

Academy of Continued Education (ACE) Logic Model

May 2025

Goal: Strengthen connection to students experiencing disruption to in-person learning & short term continuation of academic instruction.

Inputs

resources needed

People/Organizations

ACE Principal
ACE team
-Teachers
-School Staff (Senior Project Manager, Secretary)
Students
Families
Referring (and approving) offices via 7 pathways
-School Administrators (and/or their appointed designee);
-Pupil Health Services;
-Office of Student Rights & Responsibilities;
-Office of Family & Community Engagement, Pregnant & Parenting Student Services;
-Office of Diverse Learners
-Department of Human Services
-Principals
-Nurses

Materials/Tech

-Core curriculum
ELA
Math
English
Social Studies
Science
-Receiving registration requests via Google Forms
-Tracking registration, enrollment, attendance, scheduling, and communication with students via Google Sheets
-Virtual classroom via Google Meet
-Student and teacher computers/laptops
-SIS
-PD

Activities

things programs and partners do

-Principals, nurses, secretaries, or staff from central office refer students to ACE by completing the ACE referral form (this occurs after student identified via one of the 7 pathways)
-Relevant Central Office staff approves registration request (if applicable)
-Parents receive registration request including welcome links and info for registration
-ACE secretary approves registration after verifying the referring office for pathway placement, and reviewing existing administrative records

-ACE secretary sends students their grade-specific welcome letter, schedule, and estimated exit date via Google Scripts and asks families to respond confirming attendance
-Referring party identifies student/family translation needs on the Registration form and arranges for needed services (e.g., translate welcome letters, google translate)
-ACE principal + secretary emails families and students who did not respond the welcome letter

-ACE teachers track daily (or period level) student attendance via Google sheets
-ACE secretary inputs attendance data into the SIS for students' school of record

-ACE secretary supports a culture of regular attendance among students by following up with students who do not attend the first day of ACE
-After the first day, teachers call students who have three days of absences

-Weekly office hours held by ACE principal for families to check-in on their students' progress

-Teachers complete weekly progress reports (overview of standards assessed for core subjects, areas for improvement, student strengths, and additional feedback)
-ACE principal reviews progress reports
-ACE Secretary sends academic progress reports to students, parents/guardians, and schools
-ACE secretary send progress reports, which includes student work, to schools, students, and parents/guardians as an update on content covered during a student's absence

-Teachers provide daily virtual instruction on core subjects (~8:30-3:24)

-ACE secretary ensures an automated letter is sent to school (principal + referring person), student, and parents/guardians alerting the final day with ACE in preparation for return to in-person learning via Google Scripts
-For students with additional emotional needs, ACE principal communicates with schools to facilitate preparation for students arrival following ACE

-ACE teachers remind students of their departure date from ACE and return to their school of record

-Teachers hold daily grade-specific community circle meetings for students

-Teachers provide opportunities for peer-to-peer interaction

-Teachers provide personalized office hours for high school students as needed

-Teachers administer checks for understanding according to the curriculum unit
-Teachers use exit tickets to provide personalized learning to students
-Teachers review unit assessments and exit tickets to allow students to redo work

-Teachers cover District-aligned curriculum based on the student's current grade band or grade level
-Teachers complete progress reports containing students' strengths, areas for additional support, standards assessed, and additional feedback

Outputs

results of program activities

-Students are registered in ACE through one (or more) of the pathways.

-Students and families receive a grade-specific welcome letter in their native language, class schedule, and exit date
-Students and families respond confirming enrollment
-Students are enrolled in core courses appropriate for their grade
-Students and families receive personalized communication to support engagement and connection

-Schools have access to student attendance records while they are in ACE

-Students and families are aware of students' absences

-Parents/guardians attend principal office hours to learn about their student's progress

-Schools and students/families receive weekly progress reports on academic progress and comprehension

-Students attend school virtually

-Schools receiving the returning students are aware of students' arrival in advance and are prepared to integrate them back into in-person learning

-Students are aware of their last day and ready to return to in-person school

-Students attend daily community circle meetings and office hours as needed
-Students make connections within the ACE community with peers and adults

-Students complete daily unit exit tickets and end of unit assessments

-Students receive District-aligned coursework specific to the student's grade level

Short-& Medium-Term Outcomes

benefits of the program

-Students who experience a temporary disruption to in-person instruction receive instruction virtually within one day of referral

-Students attend 90%+ of days enrolled

-Parents/guardians remain engaged with their child's continued learning through ACE

-Parents/guardians are involved in their student's education and encourage academic progress at home

-Students feel they had opportunities for academic support

-0 days between leaving ACE and returning to in-person school

-Students feel there is a person in ACE that they can talk to and they feel a sense of community with others in the program

-Students are progressing with learning in their core subjects

Long-Term Impacts

result of the program

Continued Learning

Students who experience disruption to in-person schooling continue to progress academically.

Dropout Prevention

Students who experience disruption to in-person schooling remain enrolled in school.

Teacher Professional Development

-Teachers attend District-led PD and PD led by the Office of Diverse Learners

-ACE principal leads "School-based" PD

-ACE principal sends teachers a weekly newsletter (upcoming events, tips for instruction, announcements, teacher birthdays)

-Teachers receive standard district PD and ACE specialized PD to support the needs of diverse learners

-Teachers are prepared to deliver high quality differentiated instruction in a virtual environment