Career Planning are clear indicators of college and career readiness. Additionally, it is the goal of the CTE teachers and the science department to create an honors addendum that would embed more advanced independent work into seminars. This additional honors work would be more focused on real-world applications and compliment the goals of the academy-specific classes.</p> <p>For additional college and career readiness, the CAP (College Access Program) includes a counselor who comes to CIS twice a week for two hours to help students navigate entrance procedures and FAFSA financial aid for enrollment in universities, community colleges and trade schools. Pasadena City College provides a FAFSA workshop for parents and students, one in the morning and one in the evening. They also conduct a application workshop and a counseling session to our graduating seniors.</p> <p>The science department meets the A-G requirements for wet labs in the seminar classes but does not currently address the need in the online courses. Over the next six years, it is the goal of the science department to hire another teacher to allow time to do wet labs for online students on Mondays, Fridays and/or afternoons. In lieu of this, we are looking at possible partnerships with companies that provide mobile lab opportunities, such as those designed for homeschooled students (though many of these resources do not follow the Districts three course model).</p>	<ul style="list-style-type: none"> ● WASC self study, ● UC approved courses, ● NCAA approved courses ● Common core aligned curriculum ● Medallion Option ● Internships at Huntington Memorial Hospital and Kaiser Permanente Medical Centers. ● CAP (College Access Program counselor comes in twice a week for two hours).

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
<p>At CIS, the online courses play a large role in how courses are delivered to students. Students are either part of an independent studies program, which primarily requires the use of the online courses or they are part of a blended</p>	<ul style="list-style-type: none"> ● PowerSchool Courses ● Acellus Courses

learning method, in which students are enrolled in seminars where teachers directly instruct students teaching new concepts or re-teaching areas in which students were deficient.

The online courses over the last six years changed from Thesys to Haiku to our current program of Acellus. In all cases, the curriculum was/is UC approved for A-G standards. For students requiring remediation, the A+ Learning system is used, but is not A-G approved.

The blended program allows teachers to provide hands-on support during seminars while supplementing or enhancing assignments on their PowerSchool classes (formerly Haiku). The PowerSchool curriculum is created by teachers to align to seminar classes which meet state academic standards. These classes regularly integrate outside sources such as scholarly articles, videos, virtual environments such as labs and museum visits, and webquests.

- A+ Courses

Congruence

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

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

Findings	Supporting Evidence
<p>Many of our students come from less than stellar experiences with education. They lack academic skills, vision and/ or hope for their future. We recognize there is a gap between the higher level aspirations of our academic program and the skill level of the majority of our students, thus every attempt is made to bridge the disparities. Because we have a relatively small enrollment, we are able to recognize the unique learning needs of our students and create scaffolded individualized instruction. Despite the difficulties in some students' backstories, most students leave with a clear plan for their future in college and/or career.</p> <p>Concepts and skills taught in English Language Arts (ELA) classes are aligned with the implementation of common core state standards and college-and-career-readiness standards. Because ELA encompasses reading, writing, speaking, and listening (skills needed for effective communication), students are either implicitly or explicitly practicing said skills. To improve these skills, teachers in all content areas require students to do some or all of the following: write formal essays, present in front of class, create a project, and engage in group discussions. In career classes, students are required to keep a student portfolio where they show their "readiness" for a job. The portfolio includes a resume and student work samples.</p> <p>Additionally, beginning with the class of 2019, all Pasadena Unified School students will demonstrate their readiness for high school graduation through a Graduate Defense Portfolio that includes research papers, evidence of coursework throughout a student's life in high school, and a presentation. This Graduate portfolio is another piece of evidence that shows how there is a connection between concept and skills taught because all CIS students must complete a portfolio of their best work as part of their high school requirements.</p> <p>CIS worked for several years to gain NAF (National Academy Foundation) certification. In 2016/ 2017 we received NAF certification. In 2018/ 2019 the district decided to discontinue their relationship with NAF due to fiscal reasons.</p>	<ul style="list-style-type: none"> ● PUSD Rubrics ● PUSD Curriculum Maps ● Graduation Portfolio Requirements ● CAASPP and ERWC Curriculum ● A-G Approval of courses

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
<p>The Medical Arts career pathways teacher has collaborated extensively with our middle school and high school faculty, with an emphasis on the science and social science curriculum. This collaboration was used to plan instruction and align field trips to student leadership conferences integrating science, language arts, and technical/career education. However, as of this writing most of the involved faculty with the exception of the medical arts instructor have left CIS. This teacher turnover has left an opening for new collaboration which the staff is working to address.</p> <p>There are various examples demonstrating integration among other disciplines. One example is when teachers use the guiding question to build a theme around their units. Teachers sometimes do cross-curricular assignments and invite speakers to enhance what is being taught in the curriculum.</p> <p>The integrity, reliability and security of online curriculum is an ongoing concern. Our A+ system has been a reliable content delivery system that is used for not only credit recovery but supplemental instruction. The Thesys program offered A-G curriculum. However the company providing Thesys closed their business. In its place the district provide a new online curriculum Acellus, which utilizes much more video based instruction which has increased student engagement and resulted in improved completion of lessons. It also has the added benefit of being able to lock assessments to increase course security and integrity. A drawback of the Acellus system is the lack of required writing. Instructors have not reached a final decision on addressing this issue.</p>	<ul style="list-style-type: none"> ● Materials from HOSA conferences. Student work produced as a result of this teacher collaboration ● Cross-curricular lesson (themes from novel <i>Speak</i>- and health lesson on sexual assault) ● Collaboration between CID teachers and school nurse to send interns from Asuza Pacific to present to CIS students about sexual assault Field trip to Museum of Tolerance (for <i>Night</i> unit)

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
<p>CIS Academy has a growing on-site middle school program. The teachers of the middle school students work with the rest of the faculty to align expectations and curriculum. Many CIS students participate as members of the Health Occupation Students of America (HOSA), and through this organization, gain access to higher educational opportunities through our school's connection to this organization.</p> <p>As of 2018, CIS Academy is also providing concurrent college courses with Pasadena City College where students can receive college credits while still at CIS Academy by attending PCC classes.</p> <p>The decision to provide concurrent college courses was driven by data received from the local colleges and universities that demonstrates a wide gap between the percentage of students who intend to complete college and the percentage who actually complete. There has been an increased effort by the District and CIS Academy administration and staff to strengthen the high school to college connection to allow for smoother transition. These strategies include taking concurrent enrollment courses on during and after school, by partnering with local organizations to fund annual college tours, and monthly on-site visitations by PCC. Additionally, CIS Academy contracts with College Access Plan to work with students on an individual level to apply for colleges and financial aid. Talent Search from PCC also worked with students until the funding no longer covered CIS and was discontinued this year.</p> <p>The Medical Arts Program works closely with our middle school. We have a middle school JUMP (Junior up and coming medical professionals) program, that is a division of HOSA. We participate in middle school science fairs at Elliot and district recruitment fairs. The Medical Arts Program has a relationship with Pasadena City College where students are invited to campus tours and to use the Sims lab. The program also had dual enrollment with PCC's Medical Terminology. Currently we are working to reinstate dual enrollment for that class. Students who take CIS medical classes earn points for placement in the health science classes at PCC. We also have built a relationship with Rio Hondo College where they support our college fairs and allow us use of the campus and professors for a yearly conference. USC has provided internships for students in the Medical Arts academy. Academy students keep in contact with the academy instructor after graduation through social media. We currently need a more accurate system for following up with students for a minimum of five years post-graduation. We also have a partnership with Kaiser School of Anesthesiology, they provide students with internships and funds to attend HOSA leadership conferences.</p>	<ul style="list-style-type: none"> ● College field trips ● SAT/ACT results ● Naviance Alumni Survey ● SPARC report

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
CIS Academy is the CEO or Career Exploration Pathway in the district and has the dual focus of creating realistic college and career options for the student body. The teachers at CIS Academy create realistic college options	<ul style="list-style-type: none"> ● Interest Inventory via Naviance

<p>for students by creating a college-based and project-based learning curriculum. The major project that shows the realistic college-based curriculum includes the student portfolio project and accompanying documents such as resumes and college and career interest surveys.</p> <p>Beyond the student portfolio of work in the career classes, CIS Academy also offers classes in business, journalism, soft skills, and health careers. These classes allow students the opportunity to gain hands-on experience while creating business plans, producing a school newsletter, practice interviews, job shadowing and practicing health care skills in our skills lab. These experiences allow students to learn about related careers.</p> <p>In addition to these college and career related classes, students also experience realistic college and career educational opportunities with college field trips, and paid/unpaid internships, and college and career visits where guest speakers from colleges and technical schools visit the campus to talk about careers their schools offer.</p> <p>All juniors and seniors participate in a CTE Career Planning Course which includes career exploration, job acquisition skills, resume writing and other job related skills. Students meet with CAP College Access Plan regularly on campus to discuss post-secondary options.</p> <p>CTE Pathway courses includes information about furthering education and certification within the specific field the class covers. Students meet with the counselor and their master teacher to discuss their interests and goals, then, an individual educational program is developed to assist the student in reaching the expressed goals.</p>	<ul style="list-style-type: none"> ● College Day ● Career Day ● Internships ● College visits ● College field trips ● Careers class ● Business Class
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Accessibility of All Students to Curriculum, including Real World Experiences

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

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
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<p>CIS teachers provide rigorous A-G and relevant curriculum that students can comprehend because of the real world aspect of project-based learning that is implemented in CIS classrooms. CIS students learn through doing when completing challenging projects that teach students not only what they need to know academically, but also how to work with others, be creative, think critically and how to communicate effectively when presenting finished projects. The project-based learning at CIS is supported at the district level by rigorous and relevant district-wide rubrics in research, presentation, creative expression, and written communication. Project-based instruction at CIS is also cross-curricular in many instances as teachers share their projects and pacing guides on a shared drive which they reference and update regularly.</p> <p>In addition to the project-based instructional practice in each class, specific classes focus entirely on real-world applications, such as student empowerment, journalism, and careers classes. In these classes, students learn what it takes to deal with the struggles of adulthood, meet deadlines, write reports, apply for college, create a resume, interview for a job, and how to lead effectively.</p> <p>Teachers often meet resistance from students regarding the rigor of an assignment. CIS teachers are quick to imbed some skill-building strategies and lessons to support learning and build confidence for the students.</p>	<ul style="list-style-type: none"> ● WASC self-study ● UC approved courses ● NCAA approved courses ● Common Core aligned curriculum ● Medallion option ● ICEV certification ● Senior portfolio/defense
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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
<p>At CIS, all seminars meet the A-G requirements. The online programs that are created by seminar teachers to be concurrent with seminars also meet these goals.</p> <p>The District provided online courses (Thesys, Haiku/Edusquare, and Acellus) have been A-G approved. The only exception is the A+ program that is only used for reclamation.</p> <p>All students are issued a district chromebook. Classes are assigned by Master Teachers</p>	<p>Counselor notes page Student assignment records</p>

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
<p>At CIS Academy, a collaboration on the monitoring of student progress of credit completion is facilitated through the use of the ILP or individual learning plan. Parents, students and the counselor all have access to the ILP and it is used as both an indicator of student progress and goals of credit completion. When meeting with the initial meeting with the counselor career and higher education goals are discussed. Most students are undecided and if there is space in their seminar schedule the counselor recommends the Careers class. Through teacher phone calls, letters, and emails parents are contacted about student progress. Parents are welcome at any time to visit the seminars and conference with the staff.</p> <p>Students and parents also have access to student and parent portal as well as PowerSchool Learning gradebooks where parents and students can check on grades and assignments due. Students and parents can access these digital gradebook platforms at anytime and anywhere there is WIFI available on the student issued Chromebooks.</p> <p>The English Learner Advisory Committee (ELAC) and (SSC) or school site council are regularly held meetings that allow parents, teachers and administrators to focus on educational goals for students and to monitor school wide academic progress. Teachers and staff attend weekly meetings called student chats where the academic progress of individual students that are struggling are discussed and possible solutions are decided. Possible solutions include drug intervention classes known as Impact classes, counseling sessions with a Sycamore counselor or referred to outside counseling, as well as SST or student support team meetings.</p> <p>This next school year, a student career interest survey will be included in the registration packet and the counselor and teachers can guide the student toward focusing on a career pathway or entering into an institution of higher learning.</p>	<ul style="list-style-type: none"> ● Interest Inventory ● Parent Portal access to grades ● ELAC minutes ● SSC minutes ● Student Chats minutes ● SST notes.

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
<p>CIS Academy is college and career focused and uses a variety of strategies and programs to facilitate the transition to college, career and other postsecondary high school options.</p> <p>Students investigate careers that interests them the most in the careers class. In the careers class students research the postsecondary education they would need to attain in order to be hired in the careers they are interested in. Beyond the careers class, students also work on college applications if they choose to go to college, take the, SAT/ACT, college placement tests and complete the Naviance Alumni survey in order to prepare them for entry to postsecondary career training or college</p>	<ul style="list-style-type: none"> ● Career classes syllabus ● College application workshops ● PSAT results ● SAT/ACT results ● College Placement Tests

placement. If students choose to go to college, then they are tracked and their progress is monitored by local colleges such as Pasadena City College or four year universities. To assist students in transitioning to college, site funds are used to partner with (CAP) or College Access Plan coordinators to work with students individually to support them in transitioning into college or careers. This support includes researching colleges and trade schools through one-on-one support that focuses on applying for financial aid and submitting a college entrance application as well as tracking students and helping them meet deadlines.

As a staff, it is sometimes difficult to convince our students that they can succeed and attend college or pursue a good paying profession. By careful counseling and building relationships, the staff works not only on academia but morale building

In partnership with CIS, Pasadena City College comes to the campus for a monthly community college outreach where a representative from PCC talks with students and gives them pertinent information about transitioning to college. In addition, where college and technical schools send representatives to facilitate student presentations about the degrees and careers offered at each college as well as the requirements for attending. There are also several college field trips planned each year in partnership with local colleges and community business partners such as the Huntington and Kaiser Hospitals. This year's college trip will be to the Nursing and Forensic Department of CSULA.

- PCC online Tracker
- Naviance Alumni Survey
- PCC mass student progress reports
- CAP I Heart Project results
- Interest inventory

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 (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

CIS Academy has made progress in the areas of integrating curriculum, accessing curriculum, college and career readiness, and post-high school transitions.

The integration of curriculum at CIS Academy has involved many hours of planning and execution of project-based learning lessons which are shared on a Google drive so that teachers can match the projects that have similar standards. Although this integration of PBL represents significant progress, more modification of school-wide projects that integrate more disciplines simultaneously is needed. Further integration of curriculum is also needed in the development of online curriculum for individual independent study classes

In addition, PUSD has implemented one-to-one Chromebook distribution to all students and portable WIFI hotspots for students without internet access at home. Equally, special education students have more effective direct access to the curriculum with the inclusion of both a reading intervention and academic assist class.

The CEO Academy has integrated college and career readiness into a separate curriculum for the college and careers class while simultaneously supporting all core curriculum through integrated projects, internships, mock interviews and resume building. Although the CEO pathway has made great strides, the loss of 3 CTE teachers, the one remaining teacher is shared with the Continuation school defies the CTE pathway requirements has become a new area of growth. This area of growth is especially critical given the fact the CIS Academy is implementing the district mandated graduate defense for the 2018-2019 school year.

Prioritize the strengths and areas for growth for Category B.

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

- PBL connects concepts taught to SLOs
- Blended learning allows for freedom of information sources to be added to curriculum in order to develop more engaging and unique curriculum.
- The CEO Academy is allowing students to prepare for college and careers through internships, mock interviews, resume building,
- Students are provided with ample opportunities and support for college applications, FAFSA completion, and college field trips
- The use of shared Google Drive allows for a repository of integrated projects for teachers to share
- CAP allows students to learn how to transition to college

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

- Continued development and refinement of PBL, both within subjects and cross-curricular
- Continued development and refinement of Blended learning
- Further cultivation and development of community partnerships with local businesses and institutions
- Staff surveys
- Continued staff development in use of technology
- Routine sharing of best practices among staff and students
- College visits

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, 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 schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>All student are involved in challenging and relevant learning because the online curriculum, the classroom seminars and the opportunities for concurrent enrollment allow students to complete classes at their own pace. Students who need more time to acquire basic skills are afforded that time without penalty and students who wish to take on greater challenges have ample opportunity to extend the curriculum to higher level content.</p> <p>Students work closely with their teachers with ongoing assessment embedded into the lessons and projects. Teachers can and do modify course content and projects based on feedback and student achievement. Students at CIS Academy are consistently involved in challenging and relevant curriculum, projects and instruction in classes that are A-G approved. For example, in the Career Planning class, students create a generalized career-ready portfolio and website. Included in the portfolio are resumes, cover letters and job search and interview skills exercises.</p> <p>The students use industry-standard tools for creation of portfolios that prepare them for entry-level employment in the Retail and Health/Medical Arts field which often leads to employment or continuing educational opportunities. Medical Arts/HOSA students are also given training, tools, and assessments needed to complete requirements for National Academy Foundation “NAF track certification.”</p> <p>CIS Academy is committed to developing project-based learning because it affords students challenging, relevant content and real-world experiences where the Common Core standards are applied. There are many examples of PBL used in classes at CIS Academy.</p> <p>In Medical Arts and Retail, students work on a personal budget project where they choose a career and create a personal budget that includes housing, automobile expenses, utilities, etc. They research the steps necessary to work in their chosen career and write a reflection based on their experience within the project. Students also work on a project in which they learn the basics of investing, invest in actual stocks using an online stock simulator</p>	<ul style="list-style-type: none"> ● Career Planning class syllabus ● Medical Arts class syllabus ● Student portfolios ● Placement Exams ● PUSD Rubrics ● PBL Rubric ● PBL Artifacts ● Graduate defense portfolio ● Medallion Award



<p>and they monitor their investments over the course of a semester. The culminating assignments call for students to write a reflection on how their various projects are applied to real-world situations or to present at State and National HOSA conventions where they use the knowledge/skills they gained over the course of the projects.</p> <p>In the Medical Arts classes, students create and complete projects that are selected to deepen content knowledge and improve skills acquisition.</p> <p>CIS Academy is committed to the application of project-based learning as a primary mode of instruction because it affords students challenging, relevant content and real-world experiences where the Common Core standards are applied. The implementation of PBL has increased student engagement because the student population responds well to the collaborative and creative nature of projects. Some examples of PBL used in classes at CIS Academy include:</p> <p>Career math class students work on a business plan. Students also work on a stock market project in which they learn the basics of investing, by investing in real-world stocks where they monitor their investments over a two-week period of time. The culmination of the project happens when students write a reflection on how their investments performed and the knowledge they gained over the course of the project.</p> <p>Physics students have an egg drop, where they create a strong, secure, light and economical container to protect the egg.</p> <p>Chemistry students learn all about ice cream. Students also learn how humans can minimize their environmental impact on the planet.</p> <p>Teachers and staff meet weekly in Pathway meetings and share best practices in “A” meetings. Teachers and staff then reflect on what worked well and what did not work well and provide productive feedback in order to inform the refinement of the projects discussed.</p>	
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Online courses that accompany seminars have weekly pacing charts to assist students with time management. The Thesys and Haiku/Edu2/Powerschool programs have unit based pacing allowing for individual adaptation of goals. The Acellus program has multiple settings for goal attainment with visual aids. Students complete coursework at their own pace and teachers can adjust online content to allow students additional time for completion and exercises for skill mastery.</p>	<ul style="list-style-type: none"> ● Seminar web pages ● Powerschool web pages ● Acellus reports

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
<p>Students sign work contracts that acknowledge understanding of current goals. If students do not attend goal setting meetings, procedures are in place to communicate with the students parents/guardians. These include phone calls, emails, registered mail and SST's. Utilization of these resources is individual to each master teacher and student according to the situation.</p> <p>With new students, it often takes several Work Assignments until the student and parents understand the the timing, the discipline needed for time management and the expected achievement level to demonstrate proficiency.</p>	<ul style="list-style-type: none"> ● Work Assignment records ● Communication logs ● SST meeting notes ● Certified letter receipts

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
<p>CIS Academy has a blended learning school environment in which students receive differentiated instruction with a combination of direct instruction and digital content delivered on the PowerSchool Learning LMS as well as other online supplemental resources. A variety of assignments are provided that address multiple learning modalities in seminars, such as hands on activities in the science labs and HOSA classes, video instruction in most seminars, group discussions, project based learning and emphasis on literacy utilizing multimodal presentation of information.</p> <p>Teachers use SDAIE methods when teaching and adhere to all IEP accommodations. Special education students receive a pullout class for reading intervention and academic assistance should they require it.</p> <p>Beginning ELL students are enrolled in ELD classes, in which students receive guided instruction and adaptive reading materials from online programs. Students use the Read Theory Program to practice basic comprehension reading skills and a more comprehensive program, Achieve 3000 that not only adapts high interest articles to their lexile levels, but also provides writing opportunities and activities with academic writing support.</p> <p>Master teachers parents/guardians and students work together to</p>	<ul style="list-style-type: none"> ● Assignments seen that include hands on activities, video, text, group and individual work. ● SDAIE strategies utilized in seminars. ● IEP's ● ELL/ELD classes (Read Theory, Achieve 3000 programs) ● Enrollment in AP and PCC classes

<p>determine an appropriate combination of classes taken in seminar and independently online to best meet student needs. Students in blended learning classes have the opportunity to accelerate credit recovery by enrolling in additional Acellus courses. Advanced students can take a variety of AP courses online and are also encouraged to attend classes at PCC to ensure curriculum that best fits their needs.</p> <p>Assessing the impact of differentiation is reflected in the completion rate of assignments with varying degrees of difficulty. Some students find working on line to be tedious and prefer paper and pencil. Teachers will make some accommodations while the students adjust to online curriculum. More formal evaluation is limited due to lack of aggregated data and a test control group.</p>	
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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.

<p>Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]</p>
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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
<p>Teachers effectively use a variety of strategies based on student learning needs and ability as well as the instructors' style and ability.</p> <ul style="list-style-type: none"> ● Classroom teachers use projectors and screens that hook up to Chromebooks and to classroom computers to model thinking strategies for students and that allow students to share their work with an entire class. ● All seminar teachers utilize technological resources such as Youtube videos, the G Suite, Hapara, Quizlet, Stemscoptes, and Prezi among others. ● Instructors utilize Powerschool Learning to create and present their lessons to supplement their seminars. ● The math department includes the use of technologies such as DESMOS and Geogebra. ● Science classes feature labs that integrate various technologies into student experiences. 	<ul style="list-style-type: none"> ● Projection screens and Chromebooks ● Utilization of technology platforms/ PUSD apps ● District Training records

<p>Teachers attend trainings lead by the District that instruct them in research based instructional methodology such as "Thinking maps", project based learning and cross-curriculum lesson planning.</p> <ul style="list-style-type: none"> • The former EL instructor attended "Read 180" training • The science instructor attended training on Stemsscopes • The science teacher and a math teacher attended AP trainings. • An English instructor attended state ERWC training. • Several instructors attended District trainings for Powerschool, Acellus, Nearpod, Hapara and Google classroom. <p>All teachers are using blended learning in their seminars. The creativity of the teacher often determines the different supplemental materials used to build the curriculum. As technology changes and curriculum providers are introducing better programs, CIS is open to meet with vendors and review the software.</p>	
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Teacher technological competencies at CIS are assessed by the administrator through teacher professional growth goals at the beginning of the year, informal observations throughout the year and formal observations and summative performance reviews near the end of the school year. In addition, CIS administration has access to Acellus and lessons on the LMS and can monitor online instruction at any time through active observation and teacher reports.</p> <p>As with any group, some teachers embrace blended learning and building curriculum while others are not as proficient. The administrator encourages the teachers to attend workshops and PDs to improve competencies.</p>	<ul style="list-style-type: none"> • Professional growth goals, observations and performance evaluations. • Acellus reports

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
<p>The structure of CIS facilitates effective coaching for each student with a combination of independent and directed instruction. Master teachers act as mentors, providing academic support, direction and strategies in time management and related soft skills not found in the traditional classroom. Students have the full emotional support of their master teachers with one-on-one meetings in which personal challenges can be discussed and addressed, and referred to appropriate resources when required.</p> <p>A variety of strategies are used in seminars to involve as many students as possible in discussions, including various cooperative</p>	<ul style="list-style-type: none"> • Assignments/student work products • Seminar instruction

<p>learning strategies (e.g. "pair-share" and "inside circle, outside circle").</p> <p>Project-based learning is evidenced in student laboratory experiences, writing projects and in-class projects on numerous topics and current events.</p> <p>CIS Academy facilitates student learning in group situations, and provides many opportunities for individual exploration of topics. Lessons are delivered utilizing essential questions, Kagan strategies and inquiry based exploration of curriculum.</p>	
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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
<p>Essential skills, positive study habits, and opportunities to extend thinking are developed and refined across all courses at CIS. Students demonstrate writing strategies taught in the English 1 class in a personal narrative that is a stand-out assignment for the class, and show progress in their research papers for the English 4/ERWC class.</p> <p>CIS incorporates a wide variety of project-based learning opportunities allowing students to organize, access and apply knowledge they have acquired. This is currently showcased in the PUSD graduation portfolio.</p> <p>As of the 2018-2019 school year, every PUSD student must complete a research project, provide samples of their creativity, oral presentation and written communication in a graduation portfolio. District-wide rubrics are used to assess students' portfolios to show that students can demonstrate higher cognitive levels, apply and create knowledge and communicate their findings. Students in blended learning classes synthesize their previous knowledge in a capstone project that requires research, creativity, written communication and oral presentation in one project.</p> <p>In addition, students enrolled in the careers class participate in a mock interview day where business partners from the community act as potential employers and interview students. To prepare for this students write resumes, learn interview etiquette and practice for the mock interviews with the careers teacher.</p> <p>The Senior Defense has been a difficult project for some our seniors. The project was originally called for a senior to pick an assignment that they</p>	<ul style="list-style-type: none"> ● Student work samples ● Completed Senior Defense rubrics ● Seminar Powerschool Learning pages ● Careers class syllabus ● Mock interview notes ● Employer rubrics

<p>were especially proud of and had completed in an academy. They were to research it, reflect on it, and present it orally using technology. Many of our seniors did not complete a project, were never in an academy or came from outside the district, so they had to begin the project this year. For many, this paper will be the first research paper that they will write, reflect upon and then present orally in front of a panel using rubrics. The senior English teacher is exploring methods to assist with student preparation because this presentation is a requirement for graduation. After this class graduates, the teachers will need to critique the entire process to make necessary adjustments and examine how all teachers can support the seniors in this endeavor. Discussion for preparing the younger students for the Senior Defense is necessary as we go forward.</p>	
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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
<p>Reviewing student work online facilitates dialogue with students about their work because teachers utilize the LMS platform, discussion boards, Haiku web pages and Google Docs so that students can complete and submit assignments and receive feedback. Feedback is easily identifiable to the document to be revised so that the student can then apply that feedback to their work.</p> <p>Often, the work completed online is autograded and not evaluated by the instructor. In these cases, master teachers evaluate student notes and discuss coursework on an individual basis. The classes on Powerschool have a very clumsy interface that does not allow for effective evaluation of student work submitted online in a reasonable amount of time. For this reason, Powerschool is utilized as a seminar resource but infrequently used as a standalone platform for independent study. Acellus, G Suite applications, Powerschool and our Aeries gradebook are used for online communication and monitoring of student work through their emailing, comment and messaging abilities.</p> <p>Discussion boards on the Powerschool software and collaboration on G Suite applications are utilized to facilitate student interaction and group analysis of information in seminars.</p> <p>The process is successful for students who attend seminars and or meet with their master teachers regularly. It is noted, that as a student's digital competencies improve, the student response to the online evaluation of school work increases. Some teachers still evaluate the students by grading manually.</p> <p>Online feedback allows students to demonstrate and teachers to evaluate exactly how students are utilizing and incorporating feedback to improve their work products. The immediacy and specificity of online feedback allows teachers to see where students are experiencing misunderstandings</p>	<ul style="list-style-type: none"> ● Student Work Assignment Records ● Student Portfolios ● A+ progress reports ● Acellus progress reports ● Powerschool LMS gradebooks ● Aeries gradebooks ● One page student business plans

and challenges.	
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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
<p>CIS Academy curriculum and coursework is designed so that students can demonstrate higher level reasoning and acquire problem solving skills through project-based learning, collaborative research and analysis assignments and inquiry-based instruction. However, we also ensure proper scaffolding to create equity for students at a lower skill levels to access the curriculum and meet learning goals.</p> <p>Many students exemplify the CIS ideals who have entered with deficient credits and skill. But time and again the CIS student have earned first place in the Cesar Chavez and MLK essay contest. The HOSA students go into competitions with other health academies across the state and rise to be top performers, demonstrating these skills in individual and team event. Students come to us with lack of motivation but many end up with scholarships, medallions, and are focused on the future.</p>	<ul style="list-style-type: none"> ● Cesar Chavez Essay ● MLK Essay ● HOSA Competitions ● Student work in classes

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 schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>All classes at CIS require students to complete projects using technology. Many representative samples of student work are created utilizing the G Suite applications</p> <p>The math classes utilize DESMOS and scientific graphing calculators. In the science department, Vernier laboratory equipment such as motion sensors, oxygen and carbon dioxide sensors, and other sensors are utilized extensively for recording data and conducting research.</p> <p>In ELA, Read Theory is used to assess lexile levels to help students understand their own ability and adequately set goals for future learning. Students submit assignments to PowerSchool Learning, allowing for online feedback. In the case of District graduation portfolio requirements, instructors grade the assignments online using district-aligned rubrics.</p> <p>The Senior Defense is the culmination of thirteen years of schooling. Students use digital media to reflect on learning outcomes for college and career readiness. In the lower grades, teachers will begin coaching</p>	<ul style="list-style-type: none"> ● Digital student work samples ● DESMOS samples ● Science lab reports ● Lexile reports ● Powerschool gradebook ● Powerschool eportfolio ● Senior Defense

students as they prepare for the cumulative project.	
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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
<p>Students are reading texts in English that feature important real world connections to subjects such as immigration, our food supply and labor issues. There are writers workshops, guest lecturers, webquests, articles and journals, documentaries, reports, as well as online research. Students in health science classes access case studies and use pubmed as well as .gov healthcare sites. Students are linked to the real world through activities such as HOSA (Future Healthcare Leaders of America) and LEOS (LIONS International) Through these organizations students attend conferences with medical professionals and participate in competitions based on skills learned in the classroom. Students also complete a minimum of fifty hours of health related community service. They complete a 100 hour internship within a healthcare facility such as Kaiser, Huntington or USC Keck Medical.</p> <p>Textbooks are only one of several critical sources of knowledge utilized by students. Primary sources are emphasized both in and out of the classroom. Online, students have frequent access to primary educational source materials, resources, and virtual field trips through blended learning and independent study. Offline, students and staff have taken field trips to the Huntington Library, Gardens, and Art Collection to complete interdisciplinary assignments. In addition, through the HOSA program, students have competed in statewide and national competitions that extend learning to broader and enlivening real-world contexts.</p> <p>In science, students perform labs utilizing virtual lab software; students watch videos on topics and summarize/answer questions on them, and research topics using guided webquests.</p> <p>Schoolwide field trips enhance the content as can be seen in pre and post reflections.</p> <p>The math department utilizes 3d image analysis for their city buildings project. Students produce business plans based on the models of outside businesses. Design projects use mathematical principles to maximize the effective use of a given area, requiring the submitting of multiple designs and an analysis of strengths and weaknesses in the proposals.</p> <p>The social studies department has embedded a number of primary source materials in its US and World History online curricula. In U.S. Government, students frequently access websites to deepen their knowledge of concepts as well to gather important information including the contact information of their congressional representatives. The Internet is also deeply integrated into the study of Economics. In addition to the online curriculum, students take part in a stock market simulation in which they invest in five companies and apply their learning to a dynamic real world scenario.</p>	<ul style="list-style-type: none"> ● Student Work ● Web Quests worksheets ● Online Video notes ● Writer's workshop notes ● Guest lecture notes ● Documentary reports ● Online research reports ● Field trips write-ups ● Pasadena Playhouse speaker follow up reflections. ● 3D analysis of city building project.

<p>Guest speakers bring the real world into the classroom and students have the opportunity to reflect on the information provided by the speaker. Field trips allow students to step out of the classroom for real world experiences. The reflections demonstrate the impact of real world experiences. Research papers with citation demonstrate students have access to various search engines and are encouraged to use peer research articles.</p>	
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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
<p>Students enrolled in The Medical Arts Program are exposed to career options in all modules. They participate in Internships as part of the curriculum. They are exposed to different careers through field experiences such as college tours and events. Hospital tours and HOSA Leadership conferences as well as different medical conferences. They participate in community projects such as health fairs, blood drives, and public health forums disaster preparedness. Peer mentors who are alumni and attending various colleges return to meet with students and offer advice on preparing for college. The College Access Program is on campus two days a week to help prep students ninth through twelfth grade.</p> <p>Journalism students were not only learning about current events, news writing and reporting, but also about the various job opportunities within a newspaper (such as reporter, editor, columnist, cartoonist, graphics artist, etc.). Additionally, students were helping to produce the school newsletter.</p> <p>All students are invited to assembly presentation with guest speakers from various industries. Students in the Health Academy participate in internships. The Careers class provides job shadowing and on the job training which in many cases leads to employment. The Health Academy students generally enroll at Pasadena City College in the Health Sciences.</p>	<ul style="list-style-type: none"> ● Internships ● Field Experiences ● Hospital tours ● Community projects ● The journalism teacher took students on a field trip to the Los Angeles Times.

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
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<p>Students utilizing the iCEV online certification curriculum to earn industry backed certifications in communications, office technology, financial literacy, and career preparedness. Student then have an opportunity to apply what they have learned have opportunities in the real world thru internships and Work Based learning experiences. These experiences and applications within the online environment have provided a solid foundation for students to apply the skills in the real world. Students are able to participate in all activities previously mentioned above in the Medical Arts/ HOSA program.</p>	<ul style="list-style-type: none"> ● Student Certifications ● Powerschool LMS ● Internships ● Field Experiences ● Hospital tours ● Community projects
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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 (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

CIS teachers provide students with numerous opportunities that extend learning beyond the traditional classroom. This is done through the use of technology and practical experience. Additional time is needed to allow faculty to better evaluate student work as a group and determine future areas of growth. This will also assist faculty with the ILP's and provide context for seminar performance and highlight student strengths and weaknesses.

Students who are involved in the health and career academies are able to participate in internships that allow them to use the soft and technical skills they learn in the classroom and apply them to their work experience, Our goal is to bring these experiences to include our independent study students in these activities, and a need to expand access to science labs in order to meet A-G requirements.

Prioritize the strengths and areas for growth for Category C.

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

- Problem based learning
- College and career readiness provided by Medical Arts and Career Programs
- Work Contracts and personal regular meetings with students to discuss progress
- Blended Learning/Online presentation of materials
- Incorporation of technology at every level of instruction

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

- Increase time available for reflection on student work
- Increase problem and project based learning for students who are online/independent study only, including lab requirements in the sciences

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

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

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

Indicators with Prompts

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 to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>At CIS, data is collected as soon as new students arrive, with Read Theory and Carnegie Math Placement test. Read Theory is a software program used to determine a student's lexile level. Students are given the Read Theory test upon entrance to CIS so that lexile levels can be determined if a students' needs extra support in English. The Carnegie Math placement test is given to all incoming students during their first few weeks to determine their level of mathematical knowledge and allows the teacher to formulate an ILP for the student. Additionally, a pre-assessment test created by CIS math teachers is given in Math 1A and Math 2A to assess student readiness.</p> <p>CIS students and their parents have online access to student grades as the class is completed. Data from state tests such CAASPP, SAT, PSAT, ACT are all used to inform students, teachers and parents the</p>	<ul style="list-style-type: none"> ● SAT results ● ACT results ● PowerSchool Learning gradebook ● PSAT results ● PCC Placement test results in English and Math ● ReadTheory Pre-Test results ● Naviance interest profile ● Graduate survey data ● CAASPP dashboard

<p>performance levels in preparation for college and careers.</p> <p>Instructors at CIS do not currently utilize the EADMS testing program provided by the district. Incorporation of this testing could provide more insight on student learning in seminar classes, but will not address student progress in independent study classes.</p> <p>Beyond testing, CIS administers surveys as a way to gather data from students, parents, teachers and staff in order to inform the school program on progress that has been made and changes that need to be made. Surveys for students include entrance and exit surveys, and Naviance Interest Profile. Parents of students also complete a survey when their children are admitted to CIS. Teachers and staff previously completed a survey every year on the progress and working conditions of CIS, but have not for the last several years.</p> <p>In classrooms, English teachers use the lexile levels from Read Theory to inform their teaching so that students will be challenged with readings, but not overwhelmed.</p> <p>Student data is also discussed at SST team meetings and IEP meetings and is used to determine eligibility and modifications. Findings from SST meetings provide a rationale for recommending assessment for Special Education services, referral for mental health services, drug rehabilitation services or student contracts.</p> <p>The variety of data provides a comprehensive overview of each student and helps to inform the ILP. It is important to note that because of the transient population and fluctuating sources for student data, disaggregation and analysis of a “typical student” or to extract broad generalizations requires making key assumptions in order to benefit all students, regardless of the circumstance, as well as being flexible in the application of data to decision making.</p>	<ul style="list-style-type: none"> ● Individual Learning plans ● Student contracts
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The basis for students’ grades, growth and performance are based on the student population and on the fact that CIS focuses on credit recovery and academic acceleration for some students Therefore, performance levels are consistent and standards-based grades as well as growth are determined at the site level with the unique grading system adopted at CIS. The grading system for CIS, is common core based and also unique in that students do not receive an “F” grade for a</p>	<ul style="list-style-type: none"> ● District rubrics ● Pacing guides ● Student graduate portfolios ● Read Theory results ● ILP’s ● IEP’s

failing class, but instead receive extra time to meet curriculum requirements. In addition, if a student completes enough work that is satisfactory or better for a portion of the class, then that student can receive partial credit for the work they completed. This unique grading system at CIS allows students to recover more credit because instead of no credit given for a student's completing half or more of a course, the students receive partial credit. The partial credit works in conjunction with the semester system to allow students to earn more credit as the traditional high schools.

Grades and performance levels are also determined in classrooms by project-based learning (PBL), pacing guides, and student portfolios. PBL allows students to show that they can apply the standards that they have learned in class and growth can be determined by the degree of application, synthesis and evaluation of student projects. The summative PBL project is the student portfolio at CIS. Students submit their best work from their classes and the work is graded for application of state standards and performance levels. District rubrics for creativity, research, oral communications, and written communication are used to grade projects.

Beyond the blended learning classes, students taking online courses must achieve 70% unit test scores to advance to the next unit in a course. To test for college readiness CIS students are assessed through the use of multiple measures (grades, placement test results) to determine placement into college-level English and math classes. These college readiness evaluations are conducted by Pasadena City College and they determine the college readiness of each student. This test is no longer administered by Pasadena City College.

The evaluation system used at CIS allows students to improve their GPA and to complete more credits during the semester. The process is fair and equitable for all students. Partial credit is given at the end of the semester to allow students to complete the class next semester. In this way, students do not lose credit for work that is partially completed. This benefits the student and encourages the student to keep on working until the end of the semester. The one drawback to this system is if the student transfers back to the home school, the partial credits will not be accepted.

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 schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, 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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The growth and progress of CIS students toward meeting schoolwide learner outcomes which are related to academic standards and College and Career-readiness indicators at the schoolwide level is monitored with ILPs, awards, WBL and rubrics. CIS individual learning plans monitor progress of the student learner outcomes as they relate to credit accumulation and students awareness of their total credits needed for graduation. Equally, ELA and math entrance exams are given to all incoming students to CIS in order to set a baseline to begin tracking growth. The baseline scores are then used to inform teaching and learning levels until a final growth measurement of ELA and math levels can be assessed upon completion of ELA and math exit exams.</p> <p>Academic progress grades are entered and transcripts are also reviewed and updated each semester by the counselor. Grad check are available at anytime.</p> <p>In the classroom, teachers using the PowerSchool Learning LMS follow the growth and progress of students by using the PowerSchool LMS gradebook and classroom rubrics that are modeled or directly attributed district-wide rubrics. Informal assessments are also made on a daily basis of student progress and growth during guided and independent practice as well as project grades based on district rubrics.</p> <p>The following areas are analyzed and discussed by staff annually to monitor the growth and progress of students schoolwide: Course completion rates, Students graduating/returning, Attendance rate and Discipline data.</p> <p>Although we continually check student progress and growth in class at CIS, there is still a need to develop a dashboard that tracks student proficiency data visually. There is also a need to address the A-G completion rate.</p>	<ul style="list-style-type: none"> ● ILPs ● Attendance awards ● PowerSchool LMS syllabi ● WBL logs ● SLOs

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 of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
CIS is a digital high school and students use chromebooks to do work.	<ul style="list-style-type: none"> ● PowerSchool

<p>Therefore, grading is done with the help of online gradebooks on the PowerSchool Learning LMS or on Aeries online gradebook. Teachers evaluate course mastery or concept understanding by using classroom rubrics that are aligned with district rubrics, teacher observations of students working and overall classroom standards performance. In addition, math classes are not allowed to be multiple choice and students must show their work to prove mastery of concepts before they can continue on to new concepts.</p> <p>If students are not mastering content in ELA or math, then students are given additional assistance for reading and math classes until they are at the level they should be at. In other classes if students do not complete the class, then they have to retake the class, however if they did enough work that was at a “C” or better students can receive partial credit for the course. They must still return to the class to complete the remaining credits.</p> <p>Independent students use the Acellus online curriculum program and must earn 70% or higher in order to pass assignments or tests. If students are struggling and cannot pass an assignment or test, Acellus automatically sends a message to the teacher, which prompts the teacher to assist and reteach the content to the student. The Acellus program locks the computer so that students cannot open another window to search for answers to test questions. During online instruction instructors monitor that students are in the correct courses with the right assignments and that students are not searching for answers on another computer or cellular phone. In addition, students taking midterms and finals must take the tests in the presence of a teacher for the duration of the test.</p>	<p>Learning LMS gradebook</p> <ul style="list-style-type: none"> ● Aeries gradebook ● District Rubrics ● Classroom Rubrics
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Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess 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.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use 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
<p>The CIS instructional staff consists of the administration, teachers and classified staff which meets during monthly Pathway meetings and “A” meetings to assess ongoing curriculum development and student needs. In addition, Pathway meetings involve discussion of student portfolio requirements, work-based learning and ongoing internships. Goals are established and dates set for guest speakers, workshops and Pathway events. CIS teachers and administration work on project-based learning (PBL) elements such as district rubrics, PBL implementation, cross-curricular projects and PBL refinement. As part of the project-based learning refinement process, projects are presented and teachers collaborate on the projects highlighting strengths and areas of growth to ensure projects are challenging,</p>	<ul style="list-style-type: none"> ● WBL logs ● Project artifacts ● CIS Academy student handbook ● CEO pathway meeting agenda ● “A” meeting agenda

<p>relevant and that they synthesize concepts taught in classes. This is also an opportunity for teachers to identify areas where they can supplement content in their courses with material that is relevant to projects in an interdisciplinary manner.</p> <p>An area of strength at CIS is the ability to offer students multiple paths to completing the requirements for graduation from high school. One component of the grading policy allows for awarding partial credit for course units completed to date. Awarding partial credit allows students to not lose confidence in their ability to progress toward graduation and updates their GPA and transcripts. Students who have not completed a class at the end of a semester or summer term can continue to work to complete the course with a passing grade. These policies for success in students attaining the necessary credits to graduate are a direct result of meetings in which the student, master teacher, counselor and parents discuss and evaluate academic progress on an individual basis. In addition, some students enter CIS with partial course credit from another institution. Awarding partial credit allows for relatively smooth matriculation into CIS and back to home schools or other schools if students choose.</p> <p>Another area that has strengthened our program is our access to and transparency and collaboration with a district team of stakeholders, including our principal and our counselor, where the district revamped the diploma options for PUSD and CIS in 2016. There are currently three diploma options offered for graduation. The first option is a 220-unit WASC accredited diploma, which is the preferred diploma option for most students. The second option is the 170-unit district diploma for fifth-year seniors and students who begin their senior year with less than 120 credits. The third option is the AB 216 and AB 2121 diploma for qualifying youth set by the state.</p> <p>Multiple diploma options afford more students opportunities of obtain their high school diploma and are recognized by post-secondary education and employment agencies.</p>	
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Schoolwide Modifications Based on Assessment Results

D1.5. 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.

D1.5. 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
Assessments results drive the development of the Single Plan for Student Achievement, which in turn drives changes to the school program. The plan is reviewed and updated annually, which drives the continual improvement process. CIS begins each school year with an informal self-study for the year to chart areas of growth, strength, weakness and need to align with the	<ul style="list-style-type: none"> • Pre and post assessments compared to evaluate growth over time

<p>school vision. The WASC process also contributes to continual improvement through the full self-study process.</p> <p>Schoolwide test results, such as Lexile levels and math levels are reviewed and discussed in Pathway meetings to make informed instructional decisions. Assessment analysis found that students were lacking reading comprehension skills and were not proficient with math content within the allotted time. The analysis of assessment results lead to the creation of additional workshops, tutoring, and courses for reading and the extension of math courses over two quarters.</p> <p>Some examples of site decisions that have resulted from data analysis include:</p> <p>Allocation of Resources and Professional Development:</p> <ul style="list-style-type: none"> • The Tenmarks assessment was purchased to assist struggling students at improving foundational math skills. • Site funds and grant money used to install new technical equipment for classrooms in order to develop foundational academic skills within each classroom. • Professional development has been utilized for the Senior Defense. • “A” Mondays and PD days have been used to train ELA teachers in implementing ERWC and Smarter Balanced. • Professional development has been utilized in the schoolwide implementation of the blended learning format of instruction. • Analysis of college entrance and college credit attainment data was used to determine the need for site funds to be used to partner with College Access Plan. <p>Programming Changes:</p> <ul style="list-style-type: none"> • CAHSEE math and English testing necessitated seminar instruction and a Read 180 Reading Lab. • Data analysis on the performance of EL students in English classes led to scheduling EL students in a double block (three days per week) of ELA and Academic Language Development for English learners (LTELs). This year (2018-19), students are scheduled for a triple block (five days per week). • A Medical Arts academy and Careers class were created to provide students with job readiness training, soft skills, and internships. 	<ul style="list-style-type: none"> • CAP MOU • Master Schedule • A Monday Agendas • Pathway Meeting Agendas • WBL Report Cards • Tenmarks Assessment
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. 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
Each program area, like each student, is seen for its individual merits and how it contributes to overall student achievement and the SLOs. CIS understands	<ul style="list-style-type: none"> • School site plan

<p>that program areas must support overall objective of meaningful student achievement. The academic experience of each student an amalgamation of many moving parts, including all staff, instructional methodologies, courses and course content and applicability to “life beyond CIS or high school.” With this in mind, CIS uses input from all stakeholders, current and relevant research and actual student results to make sure that each part of the program is defined and fits into the broader perspective of quality education. We establish goals borrowing from SMART (specific, measurable, attainable, relevant and timely). By examining each part of the program individually and streaming each evaluation with SMART, the school program areas are clear, focused and within our capacity to achieve.</p> <p>The process for curriculum, instruction review, and evaluation begins with the school site plan. In the CIS site plan, goals and benchmarks are created. These goals and benchmarks create a map for improvement for each school year. Beyond the school site plan, an informal self-study is conducted where data including pre and post-tests in English and math also help to guide the direction of CIS and determine what schoolwide improvements and interventions are needed. In addition, “A” meetings and CEO Pathway meetings are held to assess instruction, especially regarding PBL, and to review instruction and evaluation with a focus on district and school wide rubrics.</p>	<ul style="list-style-type: none"> ● State assessment data ● “A” meeting agenda ● CEO Pathway agenda ● SPARC report
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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.

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

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

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
<p>Student work is constantly reviewed by the seminar and master teachers. Online classes have built-in assessments that allow students to progress to further levels once content mastery is achieved. Formal assessment is embedded into every course assignment and the Essential Question provides a base for guidelines and objectives. Frequent and immediate feedback is tantamount to the success of each student because in independent study, the student has to understand be responsible for their own achievement and progress. They cannot always look to peers for comparison. The multitude of</p>	<ul style="list-style-type: none"> ● ReadTheory Lexile level assessment results ● Student portfolios ● Aeries transcript

<p>student achievement data is appropriate for CIS because each student is treated as an individual learner as opposed to the “collective progress” in a traditional classroom. The assessment strategies are effective because they allow teachers and stakeholders to design ILP and offer multiple and intervention means for student achievement and progress.</p> <p>At the district level, PUSD automatically uploads all district-wide testing such as CAASPP and CELDT scores. These scores are shared with parents, students, teachers, counselors and administrators through Aeries online program. EADMS is the current database for assessment data adopted by the district, but the capabilities of the software program are limited. Also, PUSD has instituted Senior Defense in the 2018-2019 school year which requires all PUSD students to deliver a 8-10 minute presentation reflecting on and applying their learning to their future plans. CIS students must show this ability by selecting their best work from different class assignments throughout their high school years that meet the graduate defense requirements in a graduate portfolio. The Senior Defense is assessed with the district rubrics for research, oral communication, creativity and written communication.</p> <p>CIS is currently searching for a more comprehensive assessment in ELA. CIS is starting to convert to the Read Theory/math as the district rolled the program out after school had started in October. These programs better disaggregates assessment scores by standards and performance levels.</p> <p>In addition, student portfolios are also created by students that show their best work in their their CTE classes and are shared with parents, students, teachers, counselors and administrators. Beyond student portfolios, students are also recognized for exceeding in academic performance, achieving a high degree of aptitude in SLOs, and earning awards for good scholarship. ILPs are also used to measure goals and benchmarks.</p> <p>At the classroom level, rubrics that are directly aligned with the district are implemented in each class for writing, presentations, creativity and research. Teachers also use ancillary materials and software such as ReadTheory. samples, presentations and standards based assessments.</p>	<ul style="list-style-type: none"> ● database ● ILP Goals and benchmarks ● ReadTheory student score data ● Senior Defense Scored Rubrics
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>CIS Academy is piloting the Acellus LMS for its independent study students. Acellus has formative and summative assessments in the form of pretests, unit tests midterms and finals, as well as Prism Diagnostics, an advanced algorithmic diagnostic tool. These assessments demonstrate student achievement of academic standards.</p> <p>CIS continues to use A+ for credit recovery and Achieve 3000 for ELLs. Seminar teachers also use the Powerschool Learning LMS to supplement instruction.</p> <p>Online auto grading is a great timesaver for the teachers. The teacher</p>	<ul style="list-style-type: none"> ● Acellus student reports ● A+ student reports ● Achieve reports

unlocks the test for the student and the test is taken in the presence of the teacher.	
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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 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
<p>At CIS, with independent study, formal assessment is embedded into each benchmark because there needs to be an appropriate rubric for evaluating student work and achievement. However, informal assessment allows the ILP to remain effective and appropriate to the individual learner’s needs. Formative and summative assessment is a focus of teachers, counselors and other curriculum developers because it needs to be frequent, apparent and relevant to the specific content. Moreover, formative and summative assessment must inform the actual student achievement in order to implement and carry out the ILP. For example, each course strand or content “chunk” tests for mastery and then there are unit tests that relate to Common Core “power” standards. The approaches to the use of formative and summative processes allow a flexible and student-driven learning environment.</p> <p>Students entering CIS are required to take pre-assessments for ELA and math. The current ELA assessment is for Lexile levels only using Read Theory. CIS staff and teachers are currently searching for a more comprehensive ELA assessment that measures not only Lexile levels, but writing as well. The current math assessments used at CIS are the The MDTP assesses students' readiness in foundational topics necessary for success in a California common core entry-level high school mathematics course such as Algebra I or Integrated Math 1. These two assessments help ELA and math teachers determine the current math and ELA skill levels, which allows teachers to differentiate teaching accordingly.</p> <p>Once enrolled in courses, CIS students are assessed formally and informally on a regular basis to calibrate instructional pacing and determine whether or not students need additional time or remediation. Some ers then grade these projects and students reflect on what they have learned. CIS teachers grade projects with the district provided rubrics for writing, oral presentation, creativity, and research. The results of project assessments and teacher reflections of the projects are discussed in pathway meetings. Project artifacts are shared in these meetings, and teachers critique each other offering constructive criticism to each other in order to refine and inform curricular and instructional decisions. CIS is currently converting all district rubrics to rubrics that allow for teacher input on the rubric itself that will be added to graduate portfolios for students to reflect on. Additional assessments used at CIS include projects, quizzes, tests, essays, reflections, science labs, and virtual labs.</p> <p>When students at CIS have proven mastery of a concept in a formative assessment, they are then expected to apply that concept to a summative</p>	<ul style="list-style-type: none"> ● Read Theory results ● PBL artifacts ● District rubrics ● PBL

<p>project that shows that a student can synthesize the concept into a project. As students create these projects, teachers assess and guide them along the way to provide feedback that allows the students to know if they are completing the project correctly or not.</p> <p>Teaching with PBL allows teachers to provide real-time feedback for the duration of the project. Teachers use PBL templates developed by the Buck Institute to create and monitor projects as well as a rubric to assess the quality of a project after it is complete. Students learn to apply concepts by creating a project that requires content knowledge.</p>	
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
<p>CIS students understand that they must earn a certain amount of credits to either graduate or return to the traditional high school. Students at CIS also understand that they must complete a graduate portfolio and a Senior Defense to graduate high school at PUSD.</p> <p>CIS students are evaluated for ELA reading levels and high school math levels when they enter CIS. Students understand that their progress is being monitored and that there is a summative exam at the end of their time at CIS. Students also monitor their own progress as they use Read Theory.</p> <p>Additionally, students take entrance and exit surveys that focus on their college and career interests, learning styles, and knowledge of college readiness. To gauge interest in specific careers and colleges CIS students take the Naviance interest profile. Other student surveys include the graduate survey and the California Healthy Kids survey that question students on their learning process, psychological health, and experience at CIS. Before students complete their stay at CIS, they also have the opportunity to take the PCC placement test (discontinued) for community college and college board tests including the PSAT, SAT, ACT, and ASVAB. The academic counselor and CAP review and monitor the results of these assessments with the students to help them identify pathways to meet their educational and career goals.</p> <p>Student-teacher interaction and monitoring of student progress at CIS are primarily conducted through the use of PowerSchool Learning and Aeries student portal. Equally, students interact with teachers through project-based learning lessons, email, and tutoring hours. Student progress is evaluated using teacher rubrics, grades and district rubrics. In addition, student work in graduate portfolios will begin to be monitored and updated on PowerSchool Learning beginning in the 2018-2019 school year.</p>	<ul style="list-style-type: none"> ● Graduate survey results ● PCC placement test results ● Aeries student portal results ● Entrance and exit survey results ● College board test results (PSAT, SAT) and ACT ● California Healthy Kids survey results ● PowerSchool Learning and Aeries Gradebook ● Naviance interest profile results

<p>There is a need for more district rubrics to be interactive in order to provide feedback that can be uploaded directly to student graduate portfolios. There is also a need at CIS to learn more about the graduate portfolio and Senior Defense process and how to monitor and give feedback and instruction to students through the process.</p>	
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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 (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Though CIS excels at utilizing in-class and alternative testing data, there is a need to better incorporate the district EADMS testing program and CAASPP data into instructional planning. Students complete a wide variety of project based-learning activities and show great promise on their graduate portfolios. However, an analysis of graduation rates shows a need to determine where students can best be supported in completing all requirements for graduation, as well as meeting A-G requirements. CIS is in a very good position to increase graduation rates once this data has been analyzed due to our Individual Learning Plans and one-on-one interactions with the students. With staff and faculty surveys, CIS will be able to find consensus around these issues and dedicate resources appropriately.

Prioritize the strengths and areas for growth for Category D.

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

- The use of alternative data to drive changes in instructional program.
- Individual classes use data to drive instruction.
- Project-based learning allows CIS teachers to assess students' development of critical thinking, communication, collaboration and creativity.
- Multiple measures of assessments are used to determine student understanding of concepts.
- Concerted efforts by each CIS teacher to work with students on an individual basis allow for more one-on-one.

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

- There is a need to better utilize EADMS to fit site needs (most teachers utilize own assessments and class data).
- There is a need to reinstitute the teacher and staff surveys.
- There is a need to analyze the rate at which students pass seminar classes vs. online in order to ensure students are moved to an appropriate class and are able to graduate on time.
- There is a need to track students progress toward A-G requirements and participation in SAT/ACT testing.

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

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

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
<p>Stakeholders are afforded ample opportunity for regular involvement in the learning and teaching process throughout the year. All stakeholders are invited to come and speak to CIS Academy teachers and staff about the learning and teaching process schoolwide during yearly school functions such as Back-to-School Night and Open House. Families are invited for a dinner during these events to mingle with teachers before formal, student-run presentations and teacher introductions. These programs are presented in English and Spanish and have proven to be very effective as measured by high levels of attendance.</p> <p>CIS stakeholders have multiple points of access to student progress during and after school hours for all students at CIS Academy, such as in-person conferences, phone, email, and online access. Additionally, translation services are available onsite from office staff and teachers, as well as through the district.</p> <p>Stakeholders are involved in the learning and teaching process for our students with special needs through the IEP program. The accommodations created through the IEP process are included in the Individualized Learning Plan (ILP).</p> <p>Other support groups in CIS include the District IMPACT substance abuse program, Hathaway-Sycamore Child and Family Services, and SSTs.</p> <p>At CIS Academy, the Powerschool Learning LMS and Acellus are the primary mode of individual instruction for online students. Stakeholders are provided access to lessons and the teaching processes at CIS Academy at any time. Business, industry and community leaders are involved heavily in the academy classes but underutilized in the core classes.</p>	<ul style="list-style-type: none"> ● Open House flyer ● Back To School Night flyer ● Aeries Parent Portal ● Aeries Student Portal ● PowerSchool Learning syllabi ● ELAC, School Site Council ● IEP

<p>4.2% of CIS students have special needs. Our RSP teacher who is assigned to our campus two days a week and is very active with our students, parents, and staff through phone calls, email, informal meetings to discuss student progress and concerns and with the IEP process. She is very connected to our parents as well as our students in helping them succeed and progress within the learning environment. She helps implement accommodations and modifications that are needed for the students as well as helping the teachers with questions and concerns that may arise throughout the year.</p> <p>Our ELL teacher is in constant communications with parents to notify the progress and the importance of daily attendance to attain proficiency in English. Many of the students find that employment is important and will miss school to go to work. Financially, the families depend on their students working which creates a gap in their students' education. Although the language acquisition process may take time for this population, instilling the value of education to the ELL's is continuously reinforced. Through ELAC and communication with parents, we hope to bridge that gap.</p> <p>CIS has an Advisory Board for the Health Academy. Our community members are Home Instead, Kaiser, Huntington Hospital, Pasadena City College, Park Morino Terraces, and Lions Club. At the meetings, the members discuss curriculum, stackable certificates, internships and most importantly the newest trends in the health field. This guides our curriculum, allows access to equipment, provides us with speakers in specialty areas, job shadowing and internships. The processes and strategies are effective because they benefit students beyond academics and positively impact our graduation rates by allowing more students to graduate on time.</p>	
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Use of Community Resources

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

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

Findings	Supporting Evidence
<p>Community members partner with teachers to provide opportunities for students to engage in real world experiences such as:</p> <ul style="list-style-type: none"> ● working with students on a business plan over the course of several days to reinforce material covered during class including budgets, credit, credit scores, loans, investing, etc. ● providing students paid pre-apprenticeships with Old Navy, The Foothill Workforce Investment Board (WIB), Multiple Careers Solution, Huntington Memorial Hospital, Kaiser Hospital, Pasadena Northwest Commission and Outward Bound Adventures. ● participating in work-based learning opportunities at Huntington Memorial and Kaiser Hospitals and Outward Bound Adventures. ● attending lectures from guest speakers representing community 	<ul style="list-style-type: none"> ● College Access Plan provides support in transitioning to college ● Pre-apprenticeship sites, Huntington and Kaiser Hospital, Flintridge Foundation, Old Navy

<p>organizations, Pasadena City College, Young and Healthy, the TRIO Program, College Access Program (CAP), Shepherd's Door Pasadena, interns from Azusa Pacific and others</p> <ul style="list-style-type: none"> attending field trips and college tours funded by The Pasadena Educational Foundation. <p>CIS Academy continually seeks community resources that support student learning. CIS Academy has several business partnerships with colleges and organizations within Pasadena and Southern California in general. CIS Academy has monthly visits from Pasadena City College and yearly visits to local colleges such as CSULA, CSUN, CSULB, Azusa Pacific, and Redlands. CIS Academy also collaborates with City of Hope and the American Red Cross, which help fund tours to local business/service providers.</p> <p>Beyond the college and career partners, CIS Academy also has partnerships with other organizations that are not traditional educational institutions, yet provide educational opportunities for students such as Outward Bound Adventures, Flintridge Foundation, Rotary Club and Lion's Club.</p> <p>The District provides WBL and Report Cards and CIS compares other high school participation from community partners as evidenced through participation at events, scholarships offered and equipment provided. The resources and support are effective because they benefit students beyond academics and positively impact our graduation rates by allowing more students to graduate on time.</p>	<ul style="list-style-type: none"> Partnership with Pasadena Northwest Commission for student service hours in the public sector and City departments WBL Report Cards
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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.

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

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 and Uniform Complaint Procedures.

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
<p>CIS Academy maintains a safe, clean and orderly learning environment that fosters cooperative learning and mutual respect. The culture of cooperation and mutual respect at CIS Academy begins with teachers who motivate student achievement and regulate student behavior so that each room is a safe and inclusive place in which to learn. The administration at CIS Academy actively protects students from bullying or harassment, supporting a zero tolerance policy for any form of harassment or bullying anywhere on campus.</p> <p>CIS Academy shares custodial and landscape services with Pasadena High School to ensure the buildings and grounds are well-maintained and free of any hazards.</p> <p>CIS Academy additionally relies on the services of the school nurse shared with Pasadena High School. The nurse assists staff with medical attention, health concerns, and mandated reporting.</p> <p>Upon arrival, new students receive a school handbook and Chromebook packet. The school handbook delineates the rules and code of conduct that include district-wide uniform complaint procedures. The Chromebook packet delineates CIS Academy, district-aligned protocols such as internet safety and responsible conduct online. Students and parents sign the Chromebook packet documents so that they thoroughly understand the CIS Academy acceptable use policy protocols and conduct required to receive a school-issued Chromebook.</p> <p>New students are involved in the orientation for the school that focuses on acclimating students to the inclusive culture at CIS Academy by guiding the students how to navigate digital learning, develop healthy relationships, understand self-care and learn how to set academic and personal goals.</p> <p>These practices and procedures are effective for assuring student safety as demonstrated by the lack of complaints and confirmed by parent and student survey administered periodically throughout the academic year.</p>	<ul style="list-style-type: none"> ● Acceptable Use Policy ● Chromebook Packet ● District-wide uniform complaint procedures ● Emergency drills ● Impact ● Tenth grade Healthy Kids Survey ● Monitoring the Future Survey ● Healthy relationships, self-care, mentoring for new students in Empowerment, ● NearPod digital citizen ● Classroom syllabus ● Joint Safety Plan

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
<p>CIS Academy teachers and staff demonstrate a high degree of concern for the personal and academic well-being of its students. The culture of caring at CIS Academy is embedded in our most fundamental daily routines. This is most evidenced by the frequent interactions between teachers and students and facilitated by the ILP. We are uniquely structured to provide mentoring in our advisory meetings. Additionally, seminar teachers are able to provide more personal instruction due to small class sizes and open hours for tutoring and mentoring outside seminar hours.</p> <p>Because of the nature of our program and small size, discipline issues are addressed on an individual basis between students, parents, administrators, and staff resulting in personalized behavior plans. All students' identity as it relates to gender and ethnic preferences are respected and adhered to with careful consideration. Requests for gender based considerations are compiled upon request.</p> <p>Diversity and cultural heritage are explored through lessons and field trips designed to celebrate contributions of all ethnicities, genders, and cultures. Teachers embrace district initiatives such as Adelante Mujer, Cesar Chavez/Dolores Huerta and Martin Luther King essay and art contests, scholarship.</p> <p>Graduating CIS students also routinely participate in ethnic celebrations such as the African-American, Hispanic and Armenian district-wide senior award banquets.</p> <p>Positive behavior strategies that stem from teacher mentoring are leveraged in various learning environments including HOSA, LEO, Rotary, and Pathway (interview sessions in which students who display the Student Learner Outcomes of Responsible Academic Learner).</p> <p>Progress and setbacks of individual students are also discussed periodically by the teachers and counselor. Parent meetings are scheduled and solutions to social and academic problems students are experiencing are addressed through collaboration and are ongoing to assure that students are comfortable.</p> <p>The policies, programs and procedures are effective in supporting student learning as evidenced by the lack of complaints and with the positive feedback from students and parents regarding levels of comfort and student achievement.</p>	<ul style="list-style-type: none"> ● Student Learner Outcomes ● New student survey compared to exit survey to evaluate. ● Medallion awards ● Student awards ● School board recognition awards ● Shepherd's Door presentation (Healthy relationships vs. unhealthy relationships) ● Cesar Chavez essay contest ● Martin Luther King Jr. essay contest ● Core literature and curriculum ● Medallion process ● ASCA speech Contest ● Schools First Scholarship ● Norm Schmidt Art Scholarship ● Dr. Eddie Newman Scholarship

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
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<p>Due to the nature and size of our school, teachers are able to consistently have personalized interactions with staff members regarding everything from student achievement to policies and procedures. Our principal has an open-door policy where staff members, parents, and students are able to discuss any issues without fear of repercussion. This creates a culture of trust, respect, and professionalism that permeates our academic environment. Students are free to discuss any issues with staff members because of this environment.</p> <p>CIS has monthly School Site Council meetings where teachers, administrators, parents, community and district stakeholders are invited to discuss the implementation of the Single Plan for Student Achievement, the District's Local Control Accountability Plan and the allocation of school funds for educational programs. All stakeholders are involved in the decision-making process and provide input that is implemented in all decisions made.</p> <p>Parent Engagement for both ELAC and SSC is an ongoing concern. This school year the participation was better but now we need to continue to sustain the membership and recruit from our new parents. Both committees are very interested in the policies of the school and what their role is in the implementation of the Single Plan for student Achievement.</p>	<ul style="list-style-type: none"> ● Parent survey ● Student survey ● SSC meeting agendas
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E3. Personal and Academic Student Support Criterion

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

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

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

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and 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
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CIS Academy provides professional and practical student support services for students' academic and personal needs. All new students are involved in a mandatory orientation in which student surveys/discussions related to personal needs and academic evaluations that test for reading, writing and math levels with the assigned master teachers. The orientation stresses to parents and students the importance of acquiring and developing independent skills at CIS Academy. In each class, students are offered tutoring before school and after school by appointment and some teachers often meet with students without an appointment. In addition, student academic and personal needs are discussed and interventions are proposed in the student/teacher/parent meetings. These meetings are part of the students ILP. When required, the counselor and the administration is involved and the meeting becomes a Student Support Team (SST) meeting. This team discusses strategies to increase academic performance, attendance or manage the personal needs of a student and referrals for counseling or other social and medical services. Other intervention options in the student, parent, and counselor meetings include referrals to district-specific services such as Hathaway-Sycamores mental health services and Families in Transition. Students are referred to these services for mental health issues when they exhibit specific behaviors that are beyond the purview of teachers and staff or experience circumstances such as homelessness, parent incarceration or separation.

Outside of the classroom, the campus has an off-site drug counselor and a school nurse to assist students with drug and health issues should they arise. The drug counselor also facilitates the district drug program known as Impact, which uses a twelve-step therapy approach to helping students quit their addictions to drugs and alcohol and manage their recovery.

CIS Academy strives to support students academically with personal goal setting toward college and career choices. This commitment to academic and personal goal setting includes the college and careers class where students research colleges and careers of interest, create resumes, cover letters and learn interviewing skills which all culminates with a mock interview day. The mock interview pairs business partners from the Pasadena community with students who have completed the class to provide a real world interview experience.

During ILP meetings, students can monitor their progress toward graduation and/or college readiness and the credits they have earned each semester. CIS Academy partners with the College Access Plan (CAP), a local non-profit organization that helps students explore and apply to both two and four-year colleges. CAP counselors also help students find and apply to a variety of post-secondary certification, training, and apprenticeship programs. These programs lead to increased job readiness and overall student growth and success with the least amount of financial burden.

The effectiveness of academic and personal support services can be measured by the numbers of students taking advantage of the available services and resources that allow them to successfully navigate their academics. CIS staff understands that providing a nurturing environment is crucial to the academic success of every student and strives to stay abreast of

- Onsite tutoring
- Student teacher/meeting
- SST meeting
- District Drug counselor
- School Nurse
- College and Career class
- Hathaway-Sycamores
- ILPs
- College Access Plan
- Probation Officers

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

Findings	Supporting Evidence
Since CIS Academy is a blended learning environment and is not solely online, all services mentioned in the previous prompt are also available to our online students. Academic counseling is available in person by appointment during school hours.	<ul style="list-style-type: none"> ILPs

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 multi-tiered intervention 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 multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>CIS Academy staff has developed a personalized multi-tiered approach to intervention. The types of strategies are effective because they afford teachers the flexibility to adjust the methods that students navigate the curriculum and address individual areas of challenge. Intervention methodology and the progress of the overall educational program for the school and students is discussed during bi-weekly "A" or short Friday meetings. Not all teachers were involved in Intervention training that was being introduced to teachers by the district. Two of the teachers who attended the training have moved out of state or retired. However, staff will participate in additional training that will include Response to Intervention and Trauma-Informed Care this spring. Weekly Pathway meetings focus on alternative instructional options such as project-based learning, blended learning development, co-curricular projects and College and Career Exploration pathway opportunities for students. Biweekly "B" meetings are often used for departments or individual teachers to develop curriculum. The meetings and training listed above allow for the planning, creation and continued development of the following alternative instructional options:</p> <p>Work-based learning: Pre-apprenticeship at Huntington Hospital Pre-apprenticeship at Kaiser Hospital 3. Flintridge Foundation 4. Outward Bound Adventures 5. Pasadena Northwest Commission</p> <p>Field experiences: Three- four college visits a year Annual Trips to City of Hope, Red Cross facilities Pasadena Playhouse field trips to watch various plays and learn about the production of a play</p>	<ul style="list-style-type: none"> Biweekly "A" meeting agendas Biweekly "B" meetings agendas Student Chats Trauma Informed Care Training Mental Health Week ILPs Syllabi for courses with blended learning Work-based learning documentation Field trip-related documents Documentation of SPED alternative options Documentation of ELL alternative options Documentation of ELL extension program HOSA School Charter

<p>Art classes with the Armory Journalism field trip to <i>The Los Angeles Times</i> headquarters.</p> <p>SPED/ELL instructional options: The evaluation process for eligibility for Special Ed services IEP meetings- 30-day progress check IEP Annual Review RSP Program-Students with needs access supports/alternative setting when needed. Workability Program-Job experience/preparation for students with needs.</p> <p>Educational program changes: Twilight Adult School night classes have been implemented for seniors and non-grads aging out. A new program allows ELs who have aged out of traditional high schools and/or the International Academy to take classes aligned with graduation and career objectives.</p> <p>Classes: In the Health Organization Students of America (HOSA) programs, students participate in workshops that address healthy relationships, conflict resolution, decisions and consequences, resiliency, academic counseling, college and career counseling and goal setting. Students attend the annual California HOSA conference designed to provide students with developing their academic and social skills. These skills are put into action when they become involved with volunteer work and represent the school in other functions. We regularly have students attend the national HOSA conference in Washington, D.C., an honor extended to the nation's top HOSA students.</p>	
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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
<p>All incoming students attend an orientation with the academic counselor, receive copy of student handbooks, Chromebook applications, and a campus ID cards. Also, students are enrolled in a Career class that includes an introduction to Chromebooks and the PowerSchool Learning LMS.</p> <p>An initial IEP for incoming special education students is conducted, and all IEP interventions and accommodations are shared with the teachers, academic counselor, school psychologist, principal and school nurse if applicable.</p> <p>Students at CIS Academy are continuously monitored for credit recovery</p>	<ul style="list-style-type: none"> ● PowerSchool LMS documentation ● Careers class syllabus ● Acellus LMS student progress reports ● IEPs ● ILPs

<p>achievement and GPA through the ILPs. Each semester, the academic counselor reviews academic progress with students.</p> <p>Additionally, parents are provided with online access to their student's progress on Aeries Parent Portal, Acellus, and PowerSchool. In the case of Acellus and PowerSchool, this is done at a parent's request.</p>	
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Support Services – Multi-Tiered 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 schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, 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.*

Findings	Supporting Evidence
<p>At CIS Academy, student learner needs are accurately identified and supported in several ways. Schoolwide Learning Outcomes (SLOs) are developed after careful consideration of student learner needs based on research of past student trends, current educational standards and various discussions on the learner outcomes expected at our unique school.</p> <p>Teachers are trained and certified for working with ELs, high achievers, Special Ed and other programs with ongoing professional development. Teachers are provided with a list of which students in their classrooms have IEPs and the IEP accommodations for each student. This is done upon entry to the school and reviewed on a periodic basis according to district policy.</p> <p>In weekly meetings, the staff discusses students at risk of failure and intervention options. Although the focus of these meetings has shifted recently due to increased needs of professional development for LMS programs and WASC, the open door policy of administration and the willingness and availability of teachers to collaborate helps to offset the process for positive outcomes for all students.</p> <p>Teachers meet regularly with students to discuss their individual progress toward academic goals. In addition, teachers provide tutoring to all students upon request.</p> <p>Teachers and staff communicate routinely with parents in a number of ways including by phone, mail, email, and text.</p> <p>Recognition and awards are given for student achievement in different categories of SLOs to support CIS learning expectations at events such as Open House and Back To School Night.</p>	<ul style="list-style-type: none"> ● Individual awards given to acknowledge achievement in academics ● Agendas for Weekly/monthly staff meetings for early intervention. ● Documentation of 30-day IEP meetings to review/adjust supports for students with Special Ed services.

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
<p>All students at CIS Academy are issued Chromebooks. PowerSchool learning, A+, Acellus, and a blended classroom environment are made available to all students.</p> <p>In addition, printed textbooks or a digital copy of a textbook are also provided in each class upon a student's request or content requirement such as a novel or supplemental text.</p>	<ul style="list-style-type: none"> ● Chromebooks checkout documentation ● Powerschool LMS documentation ● Documentation of Blended Learning ● A+ progress reports ● Acellus progress reports

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 regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>CIS Academy is not only a credit-recovery high school, but also a program that offers options for advanced students.</p> <p>After careful review of a student's transcripts, the counselor places students in classes they need to meet for graduation requirements. Furthermore, students' academic, vocation and career interests are also considered. Students are then enrolled in seminars and online courses.</p> <p>Each instructional seminar at CIS is designed using the blended-learning instructional model and offers a challenging, relevant, and coherent curriculum that is customized by each teacher. These classes are delivered digitally through the use of the PowerSchool Learning LMS platform. Teachers also use the Acellus program for online instruction.</p>	<ul style="list-style-type: none"> ● Aeries Student Data ● Master schedule prioritizes scheduling first for ELs, students with special needs ● Transcripts and ILPs of fifth year seniors ● Student referrals to GED, High School Proficiency Exam preparation programs ● Student referrals to Twilight, CEC ● Journalism class syllabi ● Documentation of medallion recipients who mirror schoolwide demographics. ● Copies of SST and bi-weekly student- teacher meetings ● Concurrent Enrollment Forms ● Career class syllabus ● Documentation of medallion recipients

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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

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 schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>As shown in our WBL data, curricular activities have increased over the last six years, suffering only when budgetary constraints require us to cancel certain aspects of our programs. CIS has made an effort to include many co-curricular activities that would be found at a “normal” high school such as Grad Night, participation in the PHS Model A club and schoolwide picnics, but our student survey indicated that students still feel that there is a need for more social activities that are not curriculum related.</p> <p>The activities that supplement content and make it applicable to real-world applications such as fieldtrips and community service opportunities align with Common Core Standards to improve academic achievement and enhance the learning experience. The availability of curricular and co-curricular activities is informed by the ILP and students can take advantage of opportunities on site, throughout the district and through concurrent enrollment. Students must actively seek out these opportunities and balance participation with academic and life responsibilities. Even if students are not initially interested in pursuing some activities, they are encouraged to do so and the ILP is adjusted accordingly and often includes earning Passport credit toward an elective course. CIS continues to look for additional resources, occasions and motivators to offer and incentivize student involvement, participation and enhancements to the school’s social culture.</p>	<ul style="list-style-type: none"> ● Documentation of field trips ● Copies of entrance and exit surveys for student evaluation of effectiveness of curricular and co-curricular programs. ● Documentation of internships at Huntington, Kaiser Hospital , and off site programs at Armory and Pasadena Playhouse open to students. ● Career Night and College Night flyers ● College application and financial aid workshops ● Documentation of Workability Workshops open to students with learning disabilities ● Guest Speakers ● Passport credit for elective course

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
<p>As stated previously, data regarding WBL opportunities shows an increase in the amount of available curriculum-based activities, but students feel that there is a need for more non-curricular activities. Two clubs, HOSA and LEOs, offer opportunities for students to obtain community service and gain leadership skills. Students are highly encouraged to join School Site Council and become a representative of the school to the School Board. To mitigate the nature of independent study combined with the transient population and attendance and scheduling, CIS provides open study hall and laboratory areas where can interact and there is a clear process for how to create a student group in the Student Handbook. Various clubs have been formed and while not</p>	<ul style="list-style-type: none"> ● WBL data ● Student Survey ● Student LEOs and HOSA membership documentation ● SSC ● School Board Representative ● Outward Bound Adventures

<p>always sustainable, teachers and community partners are aware of the importance and expectation of supporting student interests including being available to advise or supervise and provide facilities.</p>	
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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 (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

School Culture and Support for Student Personal and Academic Growth is clearly a strength of CIS. Our small size and small student to teacher ratio seem to be the greatest contributing factor to our ability to create a nurturing environment supporting all students' learning and supporting teachers' ability to work well with one another to best assist all students in their growth and learning.

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

- Parent involvement- open house, back to school night
- teacher-student relationships-parent, SST, aries parent/student portal,teacher records,
- Providing field experiences in CTE classes
- Involving business, industry and community resources in the CTE classes
- Providing a safe and nurturing environment
- Regular personal and individual meetings with students

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

- Utilization of business, industry and community resources in the core classes
- Increased emphasis on/ time given to discuss student needs both in terms of learning interventions and in emotional support during staff meetings
- More activities made available that are similar to a traditional high school experience for socializing and peer interactions

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

The table below lists the Areas of Growth from each section, in the order from most importance to least.

Category A	<ol style="list-style-type: none"> 1. The use of data to make school-wide decisions has increased over the years. While data is consistently collected, improvements need to be made in determining what data is significant and measurable to our population of students and how staff will use that data to drive instruction. 2. Just a handful of parents are involved in the numerous decision making bodies, which shape our campus. The process to ensure the involvement of representatives from the school community in the development and refinement of the mission, Vision, and student outcomes are effective but could be more effective with additional parent involvement. 3. Staff has proposed reviewing procedures to identify and eliminate those that are outdated or that can be streamlined. 4. Continue to build and enhance the reputation of the school's success with the district, community and business organizations 5. Due to turnover in classified and certificated staff for a variety of reasons, there is a need for further induction protocol for new staff. A new teacher handbook needs to be created to include more detailed procedures.
Category B	<ol style="list-style-type: none"> 1. Continued development and refinement of PBL, both within subjects and cross-curricular 2. Continued development and refinement of Blended learning 3. Further cultivation and development of community partnerships with local businesses and institutions 4. Routine sharing of best practices among staff and students 5. Staff surveys 6. Continued staff development in use of technology 7. College visits
Category C	<ol style="list-style-type: none"> 1. Increase problem and project based learning for students who are online/independent study only, including lab requirements in the sciences 2. Increase time available for reflection on student work
Category D	<ol style="list-style-type: none"> 1. There is a need to analyze the rate at which students pass seminar classes vs. online in order to ensure students are moved to an appropriate class and are able to graduate on time. 2. There is a need to track students progress toward A-G requirements and participation in SAT/ACT testing. 3. There is a need to better utilize EADMS to fit site needs (most teachers utilize own assessments and class data). 4. There is a need to reinstitute the teacher and staff surveys.
Category	<ol style="list-style-type: none"> 1. Utilization of business, industry and community resources in the core



E	<p>classes</p> <ol style="list-style-type: none">2. Increased emphasis on/ time given to discuss student needs both in terms of learning interventions and in emotional support during staff meetings3. More activities made available that are similar to a traditional high school experience for socializing and peer interactions
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Chapter 4



Summary from Analysis of Identified Critical Student Learning Needs

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Summary:

After reviewing the Areas of need, CIS staff and faculty determined that many of the areas of growth could be combined into three identified critical student needs.

The first critical need is to address the manner in which data is analyzed and then utilized to form action plans in the school. There is a strong need to set into place a timeline for reviewing data, determining the implications of the data, and putting action plans related to the data into place. This includes incorporating more data from our district's EADMS testing program, reviewing student work from our seminars and Acellus program, and analyzing the the progress of students toward graduation, including their fulfillment of A-G requirements.

The second critical need is for increased collaboration and incorporation of project and problem based learning in the classroom. It was determined that this goal should also incorporate an increase in community involvement, as it was agreed upon that this would be a best practice for updating our curriculum.

The third critical need is for a change in our school culture as it relates to increasing parent involvement, creating more opportunities for non-curriculum related school activities and increasing our reputation in the community.

Overall Critical Learner Needs:

1. Data Analysis
 - a. CAASPP data
 - b. EADMS/ Student work
 - c. Seminar v. Online/ A-G requirements/ Graduation Rate/ SAT and ACT testing
2. Increased Problem-based Learning and Community Involvement
 - a. Increased Collaboration/ Best Practices
 - b. Community, Business, and Industry Involvement in Core Classes
3. School Culture
 - a. Increased parent Involvement
 - b. Increase faculty involvement and review procedures
 - c. Create student social Groups
 - d. Improve community perception



Chapter 5



Schoolwide Action Plan

Chapter V: Schoolwide Action Plan

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

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

CIS has revised our Single Plan for Student Achievement. The following are the new goals:

1. **Increase the analysis of data in order to improve student success and ensure students graduate on time.**
2. **Increase collaboration, inclusion of project and problem based learning, and involvement of community resources.**
3. **Create a more active school culture that encourages participation in school leadership and activities, as well as increases our interactions with the community.**

All of the goals were aligned with the District’s LCAP goals, which are:

1. Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.
2. A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.
3. Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.
4. Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.
5. Promote a welcoming and inclusive environment for all stakeholders and ensure all parents and guardians have the opportunity to acquire the knowledge, information and skills needed to support their children's success in school

Action Plan

Goal 1: Increase the analysis of data in order to improve student success and ensure students graduate on time.

Actions and Measured	<ul style="list-style-type: none"> ● CAASPP data <ul style="list-style-type: none"> ○ One “A” Monday meeting per month should be set aside for
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<p>Results</p>	<p>student performance analysis. Preliminary focus will be on the Math scores, but incorporate science, ELA and Social Science as the data becomes available.</p> <ul style="list-style-type: none"> ○ The math departments will work to create a skills inventory assessment for preliminary planning to improve instruction. The goal of creating an action plan from the analysis of data will be to set a certain percent (starting at 10%) growth for student achievement in each of the categories. <ul style="list-style-type: none"> ● EADMS <ul style="list-style-type: none"> ○ CIS will work to include at least two district benchmark assessments per semester in each discipline. This data will be analyzed in the “A” Monday meetings at the beginning of each new semester. ● Student work <ul style="list-style-type: none"> ○ With implementation of increased collaborative projects and problem based learning, common rubrics should be created to allow for the analysis of student work across multiple disciplines. This would be part of the data analysis process during “A” Monday meetings. ● Seminar vs. online <ul style="list-style-type: none"> ○ Students moved from seminars to independent study will be redesignated in the Aeries system to a different period in order to accurately track student movement and completion rates for seminars and online classes. This data will be analyzed to determine if completion issues revolve around attendance, subject matter competencies, or presentation of material. ● A-G requirements <ul style="list-style-type: none"> ○ The graduation check form utilized that are used to determine classes required to graduate and inform the master teacher in their creation of a student’s ILP will be changed to incorporate a section for the additional A-G requirements so that students master teachers are better able to advise their students and encourage completion of A-G requirements. ○ As master teachers are reviewing the graduation portfolio requirements with students, they will ensure that the student is informed of both testing dates and the benefits of taking these tests, starting in their junior year. A checklist will be created and included in student’s files for this purpose.
<p>Person(s) Responsible</p>	<ul style="list-style-type: none"> ● Administration will ensure that appropriate time is set aside on “A” Mondays as evidenced by written agendas. All staff will participate in data analysis, with action plans created by the individual departments.

	<ul style="list-style-type: none"> • EADMS tests will be implemented by all seminar teachers • Common rubrics and analysis of student work will also be implemented by seminar teachers • Data for analysis of seminar vs. independent study students will be compiled by the data clerk. Analysis will be completed by seminar teachers and the counselor and administration. • The counselor will be responsible for implementing the new grad check form. Master teachers will be responsible for utilizing the new checklist.
Resources Required	<ul style="list-style-type: none"> • Time from “A” Monday meetings
Timeline	<ul style="list-style-type: none"> • Data analysis of CAASPP scores will be dependent on the release date of the data. The meeting(s) each year to discuss the data and create action plans should be held as close to the release date as possible. • Action plans for said data will have different timelines based on the realities of the individual requirements for each discipline. • The math skills inventory assessment will be completed and ready to implement by the beginning of the 2019-2020 school year. • EADMS assessments will begin implementation in the Fall of the 2019-2020 school year. Analysis of the data will begin in the spring 2020 semester. • Student work analysis will most likely be implemented in the 2020-2021 school year after completion of the creation of common rubrics and collaborative projects • The analysis of the seminar vs. independent study data will be analyzed starting in the Spring 2020 semester, the first semester said data will be available. • The new graduation checklist will be implemented at the end of the 2018-2019 school year.

Goal 2: Develop a hub and spokes model for cross-curricular collaboration based on an annual essential question.

Actions and Measured Results	<ul style="list-style-type: none"> • Historically, CIS Academy has developed an essential question in collaboration with our CTE program. This question was used to guide cross-curricular collaboration. Recently, due to staff and curriculum changes progress on this directive has waned, but will be re-emphasized for integrated projects. • Teachers will develop a minimum of one integrated element with a CTE teacher (and possibly other teachers) per school year.
Person(s) Responsible	<ul style="list-style-type: none"> • Each teacher will develop lessons with CTE teachers, Debbie Curtin and Mike Slominski who are the “hub”.

Resources Required	<ul style="list-style-type: none"> ● Powerschool E Portfolio ● Powerschool LMS ● Acellus LMS ● Google Suite (Docs, Slides) ● Professional Development (Summer)
Timeline	<ul style="list-style-type: none"> ● Instructional units will be ready by the second week of October of each school year.

Goal 3: Create a school culture that encourages participation in school and burnishes our reputation with the community

Actions and Measured Results	<ul style="list-style-type: none"> ● Plan two meetings per semester to evaluate procedures and prioritize goals ● Increase parent involvement by including in registration packets a survey that asks parents in which areas they are able to volunteer (food donations, SSC, ELAC meetings, etc.) ● Create a 5-credit ASB class. Students will lead the class and be responsible for coordinating activities and fundraising ● Increase faculty-parent engagement by requiring faculty attendance on a rotating basis <p><u>Measured results</u></p> <ul style="list-style-type: none"> ● Meeting notes ● Items donated and number of forms returned ● Attendance, grades, and class. Number of activities held and student involvement ● Number of participants in meetings(both teachers and parents)
Person(s) Responsible	<ul style="list-style-type: none"> ● All Staff will review procedures and prioritize goals ● Debbie Curtin for ASB ● All staff for SSC or ELAC meetings (rotations)
Resources Required	<ul style="list-style-type: none"> ● Time set aside from two “A” Mondays ● Funds to support student participation and extra-hours for outside work-hour events

Appendices:

- A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
<https://drive.google.com/file/d/1h66tuhDhzDjVkJbAnxxazGszOpYqjUo/view>
- B. Results of student questionnaire/interviews
- C. Results of parent/community questionnaire/interviews
- D. The most recent California Healthy Kids Survey
- E. Master schedule
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
- I. California School Dashboard performance indicators
<https://www.caschooldashboard.org/reports/19648810117440/2018>
- J. School accountability report card (SARC)
<http://www.sarconline.org/Sarc/About/19648810117440>
- K. CBEDS school information form
- L. Graduation requirements
- M. Any pertinent additional data (or have on exhibit during the visit)
- N. Budgetary information, including school budget
- O. Glossary of terms unique to the school