



Acalanes Center for Independent Study

Acalanes Union High School District

WASC Self Study 2022-2023

Submitted to the

Western Association of Schools and Colleges

And the

California State Department of Education

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ACIS Mission Statement

The Mission of the Acalanes Center for Independent Study High School is to provide opportunities for students with diverse educational interests and needs to meet their academic goals through a compassionately structured program featuring independent and small group learning.

ACIS Student Learning Outcomes

Graduates of ACIS will be self-directed learners who take responsibility for reaching their personal and academic goals. Upon graduation ACIS, students are able to demonstrate:

1. A range of skills that foster empathy, citizenship, and independence
2. A core academic mastery of content and skills in a variety of disciplines and standards



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Chapter 1: Progress Report

Significant Developments since previous WASC Visit

New School Day Schedule: In 2021, ACIS formally approved a new school-day schedule consisting of an intervention/enrichment day on Monday and the rest of the school days split into cohort groups consisting of a Tuesday/Thursday group and a Wednesday/Friday group. The prior school-day schedule had all students attending Tuesday-Friday. The bell schedule was also changed in 2021 from 90-minute block periods to 45-minute class periods. ACIS found that the previous bell schedule and school-day schedule led to challenges with partnering with our comprehensive sites for scheduling with students who are concurrently enrolled. Since the change, concurrent enrollments have increased from below 10 students in 2019 to 40 students in 2022.

Collaboration: Starting in 2020, the ACIS certificated staff became full union members with AUHSD. This change increased the expectation of the ACIS certificated staff with their classes and instruction. ACIS teachers are now included in all district-led professional development days, Summer Institute, course/class specific pull-out days, and curriculum alignment. Starting in 2022, the ACIS teachers joined course specific collaboration teams that meet every Friday at the comprehensive sites. These teams are aligning curriculum and forming common assessments, rubrics, and assignments.

Staffing: The ACIS coordinator position increased in 2021 from .8 FTE to a full-time position, a part time counselor is available at .2 FTE, all core subject teachers are 1.0 FTE positions, and in 2021, the counseling enriched program was started at the ACIS/DV campus. This program includes a 1.0 FTE Special Education teacher, a 1.0 FTE Marriage and Family Therapist, and a part-time instructional assistant. Since the last 2013 WASC visit, the entire staff has turned over and since the 2020-21 WASC mid-cycle review, ACIS has added 8 new staff members because of expansion and because of staff turnover.

Course offerings: ACIS has expanded its course offerings since the last WASC visit. In 2021, ACIS launched an elective course, Future Ready, to fulfill the state requirement of advisory time as well as to provide intervention time during the week with each student. Originally, Future Ready students met for 1 period a week and based on student feedback, the class expanded to having students meet twice a week. ACIS established the first in-person CTE course for the campus in 2022 with Introduction to Engineering and Design: Project Lead the Way.

Diversity, Equity, and Inclusion: In 2020, the District added the position of Director of Student Support, Equity, and Inclusion to help coordinate DEI work across the District. ACIS has incorporated all the district equity lessons and all of the students engage in those lessons during their Future Ready class. ACIS students also join the other sites in the monthly district equity meetings with the rest of the comprehensive sites. The entire ACIS staff has participated in Beyond Diversity professional development with Dr. Lori Watson and Grading for Equity professional development with Joe Feldman.

Technology: ACIS has a full 1:1 technology program for all students in all grades. The ACIS students utilize instructional technology in all of their classes, and the school encourages families to participate in the 1:1 student computer program. In this program, students bring their own laptop to school (the school provides a device to all students), and then utilize the school's Wi-Fi and online resources. These resources include textbooks, databases, and a wide array of online applications. In 2020, AUHSD adopted a new learning management platform, Canvas. This platform is the primary tool for communicating course expectations, assignments, calendars, and grades. During professional development days, including Summer Institute, new and returning staff receive training on the core features and updates of Canvas. To help foster a consistent Canvas experience for the students, admin and faculty developed the [Canvas Top 5](#), a set of expectations regarding Canvas use in AUHSD.

Schoolwide Growth Areas for Continuous Improvement

ACIS's last full visit was in 2016-2017, with a mid-cycle review and virtual visit in 2021 (postponed because of Covid-19).

The 2021 Visiting Committee had the following commendations and recommendations for ACIS:

Commendations:

- Strength and commitment from the ACIS staff to their students, the program, and district
- COVID-Readiness and technology to support student learning
- Positive improvements in school culture for students and staff

Recommendations:

- Seek to expand the school's use of data to include academic measures that more fully reflect the progress of all students.
- Expand the range of metrics used to measure school climate.

AUHSD LCAP Goals:

1. Develop and implement high quality programs and educational opportunities for students to attain college and career readiness.
2. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs.
3. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students.
4. Recruit, develop and retain high quality certificated, classified and administrative staff.

ACIS Site Goals:

1. ACIS will implement curricular, instructional, and support strategies to ensure high-level English language arts performance and college and career readiness for all students.
2. ACIS will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.
3. ACIS will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.

Ongoing Follow-up Process:

ACIS's Single Plan for Student Achievement (SPSA) and AUHSD's LCAP are essential organizational tools that drive our program towards improvement. Stakeholders participate in reviewing and discussing student success and our continued progress as a school.

- The SPSA plan is reviewed and discussed annually by stakeholders and presented to the AUHSD school board.
- The ACIS Mission statement and SLOs are reviewed and discussed annually by stakeholders.
- Student and school data is reviewed yearly by stakeholders and shared publicly on the ACIS website, school board meetings/presentations, and the AUHSD website.
- The ACIS school profile is reviewed each year and updated on Naviance.

Reflection & Analysis on Progress on current Schoolwide Action Plan/SPSA Goals

ACIS Site Goal 1: <i>ACIS will implement curricular, instructional, and support strategies to ensure high-level English Language Arts performance and College and Career readiness for all students.</i>	
Aligns with AUHSD LCAP Goals 1, 2, & 3	
• Create common formative assessments for English and Social	Outcomes - Continue goal • 2021: English 9 and World History

Studies courses.	created common formative assessments 2022: English 9 and World history administered and analyzed common formative assessments Needed - Expansion to additional grade levels and courses
Revise and update approved texts and novel lists for all grade levels.	Outcomes - Continue goal - AUHSD has expanded the novel list each year and continues to evaluate many books over all the grade levels. - ACIS started novel-choice units in 2020 with purchasing over 200 different novels. Needed - To expand additional novels to incorporate additional student interest and student choice units
Join Cross District Collaboration	Outcomes - Met 2020: ACIS staff started attending district-led PD opportunities like Summer Institute and district pull-out days. 2022: ACIS core teachers joined course-specific collaboration teams at the partner comprehensive sites on Fridays.
Engage in District-Wide seminars on Grading for Equity & DEI training.	Outcomes - Met 100% of the ACIS staff have participated in Grading for Equity Training 100% of the ACIS staff have participated in Beyond Diversity Training.
Implementation of Tier I, II, & III strategies	Outcomes - Continue Goal 2021: The ACIS bell schedule/school day schedule allows for a day dedicated to intervention & enrichment opportunities 2021: The Counseling Enriched Program with ACIS was developed and implemented - The ACIS staff engage in professional development for intervention and engagement strategies - The ACIS staff engage in professional development with Special Education and

	Tier I & II strategies Needed - Student engagement in Monday intervention is low. An intervention tagging-system for students should be evaluated to increase engagement.
Analyze assessment data, grade data, & SBAC data to drive instructional practices	Outcomes - Continue Goal - Every quarter, ACIS teachers review their grade data and distribution. - During observation reviews, the ACIS teachers reflect upon their instructional practices as part of the evaluation. 2022: English 9 teachers analyzed the results of the common formative assessment, Algebra 1 & 2 teachers analyzed the results of their interim block assessment, and the Living Earth teachers analyzed their common assessment. Needed - Develop, administer and analyze additional common formative assessments and rubrics.
All students have Guidance Counselor Meetings that include 4-year planning	Outcomes - Met - Every ACIS student meets with the ACIS counselor for a yearly meeting. Most students meet multiple times a year. - Every ACIS student and family meets with the ACIS Coordinator to go over their student's schedule and academic plan. - Every Special Education student in grades 10-12 have transitional goals for post high school planning.

ACIS Site Goal 2: *ACIS will implement curricular, instructional, and support strategies to ensure high-level Math performance and college and career readiness for all students.*

Aligns with LCAP Goals 1, 2, & 3

Create Common Formative Assessments for all Math courses	Outcomes - Continue goal 2021: AUHSD adopted an IAB as the first common formative assessment for
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	Alg 1, Alg A, Alg B, and Alg 2. 2022: AUHSD and ACIS administered & analyzed the IAB common formative assessment Needed - Expansion into additional Math courses.
Join Cross District Collaboration	Outcomes - Met 2020: ACIS staff started attending district PD opportunities like Summer Institute and district pull-out days. 2022: ACIS core teachers joined collaboration course-specific teams at the partner comprehensive sites on Fridays.
Engage in District-Wide seminars on Grading for Equity & DEI training.	Outcomes - Met 100% of the ACIS staff have participated in Grading for Equity Training 100% of the ACIS staff have participated in Beyond Diversity Training.
Implementation of Tier I, II, & III strategies	Outcomes - Continue Goal 2021: The ACIS bell schedule/school day schedule allows for a day dedicated to intervention & enrichment opportunities 2021: The Counseling Enriched Program at ACIS was developed and implemented - ACIS staff engage in professional development for intervention and engagement strategies - ACIS staff engage in professional development with Special Education and Tier I & II strategies Needed - Student engagement in Monday intervention is low. An intervention tagging system for students should be evaluated to increase engagement.

Analyze assessment data, grade data, & SBAC data to drive instructional practices	Outcomes - Continue Goal - Every quarter, ACIS teachers review their grade data and distribution. - During observation reviews, the ACIS teachers reflect upon their instructional practices as part of the evaluation. 2022: Alg 1, A, B, and Alg 2 teachers analyzed the results of the common formative assessment Needed - Take and analyze expansion of Interim SBAC blocks. Develop additional common formative assessments.
All students have Guidance Counselor Meetings that include 4-year planning	Outcomes - Met - Every ACIS student meets with the ACIS counselor for a yearly meeting. Most students meet multiple times a year. - Every ACIS student and family meets with the ACIS Coordinator to go over their student's schedule and academic plan. - Every Special Education student in grades 10-12 grade has transitional goals for post high school planning. - ACIS parent-connect meetings, back-to-school-night, open house, and math pathway education events with the ACIS counselor.

ACIS Site Goal 3: *ACIS will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.*

Aligned with LCAP goal 3

Develop elective course offerings that are engaging and desired by students	Outcomes - Continue Goal - From 2019-2022, ACIS had a Leadership class. For the 2022-2023 school-year, there were not enough students who requested this class. 2021: The Future Ready class
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	developed to meet the advisory requirement. 2022: Future Ready expanded to meeting twice a week. ● 2021: Expansion of Art classes to include Art 1 & 2 and 3D Art 1 & 2, with an annual campus-wide Art Show held in the Spring. ● 2022: Introduction to Engineering and Design class developed to have another elective option and in-person CTE course ● 2022: Introduction to Ethnic Studies class developed to increase elective course options ● 2021: AP Calculus class added to the ACIS course offerings for a capstone math course. Needed - ACIS would like to have a leadership class that focuses on student connection and activities. ACIS would like to expand engineering into a student pathway.
● Implementation of Tier I, II, & III strategies	Outcomes - Continue Goal ● 2021: The ACIS bell schedule/school day allows for a day dedicated to intervention & enrichment opportunities ● 2021: The Counseling Enriched Program at ACIS was developed and implemented ● ACIS staff engage in professional development for intervention and engagement strategies ● ACIS staff engage in professional development with Special Education and Tier I & II strategies Need - Student engagement in Monday intervention and enrichment is low. An intervention tagging system for students should be evaluated to increase engagement.
● Implement Wellness and Mental Health Support	Outcomes - Met ● ACIS has a shared 1.0 FTE Psychologist

	● 2020: ACIS added .2 FTE Guidance Counselor shared with a comprehensive site. ● 2021: ACIS added .5 FTE MFT intern to the CEP class. ● 2022: ACIS increased MFT FTE to 1.0 in the CEP class
● Student Connection Events	Outcomes - Continue Goal ● 2021: ACIS Art Show ● Senior Breakfast ● Spirit Weeks ● 2021: ACIS Yearbook published ● 2022: ACIS ESports Team established ● Student clubs - GSA, Girls Who Code, Movie Club, Book Club, Lunch Bunch, Video Game Club ● ACIS student social media Needed - ACIS Leadership/Publications class to focus on student events.

Other Growth Areas for Continuous Improvement not currently in the SPSA.

The 2021 WASC visiting committee recommended expanding the metrics to measure school climate. ACIS and AUHSD implemented in 2021 the bi-annual “Pulse Survey” to administer to all students at all of the sites. This fast survey would provide a snapshot of the current climate of each school site's student population and assist with driving additional support for students. The results of the ACIS pulse surveys were very positive, more so than any of the comprehensive sites, to the point that the AUHSD associate superintendent presented the ACIS results to the AUHSD school board. Following each of the Pulse surveys, a student focus group meets with the ACIS coordinator to go over the results, discuss the questions/responses, as well as any concerns/recommendations. In 2021, ACIS also administered the Alternative Education Survey to all parents, students, and ACIS staff members. Like the AUHSD Pulse survey, the responses from this survey were very positive from all of the focus groups. The data responses for all surveys are shared on the ACIS website.

Chapter 2: Student/Community Profile and Supporting Data and Findings

The Community:

The Acalanes Center for Independent Study (ACIS), located in Walnut Creek, became the only alternative high school in 2010-2011, with the closure of Del Oro High School, the District's continuation school. The district serves students in grades 9-12 and has an extensive adult education program. ACIS serves students who live in the suburban residential communities of Canyon, Lafayette, Moraga, Orinda, and Walnut Creek, who attend one of the four comprehensive high schools in the district: Acalanes, Campolindo, Las Lomas, and Miramonte. The AUHSD schools all rank highly among high schools in California and are in the top 4% of all high schools in the United States for strength of the Advanced Placement Program. The area is culturally and politically diverse, with each of our four communities having a strong local identity that fosters positive interactions among adults and students. The communities provide a wealth of cultural, entertainment and recreational opportunities.

The Acalanes Union High School District has a long-standing tradition of parent and community support for its schools and student programs. Parents have high expectations of their students, as well as for their schools, and are active participants in their students' education, and in their financial support to the District. Parent participation and support is provided with volunteer hours and fund-raising through parent and boosters organizations and foundations. The community passed bond elections in 1988, 1997, 2002, and 2008 to improve District facilities and passed parcel taxes in 1991, 1995, 2001, 2005, 2009, 2010, and 2014 to maintain or expand educational opportunities for the students of the District. The District's funding relies heavily on parcel tax, as it is a Basic Aide-funded district. The Acalanes Center for Independent Study does not qualify for Title I School funding, the Intermediate Intervention-Underperforming Schools Program, DASS or other programs designed to help underachieving schools.

The parents of ACIS students are actively engaged and interested in their student's academic progress. All parents have observer accounts in Canvas and FuelEd to monitor their student's progress and to communicate with teachers. All parents attend ACIS Informational meetings as well as scheduling meetings with students and the ACIS counselor. Additionally, parents have the opportunity to connect with the ACIS campus during Back-to-School Night, Eagle Day, Open House, ACIS Art Show, 504/IEP meetings, Post Secondary College/Career meetings with the ACIS counselor, ACIS connect meetings. Parents also participated in the last 2020 WASC mid-cycle review and the 2021-22 WASC self-study.

Staff:

The Coordinator of ACIS is the administrator for that program. The program includes in-person and online options. ACIS staff is composed of 6 full-time teachers, 3 part-time teachers, 1 full-time psychologist, 2 counselors (1 full-time, 1 part-time), 1 full-time registrar, 1 custodian, 1 technology support staff, and 1 coordinator. All staff are fully credentialed in their appropriate subject matter and hold a CLAD certification. The staff is as follows:

- Jon Drury- Coordinator
- Cheryl Stanton - Registrar
- Marcela Privat-Gilman- English
- Maria LaHommedieu- Math
- Julie Curson- Art
- Tony Tuttle- Math/HSD/Ethnic Studies
- Alison Brooks - Special Education
- Austen Potter- Social Studies
- Lindsey Meinbress- Spanish/Advisory
- Rene O'Neill- Psychologist
- Erin Bryne - Counseling
- Zac Baroni - Science/Engineering
- Sara Feinberg - Counseling
- Evan Sebree - Special Education
- Eric Dannewitz - IT Support
- Susan Tenny - Custodial

Students:

The student population of ACIS has grown and fluctuated over the years. The majority of the students that attend ACIS are transfers from one of the four comprehensive schools in AUHSD. There are students who have only attended ACIS their entire four years of high school. This number of students is historically proportionately low and has started to grow since 2021. ACIS students have several different scheduling options. These options include, but are not limited to, schedules where students only attend ACIS in-person classes, schedules where students attend a combination of online classes and in-person ACIS classes, and schedules where students who are concurrently enrolled attend classes at both ACIS and their comprehensive site. A key objective of the ACIS program is to grow the feeling of community and connection for students and that has resulted in the growth of the student body.

The ACIS student population fluctuates throughout the semesters and, in turn, throughout the year. Students voluntarily choose to attend ACIS from the comprehensive high schools sites, and will either choose full-time enrollment or a concurrent enrollment path. Because students have

the choice to flex back and forth between the campuses for various reasons, the enrollment becomes a bit of a “revolving door” enrollment. From year to year, the population can range anywhere from 35-120 students. Depending on student needs, a student may attend ACIS anywhere from a quarter, semester, or full year, and then return back to their resident comprehensive school. The program is also seeing an increase in students staying longer than a year. As the program transitions and grows, providing more options for students, ACIS has seen increased enrollment, especially in the last 3 years (from 28 students in 2019 to 149 in 2021).

Several factors have contributed to the student enrollment fluctuation since the last self study. Some of those factors have been identified during the self-study process, including Covid-19 distance learning for all students, hybrid learning, ACIS bell schedule changes, curriculum/class offering changes, removal of enrollment allotments, and the introduction of FuelEd online classes.

ACIS has a significant Special Education population. At the start of the 2022-2023 school-year there were 38 students who take classes through ACIS who qualify for Special Education and have IEPs, accounting for 52% of the entire student population. Enrollment at ACIS for students who are designated Special Education is an IEP process, team decision, and agreement on the appropriate placement.

School Programs:

The ACIS primary school programming is the Independent Study program. Students typically attend in-person subject area classes taught by their credentialed teachers twice a week, either on Tuesdays and Thursdays or on Wednesdays and Fridays. To complete 5 hours of course work per class each week, students are required to complete and submit assignments outside of the classroom. This course work is recorded by teachers each Monday so that the school can earn ADA. Mondays are intervention and enrichment opportunities for ACIS and all staff members hold virtual office hours for students and are also available for in-person support. Additionally, staff meetings, student review team meetings, and the majority of 504/IEP meetings are held on Mondays. Students are able to take online classes through the FuelEd platform. These classes are supplementary for students who may have a scheduling conflict and/or are concurrently enrolled at one of the four comprehensive sites. Students are allowed to take up to two online classes, as ACIS is not a virtual school or learning program.

The Counseling Enriched Program at ACIS was started in 2021 with a single student for that school year. Since it was implemented, this program has grown to its full capacity of 15 students. The program consists of a full-time Special Education teacher, a full-time Marriage and Family Therapist, and a part-time instructional assistant. The students in this program qualify for placement through their IEP and the IEP team has agreed that the program is an appropriate

placement for the student. These students attend in-person classes through ACIS and online classes via FuelEd. The program helps students develop the social, emotional, and academic skills necessary to succeed in general education classrooms and prepares students for their postsecondary choices.

All students who are enrolled in Independent Study must meet for advisory each week. In 2021, ACIS developed the elective class Future Ready to meet this requirement. Almost every student at ACIS is enrolled in this class. Each week in Future Ready, students fill out their weekly agendas/organizers and have 1:1 meetings with the course teacher to track their progress and address any concerns. The class has expanded from only meeting once a week for 45 minutes to meeting twice a week starting in 2022. Student feedback drove this expansion, as students felt supported, more organized, and connected from having an in-person teacher who invested in their success. Students who are not enrolled in Future Ready are typically students with IEPs and their case manager is their advisor.

Graduation Requirements:

The AUHSD comprehensive schools' requirements for a high school diploma is a 240 credit requirement. The district mandates that math must be taken 3 years, with an Algebra component met, 4 years of English, 2 years of CTE/World Language, and 2 years of science that includes a physical science and a biological science. All courses that meet the requirements are A-G compliant. ACIS graduation requirements slightly differ from the comprehensive site requirements in that they require fewer elective credits and a diploma is earned with a minimum of 205 credits.

The ACIS graduation requirements are as follows:

English - 40 credits

Math - 30 credits

Physical Education - 20 credits

Physical Science - 10 credits

Biological Science - 10 credits

Social Science - 30 credits

World Language/Career Tech - 20 credits

Visual Performing Arts - 10 credits

Human Social Development - 5 credits

Electives - 30 credits

Total - 205 credits

Course Offerings:

Math • Algebra A & B • Algebra 1 • Math Apps (Online only) • Geometry • Financial Algebra • Algebra 2 • Pre-Calc Honors • AP Calculus A/B	Science • Living Earth • Chemistry • Earth Space Science • AP Environmental Science	English • English 9 • English 10 • English 11 • English 12
Social Studies • World History • US History • AP US History • Economics • Government	VAPA • Art 1 • Art 2 • 3D Art 1 • 3D Art 2	World Language • Spanish 1 • Spanish 2 • Spanish 3
CTE • Introduction to Engineering and Design (PLTW)	Electives • Future Ready • Ethnic Studies	Special Education • Learning Skills

Process of Examination of Data

Throughout the Self-Study process, staff, parents, and students reviewed a range of data that included enrollment numbers, graduation rates, A-G readiness, demographics, attendance, SBAC data, survey data from the bi-annual student Pulse survey, the California Healthy Kids survey, and the California Alternative School survey data from staff, parents, and students.

The quantitative and qualitative data was shared and discussed during staff meetings, WASC introduction meetings/Self-Study meetings, discussed at the AUHSD board meetings, and posted in Canvas global announcements as well as the ACIS website.

[ACIS 2021-22 California Alternative Education Survey Results](#)

[ACIS 2021-22 Student Pulse Survey Results](#)

[ACIS SBAC Data](#)

[ACIS Enrollment Data](#)

[ACIS Demographic Data](#)

[ACIS A-G UC Readiness](#)

[ACIS Graduation Rate](#)

WASC meeting dates

- March 7, 2022
- March 18, 2022
- April 18, 2022
- May 2, 2022
- September 26, 2022
- January 4, 2023

Findings & Implications of Data

Access: The self-study team reviewed the enrollment data, A-G readiness, and demographic data. Our findings showed the ACIS enrollment had been declining for two years since the last self-study then saw a continued increase from 2019-2022. The demographic breakdown of the ACIS student body has stayed consistent over the years, with Caucasians making up the majority of the student body. This majority has decreased to 70% and there has been a rise in the students who identify as Hispanic (8%) and multiracial (13%). The number of students that are identified as socioeconomically disadvantaged has also increased to account for 16% of the ACIS student population, which is twice as high as any of the comprehensive sites in our district. There has been a consistent rise in the number of female students to male students, resulting in over 60% of the student population consisting of female students. As the student enrollment numbers have increased, the number of Special Education students as well as those who have 504 plans has also increased. The number of students with IEPs has increased by four times since the 2018 school-year and the percentage of Special Education students at ACIS is four times higher than that of the comprehensive sites in our district. With the addition of the CEP classroom and the increase of learning skills FTE, the amount of support for students who qualify for Special Education has proportionally increased. The small campus and class sizes and the flexible scheduling options are often excellent options for students needing extra support in order to access the high school curriculum and classrooms. The ACIS A-G readiness percentage has stayed consistent since the 2019-20 school year and is still an area of growth for the program, as 26% of the graduating seniors meet those standards, compared to an average of 82% across the comprehensive sites.

To inform and educate the community about ACIS, the site coordinator and staff at ACIS holds open house and back to school events. The ACIS website is continuously updated and includes Google slides on information about the school, including FAQs. The AUHSD district partnered with ACIS on a parent education and information night in 2021. Additionally, on district-wide PD days, ACIS has hosted informational sessions specifically targeted towards comprehensive site counselors, administrators, and special education teachers to educate and inform staff on Independent Study practices, enrollment, and information about the ACIS campus/program.

Achievement: The self-study team reviewed SBAC and graduation rates for ACIS and identified trends and areas of needed improvement. SBAC data for ELA has been consistently strong for ACIS (on average 80% of the students meet or exceed the standard) and AUHSD. SBAC data for Math and ACIS has been on a positive increase since the last self-study. In 2017, not 1 student met the standard for that assessment; however, in 2021, a high of 62% of the students who took the SBAC in Math either met or exceeded the standard. The subgroup that is most in need of positive growth with SBAC assessments are students that are identified as Special Education students.

The ACIS graduation rate has risen consistently since the 2018 school year when the percentage was 65%, as compared to the 2022 school-year when the graduation rate was 83%. Compared to the other schools in AUHSD, this graduation rate is lower, as the district comprehensive sites average a 93% graduation rate. The ACIS students who are not meeting the graduation rate are primarily Special Education students who are not on the traditional 4-year high school plan, none of who are considered “dropouts,” as they all have continued to take courses and make progress towards their graduation requirements. Since the last self-study, ACIS has had 1 student (class of 2022) considered in the “dropout” category.

Climate and Culture: Following the 2017 self-study, the area of Climate and Culture has been an area of focus for ACIS. ACIS was previously a program that for both students and staff was disconnected from the other schools within the district. Since then, significant changes have occurred, as targeted and intentional programming has been implemented. ACIS reevaluated the school mascot and adopted the Eagles in 2019. Previously, the school mascot was “the Clams” (a combination of the first letters of each of the comprehensive sites: Campolindo, Las Lomas, Acalanes, and Miramonte). The new mascot has given students pride and the program has built on that feeling and marketed to students with spirit gear, posters, and even naming a student space/room that incorporates that mascot (“The Nest”). The Leadership class was developed in 2019 and the focus of that class was building school connections. Out of this class, the school developed and published a yearbook, hosted student events (senior breakfast, holiday decorating, and spirit weeks), collaborated on district-wide student groups (diversity, equity, and inclusion & Black Student Union Summit), and established a social media following on their Instagram account. The implementation of the Future Ready class provides a designated period where every student has an adult who checks in with them about their academics and meeting regularly with this adult on campus has been a very positive experience for students. Different clubs over the years have been established and hosted at ACIS. Examples of past clubs include GSA, Book Club, Girls Who Code and some of the current clubs at ACIS are the Movie Club, Video Game Club, and ESports. Students at ACIS are encouraged to be members of their comprehensive site athletic teams. Currently, there are six ACIS students who participate in athletic team sports at their comprehensive sites. During the 2017 self-study, students asked for a student space and as a

result of this information, the ACIS campus established in 2021 “The Nest,” the ACIS student center located in room 201. Students utilize this space during off periods, before school, and brunch/lunch as an academic workspace, a place to eat, and to socialize with peers. This same space is also home to the ACIS psychologist and wellness support and students can access these supports when feeling overwhelmed and anxious.

Based on survey results, ACIS students and parents reported positive experiences with ACIS and these experiences are reflected in the school’s growing enrollment and retention rates. The student rates for feelings of belonging and connection are far higher than those of the comprehensive sites in AUHSD. Eighty-two percent of students at ACIS report feelings of belonging and connection, as compared to seventy percent of students at the comprehensive sites. The ACIS parents echoed the same positive feelings when surveyed in the California Alternative education survey: 84% felt ACIS was providing an excellent education and 94% reported that the ACIS teachers cared about their students. The power of forming strong positive relationships and partnerships has shown exponential campus wide gains.

Summary of Major Student Learner Needs

1. ACIS needs to increase student support and success for Special Education students specifically in the areas of ELA and Math.
2. ACIS needs to increase A-G readiness across all demographics.
3. Continued development of student connection and engagement opportunities to build positive school climate and culture

Chapter 3: Self Study Findings

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources		
	Findings	Supporting Evidence
A1: Vision & Purpose	ACIS has a clear vision and purpose for all of its students and staff and these are reviewed and discussed yearly during the AUHSD summer staff development, back-to-school night, open house, SPSA review meetings, & during the WASC process meetings. The ACIS vision and purpose are aligned with AUHSD LCAP goals and the AUHSD vision & purpose. The ACIS vision & purpose are posted on the school website, in all the classrooms, and student spaces. The school's profile is posted on the school website and district website and this profile is updated yearly. The school's SARC is posted on the school website and district website and this report is updated yearly. Students discuss & review the ACIS Vision and Purpose during class time in their Future Ready class. The AUHSD school board visits and observes ACIS classes yearly, along with the AUHSD Superintendent. During the observation, the AUHSD board and Superintendent meet with the ACIS administration to discuss the Vision and Purpose of the school. ACIS administration presents a yearly update at an AUHSD board meeting on	ACIS Website AUHSD LCAP ACIS SARC ACIS SPSA ACIS School Board Presentations

	progress of the program and alignment with the LCAP.	
A.2 Governance & Criterion	The Governing Board has a clearly-defined role regarding the support and oversight of the school. AUHSD has a five-member Governing Board that holds public meetings twice a month. Agendas are posted on the District website three days prior to the meetings and there is always an opportunity for public comment. All Governing Board policies are searchable online, and Board meeting agendas and minutes are searchable via the BoardDocs system. Board policies fall within one of nine categories: 1. Philosophy 2. Community Relations 3. Administration 4. Business 5. Personnel 6. Students 7. Instruction 8. Facilities 9. Bylaws Through clear, consistent communications and a variety of opportunities for partner input, the ACIS community has a high level of awareness regarding the role of the AUHSD Governing Board and District administration. The ACIS website has links to key AUHSD websites, including sites related to policies, curriculum, extra-curricular activities, opportunities for parent involvement, and complaint procedures. An ACIS student serves on the Governing Board to provide important perspectives and advisory votes on key issues. All Governing Board meetings are announced and open to the public per the Brown Act and public comment is a	AUHSD Governing Board AUHSD Uniform Complaint Procedures

	regular feature of these meetings. Governing Board members regularly visit AUHSD schools to observe classrooms and school activities and meet with students and staff. A recent visit to ACIS from the Governing included an observation of the CEP classroom, discussions with students, a tour of the engineering lab, and observations of the general education classrooms. District leaders regularly meet and collaborate with ACIS administration and staff. Over the past six years, the Governing Board has made critical decisions regarding the school-day schedule, graduation requirements, and other essential facets of school operations. These decisions are not made in a vacuum, but with extensive input from all partner groups. With respect to the school-day schedule and graduation requirements, large workgroups that included Governing Board members studied the issues before making recommendations. School partners are aware that ACIS operates under the policies and procedures of AUHSD. Almost every facet of ACIS operations is directly guided by the Governing Board's policies and regulations. From graduation requirements to eligibility for extracurricular activities, AUHSD policies and regulations guide actions. The relationship between the Governing Board and the professional staff is clear. The Board does not engage in the day-to-day operations of the District, but provides essential high-level leadership	
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	and oversight. According to Governing Board Policy 0420.5: “The Governing Board desires to improve student learning by giving decision-making opportunities to the people who are closest to the students. The Board shall adopt policies which support decision making appropriate to the site level and shall oversee district accountability for such policies.” A key reason for the clear understanding of the relationship between the Governing Board and the professional staff is that the Board works to stay informed about the sites. The Governing Board’s primary interactions are with the District administration; however, ACIS stakeholders have an array of opportunities to report to and collaborate with the Governing Board. The ACIS student liaison to the Board attends every regularly-scheduled meeting to provide an update from the site. Site administrators attend Governing Board meetings and twice a year, the Coordinator brings teachers and students to a Board meeting to highlight a specific program from the school. Over the past 2 years, ACIS has highlighted the following programs: Future Ready & Engineering. After each presentation, the teachers, students, and Board members engage in a brief dialogue about the program being highlighted. These presentations are an excellent opportunity for the Board to receive updates on the school’s programs. On a more informal level, members of the Board engage in two site visits each year. The site visits entail classroom visits and a meeting with site administration.	
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	The Uniform Complaint Procedures, as well as all other complaint procedures, are clearly delineated on the AUHSD website, linked to from the ACIS website. The ACIS administrator receives extensive training on these procedures during summer professional development. Parents' rights, complaint procedures and conflict resolution policies are also communicated to our communities through the annual parent notifications that are a part of the registration process.	
A.3 Leadership: Data-Informed Decision-Making and Continuous School Improvement	The ACIS staff participate in the yearly SPSA review and in the 3 year WASC review/evaluation process, providing input, analyzing data, and discussing and evaluating progress on goals. ACIS has bi-monthly staff meetings, one of which is an SRT meeting that is student intervention focused. At this meeting, the ACIS staff discuss at-risk students, students who may not be fully engaged in school, student transfers, and best practices that have been successful with students. The other staff meeting is a more general staff meeting that can include site logistics, professional development opportunities, and other site topics. ACIS core academic teachers meet weekly with PLC groups at partner AUHSD comprehensive sites to develop, analyze, and plan curriculum that is course-specific. ACIS core teachers joined AUHSD course-specific teachers in composing and analyzing district common formative assessments in the areas of World History, Algebra 1, Living Earth, and English 9. ACIS Leadership and Future Ready	AUHSD LCAP

	teachers and students participate in monthly AUHSD Diversity, Equity, and Inclusion meetings. ACIS teachers evaluate student work completion/progress and submit weekly ADA forms that include student-specific work completion. The ACIS administrator and counselor evaluate the ADA forms and work completion. Based on that data, student interventions are determined and implemented. The ACIS Future Ready teacher meets with every student each week to evaluate their weekly planners and goals. Information is collected from each meeting and recorded in a shared sheet that is discussed with staff.	
A.4 Staff: Qualified and Professional Development Criterion	All ACIS staff members are highly qualified and certificated in their academic areas. The ACIS core teachers are active members of collaboration teams with comprehensive site course-specific teams that meet every Friday to create, analyze, and plan curriculum & assessments. All staff members at ACIS are evaluated on the AUHSD cycle for evaluations. These evaluations include multiple observations and feedback opportunities. ACIS staff participate in district and site based professional development days. These days include optional Summer Institute days, required professional development days prior to the start of the school-year, and 2 additional professional development days during the school-year. Additional professional development opportunities ACIS staff members have all	AUHSD Fall 2022 PD programming AUHSD Summer 2022 PD programming Day 1 AUHSD Summer 2022 PD programming Day 2 AUHSD Summer 2022 PD programming Day 3

	participated in include Grading for Equity and Beyond Diversity, Equity, and Inclusion. ACIS AP teachers attend summer conferences and training: APUSH (2021), APES (2020), AP Calc AB (scheduled for 2023). New teachers to ACIS participate in new teacher orientation prior to the start of the school-year. New ACIS teachers meet monthly and communicate regularly with mentor teachers.	
A.5 Resource Criterion	ACIS is a district-funded program that does not currently have any foundations or community funding sources that the other comprehensive sites in AUHSD have. The ACIS administrator meets with each staff member yearly to discuss funding needs for their subjects and classrooms. The ACIS administrator meets yearly with the district office to determine the program's budget and financial needs. ACIS classrooms and facilities are well kept, supplied, and maintained. All staff are supplied with desired textbooks/novels, school/office supplies, and technology that are needed for their classes. Yearly evaluations of science lab supplies, equipment, and inventory take place. ACIS follows the AUHSD cycle of textbook evaluations for each subject area and conducts continuous novel evaluations and additions for English reading lists.	

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

Areas of Strength	Areas of Growth
The ACIS staff is an area of strength for the school, district, and community. Staff members are all highly qualified, experienced, engaged and eager to continue to grow as professionals through training and collaboration. AUHSD and ACIS invest in the development of their staff, curriculum, and programs through scheduled professional development days during the summer, additional staff pull-out days during the school-year and by providing opportunities for staff to attend conferences and training seminars to improve and develop the educational atmosphere for students. The AUHSD school board and district-level leadership are invested and engaged in the success of all school sites, especially ACIS. As funding for ACIS has increased, staffing has increased, and programing offerings have increased.	ACIS connects with all stakeholders through the SPSA and WASC review process, the expansion for a site advisory to have a more continuous scheduled discussion and review of the ACIS programming. ACIS teachers joined teams at comprehensive sites for course-specific collaboration in 2022. The development, implantation, analyzing, and future planning based on assessment results needs to be expanded for additional course-specific common formative assessments.

B. Curriculum		
	Findings	Evidence
B1: Rigorous and Relevant Standards-Based Curriculum Criterion	All ACIS classes consist of standards-based curriculum that is aligned with the California State Standards. The AUHSD website lists all courses of study and grading components for each subject level/class. Courses of study and grading components are reflected on by course-specific teams made up of members from across the district. Most recently, the courses of Human Social Development and Ethnic Studies were developed and implemented. ACIS teachers engage in professional development sessions offered during district PD days on Standards-Based grading. ACIS students are prepared for post-secondary opportunities by having A-G course offerings, AP classes, guidance counselor meetings, transition planning that includes strength, interest, and aptitude assessments, as well as guidance interpreting the results of said assessments for students who are in Special Education. Access to family education events is also provided. Second semester seniors can meet with the Adult Education transition specialist to discuss their post secondary goals and pathways.	AUHSD Course Catalog AUHSD courses of study & grading components AUHSD I.S notification & information AUHSD Fall 2022 PD programming AUHSD Summer 2022 PD programming Day 1 AUHSD Summer 2022 PD programming Day 2 AUHSD Summer 2022 PD programming Day 3
B2: Equity and Access to Curriculum Criterion	ACIS course offerings are A-G approved and include Advanced Placement opportunities. Courses that are not available at ACIS	AUHSD Course Catalog

	that students may want to take can be taken at one of the four comprehensive sites in AUHSD. Students may also take single classes through ACIS and the majority of their courses at comprehensive sites. The ACIS flexible scheduling options provide students the opportunity to take courses at community colleges during the normal school day, an opportunity that would not be accessible to full-time students at one of the comprehensive sites. ACIS offers A-G courses in the in-person format and the online format of Stride Learning (FuelEd). These classes have ranged over the years, from original credit graduation-required courses, credit-recovery courses, to advanced-placement courses.	ACIS Bell Schedule FuelEd Course Offerings
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Summary Chart: B. Curriculum

Areas of Strength	Areas of Growth
The ACIS schedule, with multiple in-person or online options, allows for students to have flexibility in their daily schedules to explore post-secondary opportunities, such as taking classes at a local community college, having an internship, or having a part-time job. ACIS curriculum is rigorous and robust, while aligned to national and state standards.	Continued evaluation of courses of study and grading components for classes. Continued alignment of agreed upon essential standards for each class.

C. Instruction		
	Findings	Evidence
C1: Student Engagement in Challenging and Relevant Learning Criterion	ACIS programming offers students options to take courses online through Stride Learning (FuelEd) or through a more traditional in-person setting with small class sizes. All courses (online and in-person) have pacing guides and timelines that are communicated through Canvas (AUHSD learning management platform). This information includes due dates, calendars, and “to do” lists for students and parents to view. All ACIS teachers continuously evaluate and update their course resources and instructional practices, including novel choices, lab activities, career projects, political debates/presentations. ACIS students are provided graphic organizers for all writing activities and grading rubrics for labs, projects, and presentations. Examples of past students' work that has met grade level standards are made available to students as a model to refer to before initiating the activity. ACIS staff continuously differentiate their instructional practices and provide access to students to engage through technology in many aspects. Math courses utilize Doceri software, IED utilizes Fusion 360 and Project Lead the Way activities, Spanish 1 & 2 use the Vista Higher Learning LMS. All in-person class texts are hardcopy and a majority have online access through the Clever portal. Science classes use	AUHSD Course Catalog ACIS Course Offerings FuelEd Course Offerings FuelEd Pacing Guide

	Screencastify for stop-motion animation presentations. All staff use Zoom and Google Meet with students for intervention and office hours.	
C2. Student-Centered Instruction through a Variety of Strategies and Resources	ACIS teachers actively engage in professional development opportunities to stay current on best practices for student-centered classes. AP teachers attend AP training during the summer months, ensuring best practices. Teachers new to ACIS are paired with veteran teachers and have monthly meetings to coach and assist with best practices. All ACIS teachers are evaluated through the AUHSD evaluation process where feedback and coaching is provided. All teachers/subjects have office hours/intervention scheduled each week through Google Meet and in-person opportunities. Future Ready students meet one-on-one with their teacher on a weekly basis to discuss upcoming assignments and assessments. They complete a weekly organizer where they list all work assigned and discuss a plan with their teacher on when and how they will complete all tasks and how to best organize their time. This information is recorded in the Future Ready Student Tracker and shared with all staff members. All ACIS classes have capstone culminating activities at the end of	AUHSD Fall PD AUHSD Summer PD Day 1 AUHSD Summer PD Day 2 AUHSD Summer PD Day 3 ACIS Site PD 22/23 ACIS Site PD 21/22 AEA Contractual Agreement: Article 8 ACIS Bell Schedule and Office Hours Future Ready Student Tracker Future Ready Weekly Organizer ACIS Finals Schedule ACIS Summative Assessments/Labs/Projects ACIS Instructional Practices/Labs/Rubrics/Organizer examples

	each semester that include projects, presentations, and/or assessments.	
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Summary Chart: C. Learning and Teaching

Areas of Strength	Areas of Growth
ACIS staff continuously evaluate and update their classes and content so that it is relevant to current student needs and progress. ACIS staff members demonstrate differentiated instructional practices when making curriculum decisions for individual students. Individually tailored learning plans are created, which allow students to access state standards for a given course and show mastery by capitalizing on students strengths and interest areas. This is true of students who begin the course at the initiation of a semester, as well as students who transfer into a course that is already in progress. The ACIS schedule provides for a high level of student intervention and support, with an entire day dedicated to student interventions and opportunities for additional instruction, reteaching, and remediation each Monday.	Creating Canvas and classroom policy norms that are uniformed for clear communication and expectations.

D. Assessment and Accountability		
	Findings	Supporting Evidence
D1: Reporting and Accountability Process	Every week, when filling out ADA forms, ACIS teachers evaluate student performance data related to student assessment and course content with relation to work completion/submission. ACIS teachers assess student progress through a wide variety of assessments, including common formative assessments, summative assessments, science labs, class projects and presentations, and formal writing assignments. Each quarter, the ACIS staff evaluates student performance data with grade distribution and subgroups. All parents of ACIS students are observers in Canvas and in FuelEd, allowing them to track and monitor student progress. Parents also receive updates from ACIS regarding student progress through progress reports, quarter grades, and semester grades. The ACIS coordinator communicates with parents and students when students are struggling with their ACIS assignments and assessments so that intervention strategies can be implemented. All ACIS data is posted on the ACIS website for community, parents, students, and staff to observe and reflect on. The ACIS coordinator presents yearly to the AUHSD school board on the ACIS updates, including all programming and data information. All ACIS students meet yearly with the coordinator and ACIS counselor to map	ACIS ADA Form ACIS ADA Form Completed ACIS Summative Assessments/Labs/Projects ACIS Staff Meeting Calendar ACIS SRT Meeting Calendar ACIS Staff Meeting Agendas ACIS Master Agreement Canvas Observer Instructions FuelEd Observer Instructions ACIS Data and Website ACIS School Board Presentations ACIS counselor meetings - Post Grad Plan ACIS Site PD 22/23 ACIS Site PD 22/23 Agenda ACIS Site PD 21/22 AUHSD Summer PD Day 1 AUHSD Summer PD Day 2 AUHSD Summer PD Day 3

	out their 4-year plan to meet their post secondary goals. The ACIS staff meets monthly for a student review team meeting to collaboratively address the needs of struggling students. The Future Ready teacher, Counseling Enriched Teacher, and the Learning Skills teacher meet with all other ACIS teachers to discuss student achievement and plans for interventions. ACIS staff actively engage in AUHSD professional development around assessment-driven instructional practices and intervention.	
D.2 Using Student Assessment Strategies to Monitor and Modify Classroom Instruction.	Teachers use a variety of assessments to measure student progress and guide classroom instruction, including written exams, presentations/projects, lab activities, formal writing assignments, and student debates. ACIS teachers break down larger projects and assignments into chunks to easily monitor, provide feedback, and adjust instruction. Formal writing assignments in English classes are structured with pre-writing development, drafts, feedback, and final drafts. ACIS staff meets monthly to discuss student progress as a student review team. Interventions are put into place for students who are struggling. Such interventions can include additional time on campus, test retakes, 1:1 teacher meetings, and parent conferences.	ACIS Summative Assessments/Labs/Projects ACIS Staff Meeting Calendar ACIS Staff Meeting Agendas ACIS SRT Meeting Calendar Future Ready Weekly Organizer Future Ready Student Tracker

	All students and parents have access to the AUHSD learning management platform Canvas. In this platform, users have the ability to view all assignments and course calendars and live, up-to-date student grades and performance are monitored and communicated. Students who take FuelEd courses have observer accounts for their parents to also monitor progress and grades. Formal grading notifications are reported out every 4 weeks in a progress report, quarter grade, or semester grade. During Future Ready classes, students fill out their weekly organizer and meet with their teacher to discuss their current classes, assessments, and grades. This process ensures that students know what is expected for the week and exactly what they need to do.	
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Areas of Strength	Areas of Growth
The Future Ready class is an area of strength to assist with students being fully aware of their progress in their classes and their expectations for each week. The Canvas Learning Management Platform is utilized by all stakeholders for communication and information on student progress. The ACIS staff ability to assess students in a variety of ways and often those assessments are connected to real life situations and scenarios that also prepare students for their post-secondary goals.	Uniformed Canvas organization and norms across subject areas for layouts and postings. Additional common formative assessments that are collaboratively written between ACIS teachers and comprehensive site teachers. Normed grading and class policies across subject areas.

E. School Culture and Support for Student Personal , Social-Emotional, and Academic Growth.

	Findings	Supporting Evidence
E1: Parent and Community Engagement	ACIS parents and guardians engage and participate in several on-campus and virtual events during the school year. Before the start of the school-year, parents and students have individual meetings with the ACIS coordinator and counselor to go over programming and the enrollment process. Most students and parents attend “Eagle Day” prior to the start of the school-year, an event where students and parents check out technology, obtain their textbooks, meet their teachers, and become familiar with the ACIS campus. ACIS hosts a back-to-school night and this event has had a significant increase in parent participation in the last two years. ACIS hosts parent connect meetings via Zoom/Google Meet information meetings throughout the school-year. These meetings include general information and updates about ACIS, college pathways, Canvas and FuelEd operations. ACIS hosts an Open House each year for prospective parents and for current parents to learn about classes for the next school-year. ACIS updates are regularly communicated to parents with Parent Square communication. 2022 was the inaugural year of the ACIS Student Art Exhibition. This exhibition is a way for students to make their learning relevant and concrete by celebrating their art experiences and accomplishments with a	ACIS Back to School Night Schedule ACIS Back to School Night Announcement ACIS Open House Presentations ACIS Eagle Day Announcement ACIS Registration and Eagle Day Information ACIS Parent Connection Presentations ACIS Parent Square Communications ACIS Art Show Flyer Canvas Observer Account Instructions ACIS Website Parent Square Parent Instructions

	larger audience. The event fosters pride and belonging and is an opportunity to bring together parents and the community to engage in art activities and enjoy and celebrate the ACIS student work. College and Career guest speakers and events are hosted at ACIS/DV. These speakers and events include military branches, the trade industry, medical field webinars, and Diablo Valley College. All parents have observer accounts in Canvas (AUHSD learning management system) and FuelEd to ensure that they are able to view their student's academic progress. ACIS updates its school website on a consistent basis with announcements and information.	
E2: School Culture & Environment	The ACIS campus is consistently updated with classroom furniture that is designed to maximize collaboration, discussion, and group activities. The ACIS campus has 1:1 technology for all students, along with access to desktop computers in classrooms and/or Chromebook chargers. ACIS designed a student center, room 201, named by the students as "The Nest." This space provides students with a place to do homework before school, during off periods, or during lunch. Students may also eat in this space. Each year, ACIS staff and students participate bi-annual safety drills that include fire, shelter-in-place, and earthquake. All classrooms are equipped	ACIS Safety Plan ACIS Bell Schedule Student Diversity & Equity Lesson Example

	with evacuation bags that include first aid kits, safety vests, and class rosters. These same classrooms also have shelter in place kits. All classrooms include hand sanitizer stations and additional PPE for staff and students. The entire ACIS staff has attended district equity training called Beyond Diversity with Dr. Lori Watson. The entire ACIS staff has attended Grading for Equity training with Joe Feldmen. A portion of the ACIS staff have attended SOGIE training during the 2022 school year. Students engage in district-organized diversity equity lessons during their Future Ready classes. ACIS celebrates different holidays and cultural events throughout the school-year as a whole, including Black History month and Hispanic Heritage month. ACIS student schedules are flexible and individualized, while meeting their post-secondary goals. These schedules can include anywhere from one day a week on campus to five days a week on campus. Students may also take online classes through FuelEd and classes at the district comprehensive sites. ACIS has an ESports team that was started in 2022. The team consists of 7 team members and plays contests with other high schools every Tuesday. At the comprehensive sites throughout the district, many ACIS students attend dances,	
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	participate in athletic team sports and extracurricular clubs.	
E3: Personal, Social-Emotional, & Academic Student Support.	All ACIS students take Future Ready. During this class, students meet with an advisory teacher to ensure that they are organized each week and learning independent academic skills. All classes utilize Canvas to communicate weekly agendas and calendars for their classes. These include assignments, rubrics, and work samples for students and parents to view. The ACIS bell schedule allows for individual in-person and virtual office hours for student support each Monday. Students can also make additional appointment times during Mondays for 1:1 teacher meetings. The small class sizes allow for the ACIS teachers to customize student assignments and assessments to meet their individualized learning needs. All textbooks and novels are available online and in hard copy so that students may access them from any location. These books are also available as audio versions as well. ACIS has wellness services available for all students. An online Google request form is filled out and services are provided based on the level of student need. The See Something Say Something App is available for students and parents to use to report any bullying or other inappropriate behavior, while also having the ability to stay anonymous. The ACIS staff meets each month as a Student Review team to discuss students who are struggling and to decide on	Future Ready Student Tracker Future Ready Weekly Organizer ACIS Canvas Homepages ACIS Bell Schedule & Office Hours AUHSD Courses of Study AUHSD Novel Lists ACIS Wellness Form ACIS See Something Say Something Link ACIS SRT Meeting Calendar ACIS ADA forms

	intervention plans to implement. Each week, ACIS teachers submit ADA forms via Google Forms. The ACIS coordinator reviews the student work completion as recorded and contacts students and parents about missing assignments and work each week. All students meet with the ACIS counselor and coordinator to make 4-year plans for post-secondary goals. Additional meetings with the school site counselor are made to discuss letters or recommendation, essays, and other college & career questions/concerns.	
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Areas of Strength	Areas of Growth
The ACIS schedule and programming are areas of strength, as there is an entire day dedicated to student intervention and support, along with flexible scheduling options of in-person small class sizes, online classes, and in-person classes at comprehensive sites. The small, tight family culture that makes the campus feel very warm and welcoming to all students and families. There is a level of trust and positive rapport that has been developed between all stakeholders as they all work toward the shared student-centered objectives and goals. Continued development of student activities for student engagement opportunities, including a school yearbook, mascot, spirit wear, Esports team, student clubs, senior breakfast, and the ACIS ball.	While parents have expressed a positive experience with ACIS, a more formal advisory board should be established that meets on a regular basis. There have been great strides to develop student engagement activities and this process should continue to develop additional activities that are offered on a consistent basis. With the expanding student population, ACIS should explore expanding class offerings to include an in-person physical education class, American Sign Language, an engineering pathway, and other student-driven options.

Chapter 4: Summary from the Analysis of Student Learning Needs

Goal 1: *The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level English Language Arts performance and college and career readiness for all students.*

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

Goal 2: *The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.*

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

Goal 3: *The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.*

- The Acalanes Center for Independent Study will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2022 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of students reporting on the AUHSD Student Pulse surveys that they neither agree/disagree or disagree that they felt that they “belonged” at ACIS by 10 percentage points.

Chapter 5: Schoolwide Action Plan

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

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

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

SCHOOL GOAL #1: The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level English Language Arts performance and college and career readiness for all students.

- The Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 5 percentage points from 2022 to 2024.
- The Acalanes Center for Independent Study will increase the percentage of Special Education students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the ELA/Literacy section of the Smarter Balanced Assessment by 25 percentage points from 2022 to 2024
- The Acalanes Center for Independent Study will decrease the percentage of students attaining the achievement level of D or F in their ELA courses by 5 percentage points from 2022 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of Special Education students attaining the achievement level of D or F in their ELA courses by 5 percentage points from 2022 to 2024.

What data did you use to form this goal? Student performance on the 2021 Smarter Balanced Assessment in English Language Arts / Literacy. Student grade mark analysis	What were the findings from the analysis of this data? • 77% of ACIS students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced	How will the school evaluate the progress of this goal? Analysis of ELA/Literacy scores from Smarter Balanced Assessments. Where can a budget plan of the proposed expenditures for this goal be found?
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at the end of the 2020-21 school year.	Assessment. • 0% of the ACIS SpEd students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. • 10% of the ACIS students achieved a D or F in ELA courses. • 29% of the ACIS SpEd students achieved a D or F in ELA courses.	Budget information available from AUHSD LCAP.
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STRATEGY:

Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date
Build and implement common formative assessments for all grade levels in English, World History, US History, Government, and Economics. Utilize data from common formative assessments to shape curriculum and instruction	• English Department Chair • Social Studies Department Chair • Administration	• Develop District-wide common formative assessments for English 1, World History, Algebra I, Geometry , and Living Earth • Implement common formative assessments and analyze student performance data for Grade 9 core courses • Develop and implement District-wide common formative assessments for Grade 10-12 core courses (English 2-4, Geometry, Algebra II, Algebra II, Chemistry, Physics, U.S. History, Government, and Economics)
Revise and update approved texts for all	• English Department Chair • Social Studies	• Utilizing AUHSD Grade-Level Reading Lists, establish core texts for each English grade level

grade levels	- Department Chair - Administration	- Review and add 3-4 new texts that fit within the multicultural categories (Category 2 and Category 3) of AUHSD Grade-Level Reading Lists - Expand the use of nonfiction texts in the curriculum to ensure alignment with ELA/Literacy Standards. Add one new nonfiction text per grade level
Utilize Canvas as the school's online LMS for improved communication, assessments, assignments, and student progress.	- All staff - Director of Curriculum - Administration	- Canvas Professional Development areas: - Canvas best practices - Expectation - Organization - Norms - Student orientation on the use of Canvas - Parent education on the use of Canvas
Alignment of Online curriculum with AUHSD courses of study.	- English Department Chair - Administration	Site based development and implementation of aligned asynchronous canvas courses with in person ACIS courses in each of the English subject levels (English 9, 10, 11 & 12)

STRATEGY:

Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California English Language Arts / Literacy Standards.

Action/Date	Person(s) Responsible	Task/Date
Site Based Collaboration sessions to strengthen	English Department Chair	Weekly subject level collaboration between ACIS staff and Comprehensive site

instructional practice with respect to ELA/Literacy	● Counseling ● Administration ● SpEd Department Chair	teams to focus on the following. ○ Identification of essential standards ○ Common formative assessments ○ Academic interventions, especially for students in Special Education
District-Wide Seminars on Grading for Equity, & DEI	● All Staff ● Administration ● Director of DEI ● Superintendent of Curriculum	Grading for Equity ● Utilize release days, paid days during summer, and scheduled professional development days for this required seminar series. Seminar to address best practices for equitable grading ● Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings Diversity, Equity, and Inclusion ● All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar ● Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive school culture
Professional development for staff on CA ELA/Literacy standards and the Courses of Study, 2022-2024	● English department chair ● Superintendent of Curriculum	● Summer Institute Professional Development for teachers ● AUHSD Staff Development Days: 3 days per academic year ● Department Release Day: 1 per year ● AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12 ● Conferences and workshops ● Professional development to include best practices for analyzing data from CAASPP,

		including scores for incoming 9 th graders.
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STRATEGY:

Student Support: Provide student support services to assist students struggling to attain mastery of the new California ELA/Literacy standards.

Action/Date	Person(s) Responsible	Task/Date
Intervention Monday Schedule: Zoom & In Person targeted academic intervention on ELA standards	- English department chair - Administration - Counselor - SpEd department chair - Advisory Teacher	- Teachers will utilize STR meetings to identify students that are struggling and require targeted academic intervention related to ELA standards. - Teachers, counselors, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needing academic intervention related to the ELA standards.
Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards	- Teachers - Administration - Counselor	Analyze academy assessment data & grade data for struggling students through Canvas Guardian portal, grade mark analysis, and advisory teacher notes as related to the ELA standards and progress.

STRATEGY:

Communication and Articulation: Partner with stakeholders on implementing the new California ELA/Literacy standards and the new Courses of Study for English 1-4. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.

Action/Date	Person(s) Responsible	Task/Date
Annual vertical	ELA department	Release time for English and

articulation meetings with partner middle school & weekly articulation with partner comprehensive site ELA instructors	chair • Administration • Counselor • SpEd department chair	SpEd teachers to collaborate with staff from partner comprehensive sites and partner school districts to align curriculum and intervention practices as related to ELA standards.
Parent education events to develop strong school-home partnership around supporting ELA/Literacy achievement	• Administration • Counselor • Advisory teacher • SpEd teacher	• ACIS connect series ○ Canvas ○ Academic supports/interventions ○ Academic pathways ○ Advisory time ○ CAASPP • Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs)

LEA GOAL:

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

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

SCHOOL GOAL #2: The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to ensure high-level math performance and college and career readiness for all students.

- The Acalanes Center for Independent Study will increase the percentage of students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Math section of the Smarter Balanced Assessment by 5 percentage points from 2022 to 2024.
- The Acalanes Center for Independent Study will increase the percentage of Special Education students attaining the achievement levels of “Standard Met” or “Standard Exceeded” on the Math section of the Smarter Balanced Assessment by 25 percentage points from 2022 to 2024
- The Acalanes Center for Independent Study will decrease the percentage of students attaining the achievement level of D or F in their Math courses by 5 percentage points

from 2022 to 2024. The Acalanes Center for Independent Study will decrease the percentage of Special Education students attaining the achievement level of D or F in their Math courses by 5 percentage points from 2022 to 2024.		
What data did you use to form this goal? Student performance on the 2021 Smarter Balanced Assessment in Mathematics. Student grade mark analysis at the end of the 2020-2021 school year.	What were the findings from the analysis of this data? 62% of ACIS students “Met Standard” or “Exceeded Standard” on the Mathematics section of the 2021 Smarter Balanced Assessment. 0% of the ACIS SpEd students “Met Standard” or “Exceeded Standard” on the ELA/Literacy section of the 2021 Smarter Balanced Assessment. 13% of the ACIS students achieved a D or F in Math courses. 20% of the ACIS SpEd students achieved a D or F in Math courses.	How will the school evaluate the progress of this goal? Analysis of mathematics scores from Smarter Balanced Assessments. Where can a budget plan of the proposed expenditures for this goal be found? Budget information can be found in the AUHSD LCAP.

STRATEGY: <i>Curriculum and Instruction: Implement curriculum and utilize instructional strategies to foster student mastery of the new California Mathematics Standards.</i>		
Action/Date	Person(s) Responsible	Task/Date
Common Formative Assessments- Develop and implement common formative	- Math department chair - Administration - Superintendent of Curriculum	- District-Wide Formative Assessment Development - Develop and implement District-wide common formative assessments for core Grade 9 Math

assessments and/or projects on essential standards to identify strengths and areas of growth with respect to the mathematics standards. Use the data to strengthen curriculum and instruction		courses: Algebra A, Algebra I, Geometry, and Advanced Geometry ○ Develop and implement District-wide common formative assessments for core Grade 10-12 courses (Algebra B, Algebra II, Algebra II Advanced, Algebra II/Pre-Calculus Honors, Pre-Calculus Honors)
Alignment of Online curriculum with AUHSD courses of study.	● Math department chair ● Administration	● Site-based development and implementation of aligned asynchronous canvas courses with in-person ACIS courses in each of the Math subject levels (Algebra A/B, Algebra I, Geometry, Algebra II, Pre-Calculus, Financial Algebra, & Calculus AB).
CTE expansion of course offerings to include an in-person ACIS CTE course that fosters student interest in the area of STEM skills.	● Math department chair ● Science department chair ● Counselor ● Administration	● Introduction to Engineering and Design, Project Lead the Way ○ Offer course to students in all grade levels ○ Collaborate with existing programs at comprehensive sites on curriculum and student/teacher technology needs ○ Implement and evaluate the effectiveness of the new course.
Utilize Canvas as the school's online LMS	● All staff ● Director of Curriculum	● Canvas Professional Development areas:

for improved communication, assessments, assignments, and student progress.	● Administration	○ Canvas best practices ○ Expectation ○ Organization ○ Norms ● Student orientation on the use of Canvas ● Parent education on the use of Canvas
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STRATEGY: <i>Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively present lessons and utilize instructional strategies aligned with the new California Mathematics Standards.</i>		
Action/Date	Person(s) Responsible	Task/Date
Site-based Collaboration- Staff collaboration sessions to strengthen instructional practice with respect to mathematics	● Math Department Chair ● SpEd Department Chair ● Administration ● Counselor	● Weekly subject-level collaboration between ACIS staff and comprehensive site teams to focus on the following: ○ Identification of essential standards ○ Common formative assessments ○ Academic interventions, especially for students in Special Education
District-Wide Seminars- Required trainings on grading and diversity, equity and inclusion	● Associate Superintendent for Curriculum and Instruction ● Director of Student Support, Equity and Inclusion ● Administration	● Grading for Equity ○ Utilize release days, paid days during summer, and schedule professional development days for this required seminar series. Seminar to address best practices for equitable grading, 2022-2023. ○ Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration

		meetings, 2022-2024 ● Diversity, Equity, and Inclusion ○ All teachers who have not attended Courageous Conversation participate in Elevation to Transformation Seminar, Spring and Summer 2022. ● Teachers use tools from seminar to implement culturally-diverse curriculum and build an equitable and inclusive classroom and school culture
Professional Development - Staff PD on California Mathematics standards, including the 2022 Mathematics Framework Revision, and the Courses of Study	● Math Department Chair ● Superintendent of Curriculum	● Summer Institute Professional Development for teachers ● AUHSD Staff Development Days: 3 days per academic year ● AUHSD Release Days: Develop common formative assessments for all core courses, Grades 9-12 ● Conferences and workshops

STRATEGY: Student Support: <i>Provide direct student support services to assist students struggling to attain basic mastery of the new California Mathematics Standards.</i>		
Action/Date	Person(s) Responsible	Task/Date
Intervention- Monday Schedule: Google Meet & in-person targeted academic intervention on Math standards	● Math department chair ● Administration ● Counselor ● SpEd department chair ● Advisory Teacher	● Teachers will utilize STR meetings to identify students who are struggling and require targeted academic intervention related to Math standards. ● Teachers, counselor, and administration will utilize the Canvas grade guardian portal to track academic progress and identify students needing academic intervention related to the Math standards.

Student Resource Team (SRT) to identify and design support for students struggling with ELA/Literacy standards	• Teachers • Administration • Counselor	• Analyze academy assessment data & grade data for struggling students through Canvas Guardian portal, grade mark analysis, and advisory teacher notes as related to the Math standards and progress.
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STRATEGY:

Communication and Articulation: *Partner with stakeholders on implementing the new California Mathematics standards and the new math courses of study. Strengthen communication with the parent community about the new standards and strengthen vertical articulation with partner middle schools.*

Action/Date	Person(s) Responsible	Task/Date
Annual vertical articulation meetings with partner middle schools & weekly articulation with partner comprehensive site Math instructors.	• Math department chair • Administration • Counselor • SpEd department chair	• Release time for Math and SpEd teachers to collaborate with staff from partner comprehensive sites and partner school districts to align curriculum and intervention practices as related to Math standards.
Parent education events to develop strong school-home partnership around supporting Math achievement	• Administration • Counselor • Advisory teacher • SpEd teacher	• ACIS connect series ○ Canvas ○ Academic supports/interventions ○ Academic pathways ○ Advisory time ○ CAASPP • Spring orientation meeting for parents of incoming 9th-grade students with Individualized Education Plans (IEPs)

LEA GOAL:

AUHSD LCAP Goal Area #5 - Provide safe, engaging and inclusive school sites and

classrooms that address the social-emotional needs of all students (**School Climate and Social-Emotional Development**)

SCHOOL GOAL #3: The Acalanes Center for Independent Study will implement curricular, instructional, and support strategies to increase student connectedness, reduce student stress, and improve student resilience.

- The Acalanes Center for Independent Study will increase “School Connectedness” as measured by the California Healthy Kids Survey by 5 percentage points in the “High” level for Grade 9 and Grade 11 students from 2022 to 2024.
- The Acalanes Center for Independent Study will decrease the percentage of students reporting on the AUHSD student pulse surveys that they neither agree/disagree or disagreed that they felt that they “belonged” at ACIS by 10 percentage points from 2022 to 2024.

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

STRATEGY:

Curriculum and Instruction: *Implement curriculum and utilize instructional strategies to increase student connectedness, reduce student stress and improve student resilience.*

Action/Date	Person(s) Responsible	Task/Date
Course Offerings - Review and refine course offerings to ensure that students have a rigorous, engaging,	• Administration • Certificated teaching staff • Counselor • Director of Adult	• Align online course offerings and courses of study with in-person course offerings and courses of study • CTE ○ Expand CTE offering at ACIS to include an in-person offering

accessible, and culturally-relevant course schedule	Education	of Introduction of Engineering and Design. • Science ○ Implement new science course of Earth and Space Science • Evaluate ways to incorporate Adult Education classes for ACIS students to enroll ○ Musical theater workshop ○ Yoga ○ French • Cross Curricular ○ Evaluating Future Ready and how the course can expand on a multi-year track ○ Evaluating the Leadership course, expectations, available activities that are offered and how to expand by recruiting students to be involved.
Homework - Strengthen professional practice related to homework and ensure adherence to Administrative Regulation 6154, “Homework/Makeup Work.”	• Administration • Certificated teaching staff • Counselor	• All teachers attend Grading for Equity Seminar to foster best practices with respect to homework, • Partner with Challenge Success to improve homework practices • Utilize Friday collaboration sessions to refine homework practices
Social-Emotional Learning - Implement classroom practices that foster mindfulness and social-emotional health	• Administration • Counselor • School Psychologist	• Utilize staff meetings to build capacity for implementing practices to reduce student stress and build connectedness

Technology - Advance 1:1 technology integration to ensure clear teacher-to-student communication and access to course materials	● Administration ● Counselor ● Certificated teaching staff ● Site tech support	Maintain 1:1 Bring Your Own Device (BYOD) program for all grades Staff orientation/reorientation on key Canvas expectations regarding organization and posting Student orientation/reorientation regarding use of Canvas and online classes Parent education on use of Canvas, ACIS Connect session
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STRATEGY: <i>Professional Development and Collaboration: Implement professional development and collaboration opportunities to strengthen the staff's ability to effectively guide and help students to reduce stress and establish strong connections within the school community.</i>		
Action/Date	Person(s) Responsible	Task/Date
Site-based Professional Development and Collaboration to foster connection, belonging, and positive academic engagement.	● DEI director ● Administration ● School Psychologist ● Counselor ● All site staff	● Utilize staff meetings to build capacity for implementing social-emotional practices that reduce student stress and build connectedness. ● Utilize Friday subject-level collaboration sessions to calibrate curriculum, course expectations and student workloads. ● Analyze survey data from Healthy Kids Survey, Stanford Survey of Adolescent School Experiences, and the ACIS Pulse Survey to assess connection, belonging and engagement ● Homework -- Staff orientation / reorientation on Board Policy 6154, "Homework/Makeup Work." ● Partner with Challenge Success to improve homework practices
District-Wide Professional Development	● Director of DEI ● Superintendent of Curriculum	● Grading for Equity ○ Utilize release days, paid days during summer, and schedule

and Collaboration to foster connection, belonging, and positive academic engagement	• Administration	professional development days for this required seminar series. Seminar to address best practices for equitable grading ○ Teachers analyze and refine Grading for Equity strategies during Friday morning collaboration meetings. • Diversity, Equity, and Inclusion ○ All teachers who have not attended Courageous Conversation, participate in Elevation to Transformation Seminar ○ Teachers use tools from seminar to implement culturally-diverse curriculum and build equitable and inclusive classroom and school culture
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STRATEGY: <i>Student Support: Implement policies and student support initiatives to increase student connectedness, reduce student stress, and improve student resilience.</i>		
Action/Date	Person(s) Responsible	Task/Date
Wellness services and awareness to support social-emotional health of students.	• School Psychologist • Counselor • Administration	• Parent education on Wellness services, ACIS Connect session • Student & parent tours of the Wellness area during Eagle day & all informational meetings. • Analyze Wellness Center data and Pulse survey data to gauge effectiveness.
Expansion of Extra-Curricular Programming to include visual and performing arts, academic clubs, special interest	• Administration • Site staff • Director of Adult Education	• Publicize current clubs and how to establish a new club • Pursue establishing an ACIS ESports team • Partner with Adult Education for VAPA opportunities at the DV campus • Collaborate site counselor on

clubs, community service opportunities, and athletics.		community service opportunities in the community and with the AUHSD Transition Program Collaborate with leadership classes from the comprehensive sites to establish monthly student engagement activities at ACIS
Utilize Future Ready for programming related to campus climate issues	- Advisory Teacher - Counselor - School Psychologist - Administration	- ACIS “Equity Lessons” for all students. - Continued development of Future Ready curriculum with collaboration from HSD teachers and school psychologist/counselor.

STRATEGY:

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

Action/Date	Person(s) Responsible	Task/Date
Articulation between Leadership classes from across the district.	- Leadership teacher - Administration	Review and align leadership class practices, events that are offered for student connection, and best practices for student communication.
Analyze and communicate data related to student connectedness, belonging, and positive academic engagement	- Counselor - Administration - All site staff	- Analyze data from the California Healthy Kids survey and the AUHSD Pulse surveys. - Present data from California Healthy Kids survey and the AUHSD pulse surveys to all stakeholders (staff, students, parents) and post on the ACIS website.

