The Academy for Academic Excellence

One School TK-12

The Academy for Academic Excellence School Board Members

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AAE Administrative Team Members

Valli Andreasen - Principal (TK-5)
Wesley Kanawyer - Principal (6-12)
Brenda Day - School Counselor

AAE WASC Leadership Team

Heather Juarez - WASC Coordinator (TOA/Assessment Coor.)
Lisa Lamb - CEO
Valli Andreasen - Principal
Wesley Kanawyer - Principal
Margie Rollins - Reading Specialist
Laurie Gomes - 7th Grade English Teacher
Tracy Goulet - High School Math Teacher

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Preface

The faculty and staff at The Academy for Academic Excellence (AAE) welcomes you to our school. We are looking forward to showing you all the incredible things happening at the AAE. Our school is a unique, successful charter school educating students from Transitional Kindergarten to Twelfth grade. It's a rare opportunity for a school to watch students enter a school at either TK or Kindergarten then graduate 13 years later. Thank you for taking the time to visit our school. We welcome your insights and recommendations.

The AAE's WASC accreditation full self-study process began in the spring of the 2016-17 school year. To facilitate Professional Learning Communities (PLC), each Wednesday is early release. During this time, WASC information and data were gathered then written in Google Docs to easily share information.

Involvement and collaboration of all staff and stakeholders

Winter/Spring 2017
- January 23, 2017 Met with WASC Leadership Team
- January 24, 2017 Presented WASC process and team members to Academic Leadership Team (ALT)
- January 30, 2017 Met with Leadership Team to prep for upcoming staff meeting
- February 1, 2017 Met with all staff to present WASC process and familiarize staff with group assignments
    - [Group Lists]
- February 7, 2017 Met with Focus Group Leaders to prep for focus group meeting
- February 8, 2017 Focus Groups meet to familiarize themselves with process and completion of chapters I and II
- February 15, 2017 Home Groups meet to begin process of analyzing questions
- February 27, 2017 Met with Focus Group Leaders to prep for next meeting
- March 1, 2017 Focus Groups meet
- March 10, 2017 Parent Climate Survey

Fall/Winter 2017-18
- August 25, 2017 Teacher survey chapter 3
- August 30, 2017 Focus Groups meet
- September 19, 2017 Gather data from staff for chapter 3
- September 20, 2017 PLC - WASC update and data gathering chapter 3
- October 30, 2017 Review of SLOs with ALT and alignment with AAE's mission
- November 3, 2017 Professional Development Effectiveness Survey to staff

- November 7, 2017 WASC Chairman visit; presentation of Action Plan draft to ALT
- November 13, 2017 Parent Climate Survey
- November 15, 2017 Review of Action Plan with staff
- November 28, 2017 Student Survey
- March 7, 2018 Final report available to staff
- March 12, 2018 Presentation to school board

Monthly Meetings
- Principal's cabinet meets monthly to get input from students in regards to the school
- Parents & Pastries meets monthly with both Principals to address concerns and report current school information
- Department/Home group meetings to evaluate data second Wednesday of each month

Chapter I: Progress Report

Significant Developments

Professional Learning Community

The previous WASC full self-study in March of 2012 enlightened stakeholders of the need to initiate school change and improvement focused on increased student outcomes through the development of a Professional Learning Community (PLC), a research-based, proven practice in multiple schools successfully producing high levels of learning in students. In 2013, The Academy for Academic Excellence (AAE) sent its Department Chairs to a two-year professional development training on *Professional Learning Communities at Work* developed by Solution Tree, lead by Richard DuFour.

PLC research prompted several changes in the organization. In 2014, the former Department Chair committee dissolved resulting in a more reflective and collaborative team, the Academic Leadership Team (ALT), with its primary goal of uniting and coordinating PLC efforts across grade levels, departments, and subjects. The serving term for ALT is two years; potential candidates must apply and interview for the position.

AAE's Academic Leadership Team	
Staff Member	Title
Wesley Kanawyer	6-12 Principal
Valli Andreasen	TK-5 Principal
Brenda Day	Counselor
Heather Juarez	TOA TK-12, Assessment Coordinator
Matthew Huffine	Science Instructor
Charlotte Street	English Instructor
Tracy Goulet	Math Instructor

Kenneth Sockwell	Visual and Performing Arts Instructor
Colonel George Armstrong	AFJROTC Instructor
Breanna Beare	Math (Middle School) Instructor
Helen (Sam) Scantlin	English (Middle School) Instructor
Sally Ritchea	Education Specialist Instructor
Tamara Brand	4th Grade Instructor
Margie Rollins	Reading Specialist
Rebekah Holderfield	Kindergarten Instructor

Academic Leadership Team - 2016-2018

A set time for staff to meet during regular work hours was another need that developed through PLC. The school calendar was changed to reflect an early release time of an hour each Wednesday beginning in 2015-16. This allowed instructional staff to meet after school without infringing on personal time. With modified release time each month, it was imperative for ALT to develop a permanent schedule to keep with the PLC vision for improving student learning outcomes.

AAE's Early Release Day Monthly Schedule	
Timeline	Agenda
1st Wednesday	TK-12 PLC
2nd Wednesday	Departments
3rd Wednesday	Grade Level
4th Wednesday	Individual PD Time

Staff Meeting Monthly Schedule 2015-2018

Once the AAE's instructional staff began implementing the PLC, it was determined there was a need to develop a schoolwide mission. Previously, the school followed the mission of the Lewis Center for Educational Research, the non-profit organization which oversees two school sites, one being the AAE. Following the process designed by Richard DuFour and his team in *Learning by Doing, a Handbook for Professional Learning Communities at Work*, the AAE's PLC spent several months developing the school's mission. This reflection allowed the PLC to confer on the purpose and outcomes of learning at the AAE while continuing to support the vision of the Lewis Center. Eventually, the PLC decided to remain true to its roots and focus on preparing students for post-secondary success.

The AAE's Mission Statement
The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

AAE's Mission Statement

The development of the AAE's mission led to further discussion of how to ensure the mission. To achieve its mission, the organization needed to create a vision of where it wants to be. Vision gives direction, clarification, and purpose to further set goals towards student achievement. Again, the process was drafted and revised through several PLC meetings. The goal was to look through the lens of the mission and define how students would achieve post-secondary success. Stakeholders believe through a rigorous, well-rounded education, students will be able to meet this goal.

The AAE's Vision Statement
With Courage, Generosity and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.

AAE's Vision Statement

For the AAE to achieve its defined vision and mission, it's imperative to develop a roadmap of how to get there. Through shared collective commitments, stakeholders understand the purpose of why the AAE exists and who it serves. Commitments give focus to stakeholders to know how to act to move the organization in the right direction creating decisions that require less discussion when made through the lens of collective commitments.These have allowed the AAE to move forward with a cohesive, intentional emphasis on student learning outcomes. Through the PLC, stakeholders established and agreed upon a set of collective commitments to advance the AAE's vision.

The AAE's Collective Commitments
● Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students.   ● Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders.

- Provide an environment that engages students in technology rich, authentic learning.
- Promote a sense of global-mindedness to prepare students for success in the 21st century.
- Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

AAE's Collective Commitments

With collective commitments established, individual departments and grade levels proceeded to develop SMART (strategic, measurable, attainable, results-oriented, and time-bound) Goals using the collective commitments as a lens for development. These goals continue to be a work in process annually with the objective outcome to align the Local Control and Accountability Plan (LCAP) and action plan with student learning outcomes.

Consolidation

Until the summer of 2015, the AAE spread across Apple Valley with three campuses, Thunderbird campus serving grades K-1, Corwin campus serving grades 2-4, and the Mojave River Campus (MRC) serving grades 5-12. The vision was to house all AAE students in grades K-12 on the main campus, united as one school, staff and student body. New construction to add twenty additional portable classrooms, improved ingress and egress routes, new parking lot and playground, were completed throughout the summer of 2015 before the start of the 2015-16 school year.

After the AAE's consolidation, the Corwin campus lease expired. The Thunderbird campus, which is owned by the Lewis Center, has become the Apple Valley Center for Innovation (AVCI). In partnership with the Lewis Center and Apple Valley Unified School District, AVCI was designed by administrators and teachers to promote Science, Technology, Engineering, and Math (STEM) within the community. The goals of AVCI are:

1. Facilitate a connection between local educational institutions and STEM driven entities to better serve our community.
2. Create experiences that inspire discovery and ignite innovation which transform activities in our homes, classrooms, and work spaces.
3. Provide targeted activities, based on best-practices, for educators to replicate.

Consolidation improved communication between students, teachers, parents, and administration. Cross-age interaction, such as Kinder-Senior buddies and high school educational interns, has benefited student outcomes. The interaction between administrative teams improved with the accessibility of one campus. Parents delivered and picked-up students from one location and connected with teachers easily.

Data Driven Decision-Making

The last self-study recommended a need to have a process for administering and monitoring assessments with emphasis on analyzing data aligned with the current California State Standards. The previous platforms used were Aeries for Student Information System (SIS) and Data Director for assessment and data analysis. Due to the difficulties with access of Data Director, most teachers and administrators were either reluctant or unable to use it. These obstacles prompted the decision in 2014 to purchase Illuminate Education Data and Assessment (DnA). To further streamline assessment data with attendance, scheduling, behavior and many other student indicators, the AAE invested in the Illuminate Student Information (ISI) system, ultimately leading to significant changes in assessments, instruction, curriculum, informing stakeholders and overall decision making.

During the 2015-16 school year, Illuminate slowly filtered into classrooms with support from Information Technology (IT) and Teacher on Assignment (TOA). Some teachers began using the assessment itembank feature drawing from testing banks using Common Core State Standards (CCSS) aligned questions to create assessments while all teachers used attendance and grade books on the student information systems (SIS) side. While this was a good start towards full implementation of Illuminate, it was not the initial goal of full immersion. It was apparent to the administrative team that there needed to be an assessment coordinator to bring together assessment and instruction. Therefore, at the beginning of the 2016-17 school year, the decision was made to have the current TOA oversee all assessments at the AAE.

The previous WASC mid-cycle review self-study team identified the lack of CCSS aligned benchmarks as an area of need. A more formal process for assessment needed development, beginning with an annual assessment calendar. The first step to creating the schoolwide assessment plan was to evaluate assessments already in place. Upon review, teachers were creating their own assessments based on the CCSS as well as using curriculum-embedded assessments to derive student progress on academic standards. Grades 1-5 were using norm-referenced STAR reading and math diagnostic assessments from Renaissance Learning and grades 3-8, 11 were using CAASPP data. While results from these research-based assessments were informative, having only one set of data to review did not provide multiple measures to measure student progress.

An assessment calendar was shared and implemented beginning in 2016-17, which included diagnostic, formative, and summative assessments K-12 including state and national assessments. Diagnostic assessments previously given were still administered but with a more intentional reason. Depending on the assessment, diagnostic exams were administered 3-4 times a year to monitor progress and to inform instructional and curriculum decisions for the following school year.

Formative assessments were used to inform teachers of student progress without assigning a grade. A variety of methods were implemented within the classroom often depending on the teacher and use of the information. On a primary level, teachers practiced quick measurements such as exit tickets at the

end of a lesson to determine future instruction needs. These needs resulted in a repeat of the lesson whole group or small group instruction. Other forms of quick assessment used were observations, whiteboards, and journal writing. These measures were great resources for classroom instruction, but there needed to be a more common formative approach and use of Illuminate DnA. Little information to none was available to stakeholders including administration as to student progress. Common formative schoolwide benchmarks needed to be created in the areas of English language arts (ELA) and math to alleviate this deficiency.

The use of common formative benchmarks changed future data conversations to center around student growth and what changes needed to be in place to meet learning goals. PLC time created a forum to review the results for each benchmark and act upon those results. Since teams met by grade level or discipline, it was imperative to look at the whole grade level rather than by student. Often when looking individually at students, it's natural to discuss reasons for them not performing up to standard, centered around things out of a teacher's control. The first step was to analyze the performance of question types to review how the standards were being assessed and whether the question was a good measurement of the standard. It was important for teams to determine together whether a question was fair. If determined it wasn't, it was removed from the exam for the following year. When the next benchmark was given, the process was similar except now there were two data points to measure progress on standards. Teams analyzed data determining whether students made progress on standards. Any progress was seen as a positive movement. This process guided the discussion to focus on standards. Those standards with little or no growth needed to be addressed by the team. These discussions included looking at the questions, whether they were fair or not, the instruction of the standard including different teacher results on the same standard, and progress by the student. New goals were set for students, student groups, and whole class based on these results. Third quarter benchmarks were treated in the same manner. Teachers were using this form of analysis with their formative and summative assessments. As a result of this mindset change, teachers saw an overall improvement in student learning.

What eventually developed through these assessments was access to multiple measures by student, grade level, and school overall. Confidence emerged when making schoolwide decisions because the evidence to support these decisions was present. One of the foremost decisions made was the adoption of CCSS aligned ELA curriculum for K-5. Data supported the need for more rigor in the curriculum which prompted the adoption process. The ALT used this adoption to develop a process for curriculum implementation and review, another critical area identified by the previous self-study.

Schoolwide Critical Areas for Follow-up

During the last full-study in 2012 and the subsequent mid-cycle review in 2015, the following areas of critical need were identified by the visiting team:

Identified the AAE's Critical Areas of Need
2012 Full-Study Recommendations ● As identified by staff, focus efforts for improvement in math and writing instructional strategies and practices. ● Development of a focused, long-term professional development plan to achieve goals of improving student outcomes in all areas with a focus on math and writing. ● The process for administering benchmarks and reviewing the data is at differing levels. More consistent processes and procedures are needed to develop, administer, and analyze standards-based benchmark assessments that match the rigor of the CSTs in all content areas. ● There is a need for planned, systematic review, evaluation, and updating of curricular materials. ● There is a need for more consistent use of Data Director by teachers and administration. 2015 Mid-Cycle Review Recommendations ● The AAE needs to continue its work in math and ELA curriculum development. ● The AAE should continue developing and using benchmark assessment and use data gleaned from the Illuminate program to drive instruction. ● While the leadership team and PLCs do an exceptional job identifying and addressing problems and concerns as they arise, there continues to be a need to develop a programmatic plan to regularly review and evaluate curriculum.

AAE's Critical Areas of Need WASC full self-study 2012; mid-cycle review 2015

Ongoing Follow-up Process

Annual follow-up for the AAE's critical areas of need naturally takes place when updating other accountability plans. The LCAP, for example, lends itself to analyzing progress due to the alignment of the schoolwide action plan and LCAP areas for improvement. Programs, data, and budget are all considered when reviewing progress to drive the following year's schoolwide goals and funding for each.

In 2015, the AAE formally updated its progress towards the identified critical areas of need and the action plan from the 2013 full self-study for WASC. The majority of work was completed through the ALT. Leadership staff worked together to update the school's profile and significant school changes. To update the school's progress on identified critical areas of need, ALT along with their departments, met to provide evidence to support each goal and its tasks. This process allowed staff the opportunity to

reflect on improvements made and what still needed to be accomplished including a plan of how to achieve that result. It also brought to light the need for two additional school goals to support the AAE's mission and vision. Since this addition, annual follow-up continued.

Reflection, Analysis on Progress, Support Evidence, and Impact on Student Learning for Action Plan Sections or Goals

Goal 1	The Academy for Academic Excellence will work to increase math proficiency rates in grades K-12.
Growth Target	Consistent schoolwide growth of 5 percent per year. End-of-course growth in middle school and high school should increase to align with the state average and then continue to increase.

The AAE recognizes the societal and personal importance of assisting students in attaining proficiency in mathematical skills. However, student proficiency in mathematics as measured by the past California Content Standards (CCS) and the CCSS has not consistently materialized in student scores. While the visiting committee determined that progress had been made to improve scores, the need for further attention to math proficiency is still present with the goal being a 5% increase schoolwide annually and closing the gap between the state average in grades 6-12.

With the adoption of the CCSS, the math department went through the piloting process to determine the best curriculum aligned to the CCSS and facilitate an integrated approach in high school math. In the 2014-15 school year, grades 6-9 implemented Carnegie Integrated Math with a scope and sequence aligned to CCSS. To reasonably execute the transition of the new curriculum in high school, the decision was made to begin Integrated Math I in 9th grade then continue Math II and Math III over the next two years.

School Year	Implementation Grade Levels
2014-15	6th, 7th, 8th, 9th; Math I, Math II, Math III, Integrated Math I
2015-16	Added Integrated Math II
2016-17	Added Integrated Math III
2017-18	Full Implementation of Carnegie Integrated Math Curriculum

AAE's High School Integrated Math Implementation

Advanced Placement (AP) Calculus AB uses *Stewart Calculus, seventh edition,* and AP Statistics uses Daren Starnes, *Practice of Statistics,* both aligned to the AP standards as identified by the College Board and include a scope and sequence. Grades 2-5 have implemented *Engage NY*, also a CCSS aligned curriculum which includes a scope and sequence. Kindergarten and 1st grade are using CCSS aligned curriculum by Deanna Jump.

Both teacher-directed and curricula supplied vocabulary is available to students. AP classes use course-specific notebooks. Grades 6-11 are provided vocabulary in the Carnegie Learning curriculum within consumable student books, and since grades 6-11 are integrated math, this vocabulary remains constant. Grades 2-5 have consistent vocabulary embedded in the *Engage NY* curriculum that all have access. Vocabulary notebooks are created and used in the next grade level. Students also make use of electronic platforms such as Quizlet to house their math vocabulary.

Through the development of ALT, the AAE's PLC has been established to ensure all learners achieve success. This forum provides a setting for vertical articulation to occur between grade levels, K-12, and subject areas. Collaboration extends outside of the PLC to daily (K-5) and monthly (6-12) meetings to share best teaching practices and common vocabulary.

Beginning in the fall of 2013, changes to the master schedule reflected intervention homerooms in place for grades 6-12. Skill level, work habits, assessment data, and grades, were all considered to determine placement for secondary intervention homerooms. Also, support classes were added for lower performing students with the addition of a Foundations class and an Integrated Mathematics I Extensions class in 2014-15, which later developed into Integrated Mathematics I A/B. This change allowed struggling students to complete the Integrated Mathematics I course in two years instead of one to maintain the sequence during high school and prepare for post-secondary Mathematics. Grades K-5 use small group or one-on-one differentiation to reteach skills and challenge students on a daily basis as needed.

Due to increased vertical articulation within the PLC, grade levels have a better understanding of what is expected in the next grade level/math course. This allows teachers to reteach grade level standards to mastery and pre-teach specific skills for the following school year. Integrated math courses embed skills across the curriculum providing a seamless transition from one grade to the next.

Incoming AAE Kindergartners attend Knights in Training (KIT) three times during the year prior to entry. These trainings provide parents with information and activities to prepare their child before Kindergarten entry. Incoming students participate in collaborative academic activities that allow teachers to pre-assess before entry into Kindergarten. These results facilitate discussions with parents

about areas of concern and what can be implemented at home to have them ready for Kindergarten.

The CCSS facilitated changes in instruction with newly adopted curriculum introducing several different methods of instruction. Some of the most critical changes were:

- Collaboration between students
- Project Based Learning
- Increased critical thinking
- Open-ended questioning with multiple answers
- Multi-modal strategies
- Writing for explanation required
- Integrating technology at a higher level

Professional development opportunities to implement the CCSS, have taken place across all grade levels. In 2013-14, all teaching staff members were invited to attend the annual CUE (Computer Using Educators) conference. Ninety-five percent of teaching staff attended this conference centering on technology use in the classroom. Several workshops concentrated on CCSS implementation. Other professional development workshops attended were CMC (California Math Conference) annually from 2012 to 2014, NCTM (National Math Conference), Advanced Placement Training, RSBCMTA (Riverside/San Bernardino Counties Math Training) and CCSS training for elementary staff.

The newly adopted curriculum also provided CCSS aligned instructional strategies within lessons. On-site coaching from curriculum representatives ensure accurate implementation and instruction. The PLC provides time for vertical teaming to collaborate between teachers and share best instructional practices.

Due to the elimination of the California State Tests (CST) assessment, the following graph represents the last three years of percent proficient CCSS results. Over a three year period, most grade levels maintained consistent performance levels. 5th grade and 11th grade students have made gains, 14% and 7% respectively.

3-Year MATH Comparison of Grade Level CAASPP Data (2014-2017)
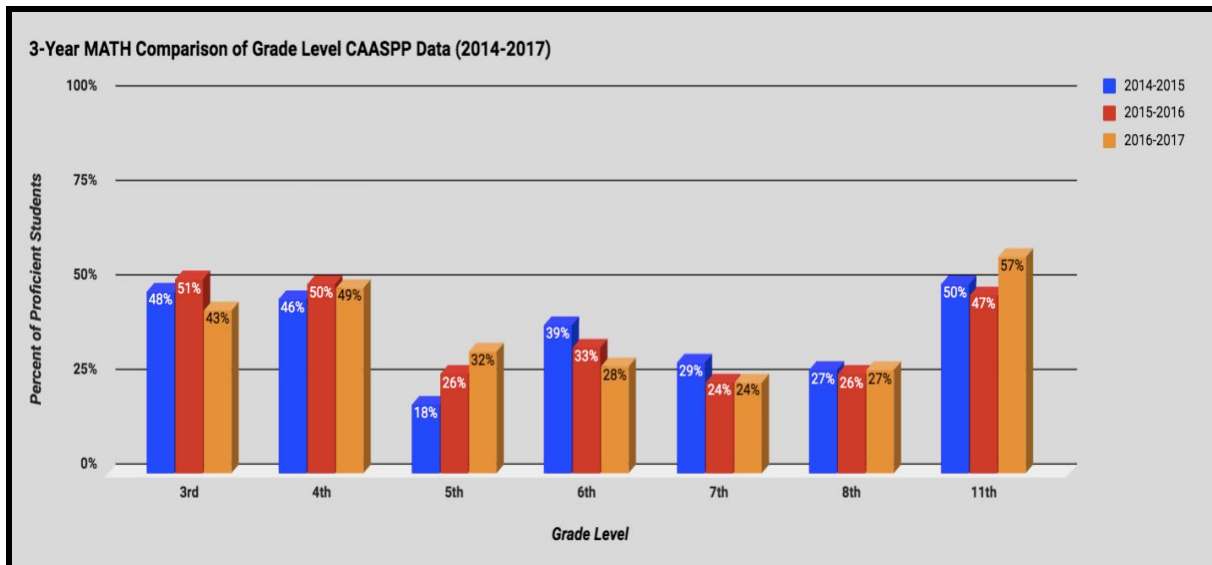
AAE's Math 3 Year CAASPP SBA Data Percentage of Proficient Students (3-8, 11)

In comparing proficiency levels at the AAE to the state average in middle school and high school, results from 2017 demonstrated state scores were 10% higher on average across middle school grades. The AAE's high school proficiency levels were 25% higher than the state average.
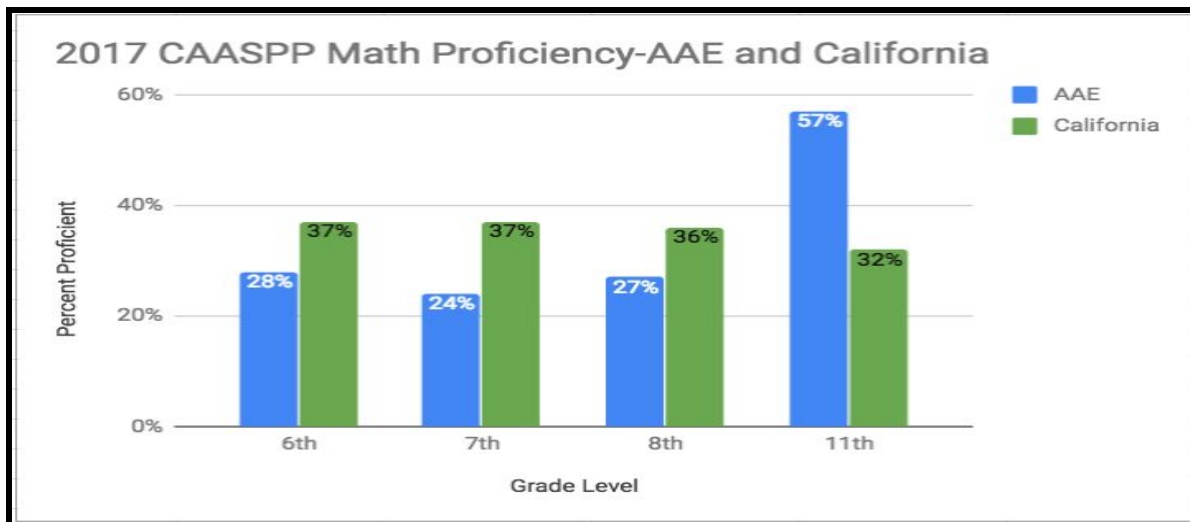
AAE's CAASPP Math Comparison for 2017

The original growth target of 5% was only met by 5th grade and 11th grade, not schoolwide. In comparing state results to the AAE's for middle school and high school, only 11th grade scores were ahead of the state average. While strides have been made to improve math in the areas of curriculum and instruction, it's apparent continued emphasis on increasing math proficiency needs to happen.

Goal 2	The Academy for Academic Excellence will work to increase writing strategies proficiency rates in grades K-12.
Growth Target	Show an increase in cluster scores for Writing Strategies.

The AAE recognizes an obligation to assist students in attaining proficiency in written communication. The previous CCS Test reported language arts proficiency rates at the AAE have been high, showing declining results only in the area of "writing strategies" which led to a goal to increase proficiency rates in this area.

Since the inception of the CCSS Smarter Balanced Assessment (SBA), writing strategies are now referred to as an Academic Level Descriptor, "Writing: How well students communicate in writing." Less than 20% of students fall below standard under this descriptor while 80% of students are either near or above standard.

AAE's CAASPP Writing Academic Level Descriptor results 2014-2017

In the PLC, natural articulation occurred monthly between grade levels and subject areas in TK-12 to ensure all learners achieve success. This forum provided a setting for review of instructional strategies, assessment data analysis, and curriculum review. Based on current SBA scores and English department observations, several positive results have materialized from increased vertical teaming and articulation since the last full visit. A sampling is identified in the chart below.

Results of Vertical Teaming	
Grade Levels	Outcomes
K-12	Identified Essential Standards CCSS Aligned Scope and Sequence
K-2	Universal Screening for Reading - 3x's per year
K-5	Flex Groups (targeted, leveled instruction) Purchase of CCSS aligned curriculum
6-12	Shared Instructional Strategies Redesigned Schoolwide Writing Assessments to Reflect CCSS with common rubric

AAE's Vertical Teaming Results

Steps were taken to support students to meet learning goals. Beginning in the 2014-15 school year, added ELA intervention classes populated the master schedule. Assessment data, previous grades and teacher recommendation assisted in student placement. Secondary has also designed intervention homerooms for ELA based on the same criteria. Students have the opportunity to move out of these homerooms if assessment data shows improvement.

Elementary implemented flexible grouping from 2014-16. Flex grouping was based on data from Developmental Reading Assessment (DRA), Renaissance Learning STAR reading, previous grades, and teacher recommendation. Groups met four days a week for 35 minutes to 50 minutes, with more time concentrated in the primary grades. With the adoption of *Benchmark Advance*, CCSS aligned ELA curriculum in 2016-17, differentiation was embedded. Flexible grouping discontinued with differentiation in the curriculum taking its place.

Through the use of multiple data sources, local, state, and national, decisions were made that affected the improvement in writing over the past few years. As previously mentioned, the purchase of a new CCSS aligned curriculum for ELA facilitated differentiated instruction and common assessments. Data chats during PLC, department time, and grade level meetings have identified the need for professional development (PD) in areas of academic need. To combat plagiarism and promote influential feedback in writing, the ELA department adopted Turn It In which includes these services and is used by most 4-year universities.

Goal 3	The Academy for Academic Excellence will use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.
Growth Target	Increase in use of data for decision making by teachers, staff, departments and administration.

After the 2012 full self-study, stakeholders determined there was not a proficient means to create and analyze assessments to impact curriculum and instruction. In 2013-14, the AAE explored several options for a student database system that would include an assessment module. Illuminate Education was selected to replace the previous SIS, Aeries Database, and assessment system, Data Director. Illuminate has brought about significant changes at the AAE in regards to decision making.

Illuminate was fully implemented with both SIS and data and assessment (DnA) in 2014-15. Illuminate DnA provides a method to create CCSS aligned diagnostic, formative, and summative benchmark assessments. Illuminate has a partnership with Key Data Systems and Inspect, developers of CCSS aligned questions for ELA and math that emulate SBA, the California summative assessment for both disciplines. Teachers were able to begin creating assessments using this system, but the learning curve made it difficult to fully establish this feature. To alleviate this issue, a new assessment coordinator was put in place to develop and streamline assessments for the AAE. Past experience and data facilitated this decision ensuring the position was held by a teacher knowing the end goal was to use data to work with teachers to improve instruction. An assessment calendar was created and delivered to staff at the beginning of the school year. This included quarterly benchmarks created in Illuminate, diagnostic screenings such as Renaissance STAR reading and math, and California Assessment of Student Performance and Progress (CAASPP) Interims and Summative.

Multiple data was now available giving decision-makers the information needed to pursue changes affecting student learning outcomes. One noticeable variation when attending PLC, ALT, and other meetings in the organization was the presence of data-driven conversation. For example, math data both local and state showed a need for PD which led to the distribution of resources focused on math improvement. This same data also lent itself to the decision to hire a part-time math teacher, focusing on intervention instruction. Literacy assessments showed a need to strengthen phonemic awareness in primary grades which led to the decision to reassign a classroom teacher as a reading specialist. Other data sources like the annual student survey, have led to changes in the culture of the AAE. In 2017, the secondary principal developed Principal's Cabinet in both high school and middle school to address student concerns. This forum has ensured student voices are heard and students are part of the decisions made at the AAE.

The most significant impact of multiple data sources is the improvement in instruction. With the mix of local, state, and national assessments now available, teachers were able to make instructional

decisions based on data. Weekly and monthly analysis of data has given teachers the opportunity to refine instruction, share strategies, group for differentiation, and allow for pacing changes. Daily teachers use quick checks for understanding to inform instruction at that time. Observation, exit tickets, whiteboards, On the Fly Illuminate assessments are all quick checks after the instruction is given.

Overall, multiple data sources have tremendously increased in the past few years affecting change in all areas of decision making.

| Goal 4	The Academy for Academic Excellence will incorporate the use of technology and technological advances into its core curriculum more effectively.
Growth Target	Teacher and student proficiency in using available technology regularly and effectively.

The AAE has been a leader in the education community for the 1-to-1 laptop program. In 2009, the AAE began its Apple 1-to-1 implementation for students to have technology access daily. Teachers have the same technology as students including document cameras, projectors and screens, iPads and other technology to support instruction and curriculum. Students in grades 4-12 have a 1-to-1 device. Grades TK-2, share 25 iPads between four teachers in each grade level. While technology has been present for several years, there is still a need for redefined integration of technology within classrooms.

Prior to 2017, all teachers in grades 4-12 used K16 Bridge's My Mentor, learning management system (LMS) into their core courses. Through My Mentor, teachers were able to upload assignments, topics, and resources, and student work submitted digitally. This extensive integration led not only to increased technology usage in instructional design, but also increased staff and student communication. Teachers and students openly communicate through the Message Center feature regarding assignments or other school news. Administration and other support staff can create messages or courses related to scholarships, clubs, activities, discipline or general announcements.

In 2017, the administration decided to change Apple 1-to-1 laptops to iPads beginning with 4th and 5th graders. Recently, Apple prioritized the iOS platform over OSX for educational software. For this reason and cost-effectiveness, the iPad decision was made. Each new 4th grade class will receive an iPad, eventually replacing the laptop in grades 4-12. This change helped to fulfill the demand from teachers to move to Google Classroom. The IT department created specific login accounts for each student at the AAE allowing safe access to Google Classroom. As teachers and students acclimate to this new platform, communication and instruction become more accessible.

The AAE promotes technology integration with the SAMR model—substitution, augmentation, modification, and redefinition—expecting a balance between all four in teaching and learning.

Teachers were recently asked in a survey the frequency of use for each integration form of the SAMR model. Overall, the greatest use was substitution, which includes email, pdf creation and other substitution of tools. This was expected since email is a natural part of any teacher's day. Modification and augmentation were both reported as being used often. This includes project-based learning, eText, online learning programs, multimedia learning, etc.
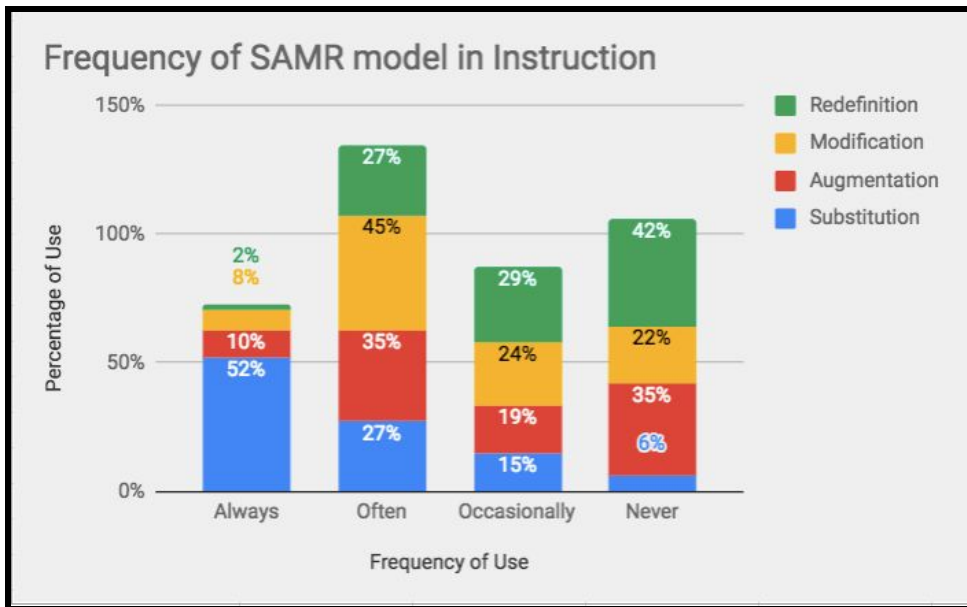
Frequency of SAMR model for technology integration, Teacher Survey

This data was further supported by walk-through observations where 67% of students were engaged with technology in some form of the SAMR model. Use of online learning and multimedia presentations were observed most often.
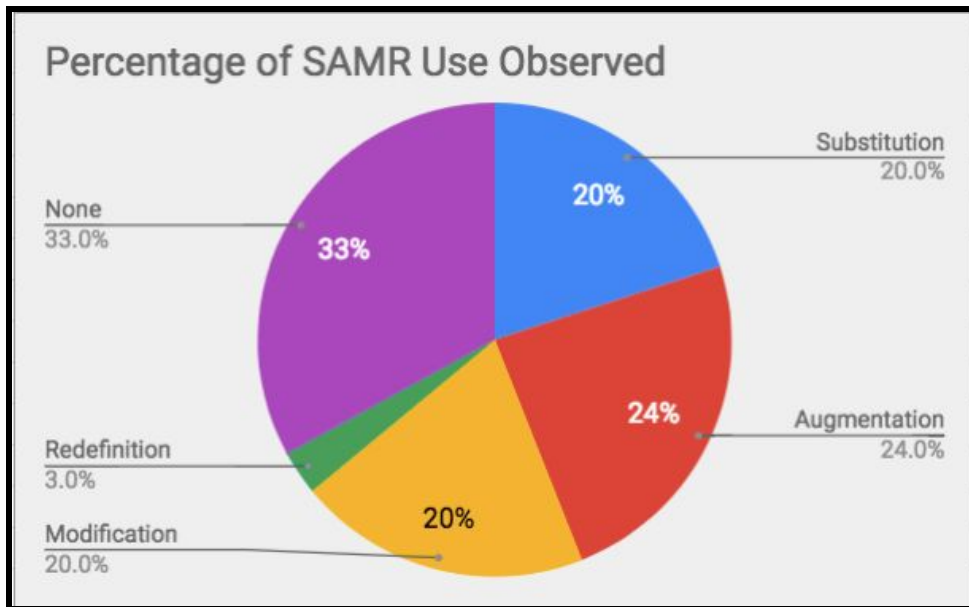
Observation of SAMR model use for technology integration, Walk-through Observation

Through continued PD and upgraded technology hardware and software, students are using technology more effectively to learn. Continued analysis defines future implementation and integration at the AAE.

| Goal 5	Focus on early literacy intervention to increase reading and writing proficiency rates.
Growth Target	Increase reading and writing proficiency of K-2 grade students by 5% each school year until achievement gap is closed.

The AAE recognizes that literacy is essential for success in school and beyond. Achievement gaps have become more challenging to close in upper elementary grade levels and nearly impossible in secondary grade levels. Data continues to show the same group of students perform consistently below grade level in spite of secondary literacy interventions. This data and data derived from the implementation of a universal screener for reading in the primary grades revealed a critical need for early literacy intervention.

In 2014-15, grades K-2 implemented Pearson's Developmental Reading Assessment (DRA) to accurately measure student progress in literacy. Grades 1-2 had previously been implementing DRA three times annually which continues currently. Kindergarten began in the spring of 2015 administering DRA with the support of the reading specialist and TOA. Each grade level was provided PD by the reading specialist who was also available to coach and answer questions regarding DRA administration

and analysis. In the last two years, DRA was administered in grades K-2 with fidelity, with Kindergarten adding an additional assessment period in 2017-18, administering DRA three times.

Reading Proficiency K-2 End of Year
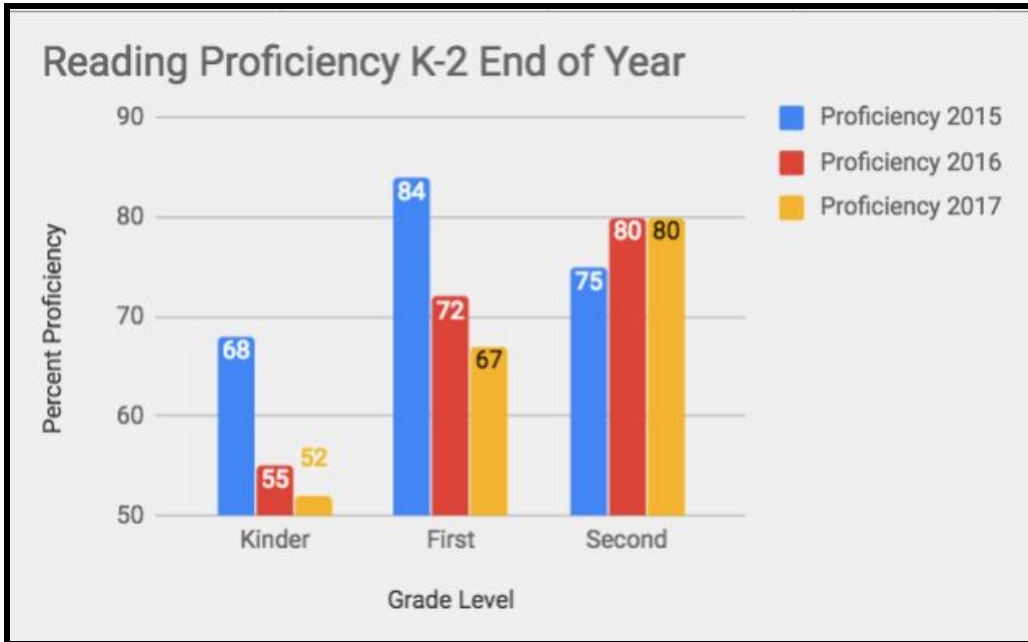
K-2 Reading Proficiency Growth by Grade Level 2015-17

Cohort Growth Reading Proficiency (DRA)
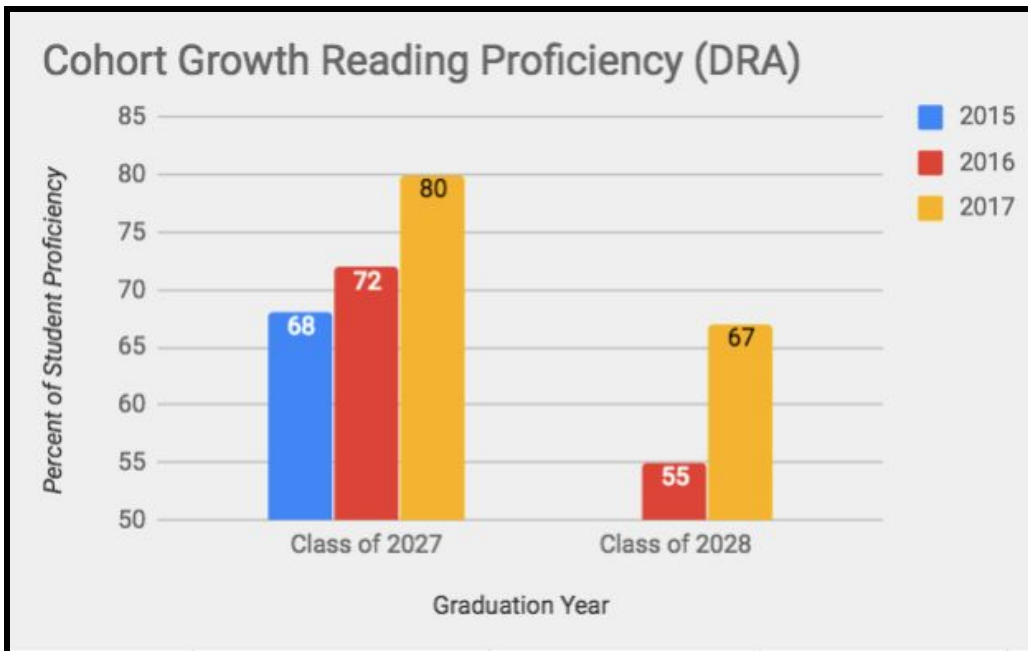
Cohort Reading Proficiency Growth K-1, 2015-2017

DRA data has allowed teachers to have a better understanding of where the student is at in regards to literacy development. With the new curriculum adoption of *Benchmark Advance* in the 2016-17 school year, instruction has become more aligned to CCSS. While data has given teachers greater insight as to the student's level of reading, there is more work to be done to close the achievement gap. In reviewing the Reading Proficiency K-2 graph above, across the grade levels there has been a decline, but the cohort (Kinder 2015-2nd grade 2017, class of 2027) group progressed from 68% proficient in Kinder to 72% in 1st Grade to then 80% in 2nd Grade. This cohort (Kinder 2016-1st grade 2017, class of 2028) growth is also apparent in Kinder-55% to 1st Grade-67%. While these results are promising, further guidance in instructional strategies, such as Guided Reading and differentiating with the adopted curriculum, needs to continue to ensure growth as well as continued PD for DRA administration.

Flexible grouping began in the 2014-15 school year and continued the following year. A schedule was provided for teachers that allowed for instructional support either from the educational specialist or reading specialist during the specific time. Teachers met weekly with the reading specialist and TOA to review data and plan for flexible grouping. Students were placed in homogeneous groups to best meet their learning needs. While this was effective, students in the primary grades were still struggling with basic phonemic skills.

The implementation of the *Benchmark Advance* curriculum for ELA in 2016-17 brought about another change in reading instruction differentiation. Due to the lessons being 90 minutes or more in length, time for flexible grouping was difficult to maintain. Benchmark Advance does have a component for differentiating within the classroom where teachers can use the curriculum to meet student learning needs based on current data. This continues to be a challenge, but on-site PD and curriculum PD are helping to increase reading and writing proficiency for grades K-5.

Goal 6	Increase a-g completion rates for graduating seniors.
Growth Target	Increase the completion rate by 5% each year over the next three years.

The AAE's mission is to ensure all students are prepared for post-secondary success through a college-preparatory education resulting in either a four-year university, state college, or local junior college. In 2014, 43% of the AAE's graduating class attended a four-year university. Through the PLC's refinement of the AAE's mission, it was determined there was a critical need to increase a-g completion rates for graduating seniors.

Changes within the master schedule have produced an increase in the a-g completion rates for graduating seniors. Classes not previously approved for a-g recognition have been submitted to the University of California (UC) system and have obtained approval. These classes include two areas in Visual and Performing Arts (VPA), Guitar 1 and 2 and Strings 1 and 2.

New courses have been added to the approved a-g list, providing students additional opportunities to meet the a-g pattern of coursework.

- CSU Expository Reading and Writing
- AP World History
- AP European History
- Environmental Science
- Radio Production
- Business Math
- Computing with Robotics
- Intro to Computer Science
- Introduction to Business
- Journalism
- Health Careers

Students in need of credit recovery have the opportunity to do so through APEX Learning, an online program offering courses that are a-g approved. Graduation requirements have been updated to include two years of a language other than English (LOTE), as well as one year of a UC approved VPA. This change further aligns the AAE's graduation requirements with the a-g requirements. Additionally, students are assisted in utilizing the community college system to acquire a-g coursework, if it will not fit into their high school schedule of classes. These improvements to the master schedule and graduation requirements produced a 26% increase in last four years.
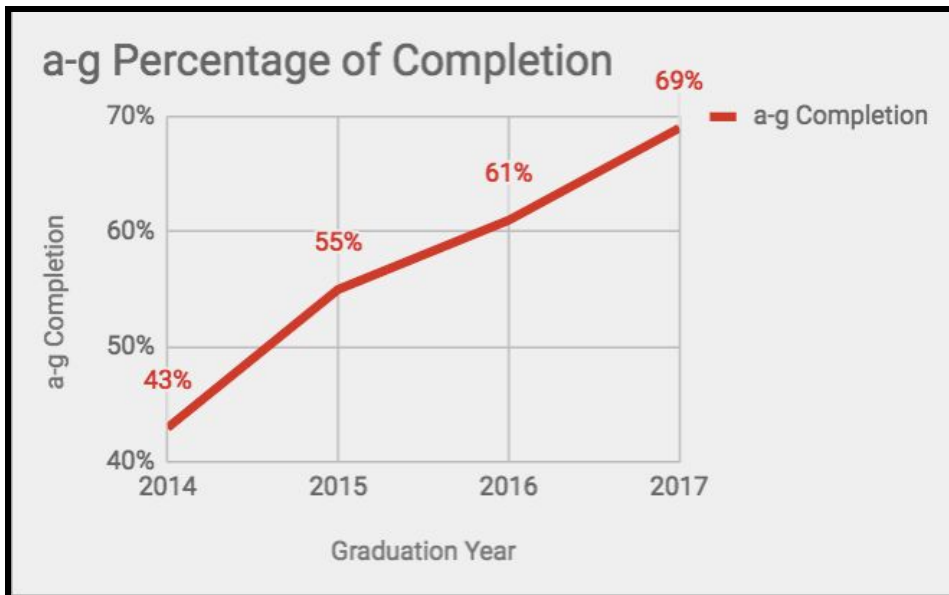
AAE's Percentage of a-g completion, 2014-2017

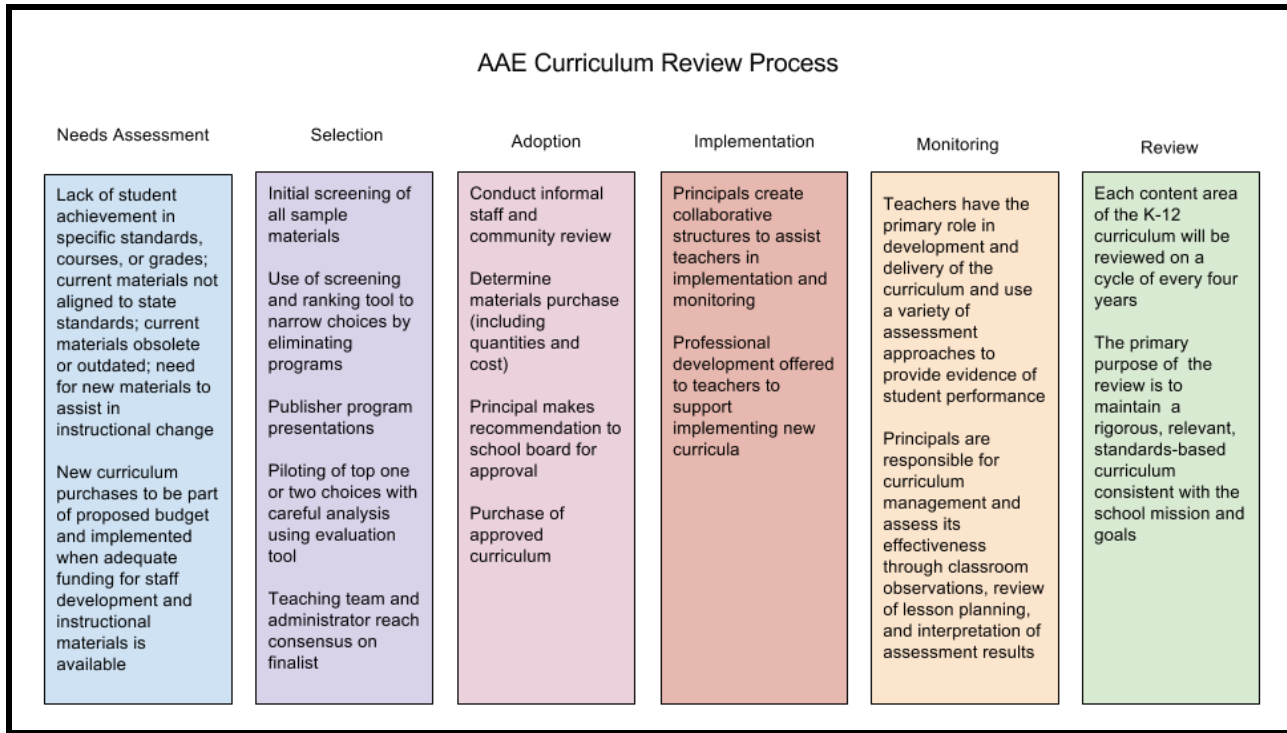## Critical Areas for Follow-up not currently in the Action Plan

Two additional areas identified in both the WASC full self-study and mid-term review, were the need for a long-term PD plan designed to improve student outcomes and the need for a programmatic plan to review and evaluate curriculum.

Long-term Professional Development Plan

In previous years, the AAE carried out PD on an as needed basis with departments determining the direction of the PD. Through PLC, it was decided that PD needed to be intentional, aligning to both WASC and LCAP goals. A new PD request form was created with the expectation of identifying how the PD supports these current goals. With Educator Effectiveness funding from the state and PLC, it was agreed that an annual plan for PD was needed. While some PD is repeated annually, there are still unexpected PD opportunities that need to be fulfilled. For example, at the spring planning for the master schedule for 2017-18, it was decided to add AP World History which required the instructor to AP Summer Institute. The AAE realizes that a long-term plan is still necessary to fully improve student outcomes and therefore has included it in the action plan for this full-study.

The mid-term review and the planned purchase of CCSS aligned curriculum prompted the ALT to create the following process for review and evaluation of curriculum.

AAE Curriculum Review Process

Needs Assessment	Selection	Adoption	Implementation	Monitoring	Review
Lack of student achievement in specific standards, courses, or grades; current materials not aligned to state standards; current materials obsolete or outdated; need for new materials to assist in instructional change New curriculum purchases to be part of proposed budget and implemented when adequate funding for staff development and instructional materials is available	Initial screening of all sample materials Use of screening and ranking tool to narrow choices by eliminating programs Publisher program presentations Piloting of top one or two choices with careful analysis using evaluation tool Teaching team and administrator reach consensus on finalist	Conduct informal staff and community review Determine materials purchase (including quantities and cost) Principal makes recommendation to school board for approval Purchase of approved curriculum	Principals create collaborative structures to assist teachers in implementation and monitoring Professional development offered to teachers to support implementing new curricula	Teachers have the primary role in development and delivery of the curriculum and use a variety of assessment approaches to provide evidence of student performance Principals are responsible for curriculum management and assess its effectiveness through classroom observations, review of lesson planning, and interpretation of assessment results	Each content area of the K-12 curriculum will be reviewed on a cycle of every four years The primary purpose of the review is to maintain a rigorous, relevant, standards-based curriculum consistent with the school mission and goals

AAE's Process for Curriculum Review and Evaluation

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

Community Profile

The Academy for Academic Excellence (AAE) draws students primarily from the Town of Apple Valley, incorporated on November 28, 1988. The incorporated area of Apple Valley is 78 square miles but has a sphere of influence that encompasses 200 square miles. Apple Valley is located in San Bernardino County approximately 80 miles northeast of Los Angeles, 150 miles north of San Diego, and 190 miles south of Las Vegas. The elevation of Apple Valley is 3,000 feet, making it part of the "High Desert."

As of 2016, the population of 74,656 full-time residents called Apple Valley home. Apple Valley's low costs of living and doing business, coupled with a streamlined entitlement process and concierge service, make for a competitive location for business investment and development. The median household income is $47,134. The total number of households is 24,977. A high percentage of residents, 61%, own their own home. The median age is 37.5 years, and the household size is 2.9 persons. Educationally, of the residents older than 25, 85.4% have completed high school or higher, and 15.4% have completed their Bachelor's degree. The town has fifteen parks managed and operated by the Apple Valley Park and Recreation department. Two golf courses reside within the town boundaries, as well as extensive walking, biking, and horseback riding trails.

The local school district, Apple Valley Unified School District (AVUSD), operates two senior high schools, three K-8 academies, eight elementary schools, and one online K-12 academy. There is one private school in the district. The AAE is a nationally recognized laboratory school and has consistently been rated as one of the nation's silver medal high schools by *US News & World Report*, as well as "Best of the Desert" for elementary, middle and high school.

The AAE is an independent charter school that began as an independent study program with a student population of slightly more than 100. The AVUSD first granted the charter in 1997 then renewed it in 2002, 2005, 2010 and 2015. The current charter will be renewed by June 1, 2020.

The school serves students beginning in transitional kindergarten (TK) through 12th grade. At its inception, the AAE had just one campus, the Thunderbird site, with students attending an independent study program. In 2000, the Mojave River campus was added then in 2009 the third campus, Corwin. During the Fall of 2015, the three campuses were consolidated on the Mojave River campus which now serves students in grades TK-12, as well as the majority of administrative and student support offices.

In the 2002-03 school year, the AAE changed from an Independent Study program to a full-time seat program. The 2004-05 school year was the last year independent study (hybrid) was offered to some students and families. All students are now in a full-time seat program. The school has shown steady growth in enrollment, topping out at approximately 1,450 students. The waiting list currently has more than 2,500 students. A lottery system is used to fill openings.

The AAE operates as a California Public Charter school under the High Desert "Partnership in Academic Excellence" Foundation, Inc., a 501(c)3 non-profit educational foundation. The non-profit organization does business as the Lewis Center for Educational Research (LCER) and serves the function of a district office. The LCER also operates a dual immersion TK-8 charter school in San Bernardino, Norton Science and Language Academy (NSLA). NSLA also plans to expand to a comprehensive TK-12 school over the next five years. The LCER celebrated the 20th anniversary of its partnership with NASA/JPL on October 30, 2016. The heart of this partnership, the Goldstone Apple Valley Radio Telescope (GAVRT) Project, is an exciting venture that brings hands-on scientific discovery to America's classrooms. Students from both of the LCER schools and from across the globe operate two 34 meter, 800,000-pound radio telescopes remotely from their own classroom while being directed by mission operators in Lewis Center's Mission Control Center. GAVRT personnel have created the software and curriculum for this program and are currently aligning all content with the Next Generation Science Standards (NGSS)

As a charter school, the AAE receives all Categorical funding through a block grant. The AAE receives no Title I or Title II funding. The AAE is required to follow all applicable Federal laws; however, the school is exempt from State Education Codes unless they specifically refer to charter schools. The LCER does have several programs under Memorandums Of Understanding (MOU) with federal agencies and organizations.

The LCER offers a number of local outreach and field trip opportunities for public and private schools, including the: California Gold Rush, Trails West, Weather, Solar System, Aviation, Water Walk, Wildlands Walk, Tortoise Terrace, and Community Astronomy nights. Many of the AAE's parents, students, and community members participate in these programs. Offered since 1990, outreach programs draw more than 7,000 visitors a year to the Mojave River Campus. In addition to the educational opportunity afforded the visitors, the outreach program helps positively build the reputation of both the LCER and the AAE in the community.

The LCER has a strong and enduring relationship with the local community and businesses as well as national corporations and organizations. The AAE works closely with the Town of Apple Valley, AVUSD, local Chambers of Commerce, and many other civic organizations. The AAE Parent Teacher Committee (PTC) is especially active on campus, providing help in various areas, such as raising funds for field trips, ,capital improvements and in-class needs.

Educationally, the AAE provides a Common Core State Standards (CCSS) and NGSS learning experience for its students. There is emphasis on college preparatory teaching, and more than 90% percent of the AAE students graduate with plans to further their education at the local community college, one of the many Cal State or UC universities, out of state universities, or private colleges. In partnership with Victor Valley College, the K16 Bridge program allows for students to explore careers and areas of interest and then research colleges that will best fit their goals. This program was built by the LCER's Information Technology (IT) Manager, tested and piloted by the AAE teachers, now is utilized fully by the AAE staff, and is available to other schools as a viable online learning management system.

The AAE began a 1-to-1 laptop program in 2009 in which students purchased an Apple MacBook over a three-year lease, using the laptops daily both at school and at home. This program has grown substantially over the years as teachers have integrated technology in the core curriculum to strengthen the learning and skills of students in a multitude of areas. As of the 2017-18 school year, based upon input from the LCER Technology Task Force,—a team of teachers and administrators focusing on technology integration—the AAE is adopting a tablet-based solution utilizing iPads. A standing computer lab and iPad carts are also used in grades TK-3 to facilitate the use of technology across the curriculum.

The AAE enjoys many long-standing local and national partnerships. Among these is the United States Air Force-sponsored Junior ROTC (AFJROTC) program at the high school level. Since 2006, the unit has received many honors, most significantly the Distinguished Unit Award for each of the past nine years. Additionally, for the third year in a row, the unit has supplanted this honor by earning the prestigious Silver Star Community Service Award. These combined honors place cadets within the top 1% of all AFJROTC Units in the United States. The AAE AFJROTC instructors have also been honored by the United States Air Force (USAF). Col. George Armstrong has been honored as AFJROTC Worldwide Officer Instructor of the Year, Outstanding Instructor with Merit, and Region 4 Outstanding Instructor. Many of the program's graduates attend the Air Force Academy, receive scholarships to universities, continue in Senior ROTC, or directly enlist in the armed services.

Additionally, the Thunderbird Campus is home to a large telescope that the High Desert Astronomical Society operates for its sky watch program. Students from the AAE and AVUSD participate in Science, Technology, Engineering, and Math (STEM) events and activities through a partnership on the Thunderbird Campus called Apple Valley Center for Innovation (AVCI). On the main Mojave River Campus, the local California Turtle and Tortoise Club houses many of its tortoises in the AAE's Tortoise Terrace Habitat. Funding from Mitsubishi Cement and local grants provide for continued environmental science studies on campus. The California Department of Fish and Game funds a Mojave Tui Chub program so this endangered species may be reintroduced into its natural environment of the Mojave River that runs through campus. One of the newest partnerships is a longitudinal study about the rehabilitation of the AAE's wetlands after fire and flooding, both of which have occurred in recent years.

Science students collect and analyze data about native plants and natural habitats in a monitored area where plants are reintroduced in damaged habitats.

The school was recognized in 2006 as a California Distinguished School. Also in 2006, AAE was among the first 39 charter schools in the state to be recognized as a Certified Charter School by the California Charter School Association for excellence in physical management and academic achievement.

In 2007, then California State Senator George Runner and then Assemblyman Anthony Adams presented two Resolutions to the AAE. In 2010, employees from the LCER received certificates from NASA for their participation in the LCROSS mission (Lunar Crater Observation and Sensing Satellite). Special recognition was given to the AAE for its participation in the Women in Science and Math conference held annually at the local community college. Readers of the *Daily Press*, the local newspaper, have nominated the AAE as the "Best of the High Desert Schools" every year since the program's inception in 2008. Three teachers and one administrator have been nominated as Man or Woman of the Year through the Daily Press. One teacher and one administrator have been named Distinguished Man or Woman of the Year through Victor Valley College (VVC). Three teachers were awarded the "Our Teachers are Heroes" recognition through the partnership of VVC, San Bernardino County (SBC) Superintendent of Schools and various local businesses. Two teachers have been recognized as Outstanding Teachers of American History through SBC Teaching American History Project (TAH). One teacher received the 2015 Dreamers, Visionaries and Leaders Lifetime Achievement award and the Optimist Club Friend of Youth Award in 2017.

Staff Description

Currently, the AAE employs 78 certificated staff, 57 classified staff, and 84 substitutes. Both credentialed and classified staff are predominantly white females. Student support services are met through the counseling department comprised of a school counselor, counseling assistant, and transition coordinator. The school recently added the position of School Administration Manager (SAM) overseeing discipline with support from 10 Character Development Officers (CDOs).

AAE Staff by Gender and Ethnicity 2017-18														
	White		Black		Hispanic		American Indian		Filipino		Vietnamese		Other Asian	
Gender	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Credentialed Staff	15	53	2	1		3		1	1		1		1	
Certificated Staff	8	36	2	3	3	5								
Totals	23	89	4	4	3	8	0	1	1	0	1	0	1	0
Percentage of Staff	17.0%	65.9%	3.0%	3.0%	2.2%	5.9%	0.0%	0.7%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%

AAE's Gender and Ethnicity of Staff 2017-18

ACS WASC Accreditation History for The AAE

The AAE's Mission Statement
The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

AAE's Mission Statement

The AAE's Vision Statement
With Courage, Generosity and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.

AAE's Vision Statement

The AAE's Schoolwide Learner Outcomes
Academic Achievement ● Use acquired knowledge and skills to connect school life by being able to prioritize goals, access information, and use time effectively. ● Demonstrate academic excellence by achieving and exceeding California Content Standards. ● Identify academic strengths and career interests. **A**nalytical Thinking ● Demonstrate problem solving skills and critical thinking. ● Logically evaluate, synthesize, and apply new information. ● Use acquired skills to be a responsible citizen at the school and in the community. **E**ffective Communication ● Articulate ideas, opinions, and information clearly. ● Use verbal, written, technical, and creative expression. ● Develop individual and collaborative working skills.

AAE's SLOs

The AAE received accreditation from the Western Association of Schools and Colleges (WASC) initially in 2002. Since that time, the AAE participated in two full self-studies, November 2005 and April 2012, both earning a 6-year accreditation with a mid-term review. This is the third full self-study for the AAE.

ACS WASC Accreditation History for The AAE	
February 2002	Initial Visit and Candidacy
November 2005	Full Self-Study; awarded 6 year accreditation with a 3-year mid-term review
April 2009	3 year mid-term review; awarded continuance of 6-year accreditation
Spring 2012	2nd Full Self-Study; awarded 6 year accreditation with a 3- year mid-term review
March 2015	3 year mid-term review; awarded continuance of 6-year accreditation
Spring 2018	3rd Full Self-Study

AAE's ACS WASC Accreditation History 2002-2018

LCAP Identified Needs and Description of Goals

Because the AAE is an independent Local Education Agency (LEA), the Local Control Accountability Plan (LCAP) only identifies needs of the AAE. The LCAP is developed to align with current WASC critical areas of need to ensure adequate funding is tied to student learning outcomes. Through the Academic Leadership Team (ALT) and Professional Learning Communities (PLC), staff members work to analyze school needs and current action plan goals to write the LCAP. Both student and parent surveys become part of this process in identifying needs. Parents and Pastries—a forum of AAE parents—meet monthly with both principals to review current school progress and concerns. This information leads to updates for LCAP, WASC, and other accountability reporting.

The measurement of progress on identified LCAP goals, is measured by the growth target (see appendix K). Current goals from the 2017-18 LCAP are as follows:

1. Increase the number of students meeting grade level proficiency in Mathematics.
2. Increase the number of students meeting grade level proficiency in English Language Arts.
3. Decrease the rate of suspensions at all grade levels.

School Program Data

The AAE provides a comprehensive program for grades TK-12 to prepare students for college and career. The school is unique due to its TK/K-12 pathway giving students the opportunity to attend all school years at the AAE. In grades eight through twelve, students are provided coursework, assessments, and individual planning sessions to guide students along their individual path in choosing a career and post-secondary education. College preparatory courses of study provide a-g coursework as a standard default option for high school students. As a result, the majority of the student population completes high school ready to enter a four-year college or university. Counseling Services personnel attend annual conferences to stay abreast of changes, using this information to evaluate and update the curriculum and overall program for college and career planning.

Over the last few years, the AAE identified and implemented enhancements to the college preparatory program. Upon program evaluation, Advanced Placement (AP) coursework was added to the master schedule, including the option of AP Capstone for the 2018-19 school year. Additionally, the AAE currently offers a dual enrollment arrangement in the science program through Victor Valley College, allowing students to receive both high school and college credit for coursework. This program will be expanded in 2018-19 to include classes in health care. Senior students in good standing are encouraged to take advantage of "Off Campus" periods to complete community college coursework, establishing a college transcript before high school graduation.

Online instruction is provided for credit recovery only in high school. Students who are deficient in credits and need to repeat a class are enrolled in APEX Learning, a widely recognized virtual platform with courses aligned with a-g requirements. Students work independently during homeroom with support from a certificated teacher and outside of the school day to complete coursework. Once successfully completed, the class is present on a student's transcript and figured into credits towards graduation.

The AAE receives some supplemental funding from both the state and federal governments. Funds are dispersed to support all student learning through staffing: a reading specialist focusing on early literacy, a teacher on assignment (TOA) focusing on K-12 instruction and assessment, an instructional assistant in each kindergarten and TK classroom. Funds also support new-teacher education, Induction, through the County of San Bernardino.

According to IDEA, special education law, the AAE is required to provide a continuum of services and placements in order to meet the unique needs of each student. They include, but not limited to:

- SAI – specialized academic instruction (Both RSP and SDC)
- Psychologist (psycho-educational assessments)
- Reading specialist
- School Nurse
- Speech and language services
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Counseling (psycho-social) services
- Transition Services (school to work)
- Specialized equipment
- Staff Development - Trainings provided by Desert Mountain SELPA
- Back office support to verify IEPs, pupil counts, etc.
- Assistive Technology (such as speech to text)
- Home Hospital Instruction Program

Demographic Data

The parent education level of the AAE families is indicative of a parent choice school. 40% of AAE parents are college-educated compared to the overall population of Apple Valley where 15% are college-educated. College graduate levels have consistently increased since 2014 from 31% to 40%.

PARENT EDUCATION LEVEL	2017-18	2016-17	2015-16	2014-15
Post-Graduate	219 (15.3%)	214 (14.7%)	183 (13.0%)	164 (12.0%)
College Graduate	357 (24.9%)	333 (22.9%)	309 (21.9%)	258 (18.8%)
Some College	621 (43.3%)	638 (43.9%)	649 (46.0%)	637 (46.5%)
High School Graduate	171 (12.0%)	189 (13.0%)	187 (13.2%)	210 (15.3%)
Not High School Graduate	31 (2.2%)	30 (2.1%)	33 (2.3%)	39 (2.8%)
Declined to State	36 (2.5%)	49 (3.4%)	51 (3.6%)	66 (4.8%)
SOURCE/COMMENTS: All data from the school's information system, Illuminate ISI.				

AAE's Parent Education Level 2014-2018

Free and reduced lunch counts have consistently risen since 2014. The AAE is currently in the process of applying for Title I funding due to the increase and the expectation of reaching over 40% for the 2018-19 school year.

FREE-REDUCED LUNCH	2017-18	2016-17	2015-16	2014-15
School Enrollment	1,435	1,453	1,412	1,371
Free & Reduced Lunch Students	522 (36.3%)	383 (26.4%)	393 (27.8%)	257 (18.7%)
SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.				

AAE's Free-Reduced Lunch Counts 2014-2018

The AAE's enrollment remains constant each year. In 2016, one Transitional Kindergarten (TK) classroom was added increasing in Kindergarten enrollment. The school continues to add and refine course offerings to keep high school enrollment steady each year. Currently, the AAE has 2,519 potential students on the waiting list.

AAE's Current Waiting List		
Class of	Count	Grade Level
2036	37	
2035	91	
2034	170	
2033	183	
2032	241	
2031	151	TK
2030	193	K
2029	229	1
2028	206	2
2027	175	3
2026	129	4
2025	186	5
2024	193	6
2023	91	7
2022	197	8
2021	20	9
2020	21	10
2019	6	11
Total Count	**2519**	

AAE's Current Wait List of Potential Students 2/2018

At the onset of the 2013-14 school year, there was virtually no waiting list at the 10th, 11th and 12th grades. Students would regularly leave the AAE in pursuit of a traditional, comprehensive "high school" experience. Components of that "traditional" experience families desired varied but included athletic offerings, specifically football, the lack of a school uniform and less academic rigor.

Despite having a waiting list of over 2,500 students in grades TK-12, the AAE would only fill vacancies at the end of each semester. While teachers appreciated this practice, waiting until two distinct times throughout the year had adverse effects. Students had to wait to access the rigors and support of the AAE program and vacancies created were for extended periods of time, significantly decreasing school revenues. Over time, decreased revenues impacted the program as a whole and decreased the levels of support the AAE was able to offer. The AAE has since changed its practice and fillsl vacancies immediately in TK-8 classrooms. High school openings are not filled mid-semester. This decision was made to ensure that all credits acquired by the transfer student would successfully transfer to the AAE, preparing students for their transition to a post-secondary option.

GRADE LEVEL	2017-18	2016-17	2015-16	2014-15
Kindergarten	124 (8.6%)	122 (8.4%)	100 (7.1%)	93 (6.8%)
1st Grade	101 (7.0%)	98 (6.7%)	99 (7.0%)	96 (7.0%)
2nd Grade	100 (7.0%)	100 (6.9%)	100 (7.1%)	94 (6.9%)
3rd Grade	112 (7.8%)	110 (7.6%)	113 (8.0%)	111 (8.1%)
4th Grade	111 (7.7%)	112 (7.6%)	112 (7.9%)	112 (8.2%)
5th Grade	110 (7.7%)	111 (7.6%)	113 (8.0%)	112 (8.2%)
6th Grade	125 (8.7%)	118 (8.1%)	120 (8.5%)	113 (8.2%)
7th Grade	123 (8.6%)	121 (8.3%)	120 (8.5%)	118 (8.6%)
8th Grade	124 (8.6%)	116 (8.0%)	118 (8.4%)	117 (8.5%)
9th Grade	111 (7.7%)	111 (7.6%)	115 (8.1%)	111 (8.1%)
10th Grade	97 (6.8%)	113 (7.8%)	112 (7.9%)	116 (8.5%)
11th Grade	100 (7.0%)	109 (7.5%)	113 (8.0%)	85 (6.2%)
12th Grade	97 (6.8%)	112 (7.7%)	77 (5.5%)	93 (6.8%)
TOTAL	1,435	1,453	1,412	1,371

SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.

AAE's Student Enrollment by Grade Level 2014-2018

According to enrollment data, the student body continues to be balanced between males and females. The majority of students are White at 46.5% of the population with the next largest population being Hispanic at 36.2% as of the 2017-18 school year. While most ethnic groups have remained constant over the past four years, the White population has decreased from 51.7% to 46.5%, a 5.2% decline. On the other hand, the Hispanic population has increased from 30% to 36.2%, a 6.2% increase. Both White and Hispanic populations are representative of the Apple Valley population, 45.5% White and 38.4% Hispanic as of census data from 2016.

For students desiring to enroll at the AAE, a lottery from the current waiting list occurs three times a year. Since the school does not control the ethnicity of the waiting list, it also does not control the ethnicity of the student population. School programs are committed to addressing the needs of all students regardless of gender or ethnicity.

GENDER	2017-18		2016-17		2015-16		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten	67	57	60	62	55	45	55	38
1st Grade	50	51	50	48	57	42	46	50
2nd Grade	51	49	55	45	50	50	46	48
3rd Grade	67	45	54	56	58	55	56	55
4th Grade	56	55	56	56	57	55	59	53
5th Grade	53	57	55	56	57	56	52	60
6th Grade	61	64	60	58	56	64	53	60
7th Grade	60	63	56	65	59	61	54	64
8th Grade	59	65	55	61	61	57	47	70
9th Grade	53	58	59	52	47	68	58	53
10th Grade	47	50	48	65	57	55	60	56
11th Grade	47	53	53	56	57	56	40	45
12th Grade	45	52	58	54	37	40	45	48
TOTAL	716	719	719	734	708	704	671	700

SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.

AAE's Student Percentage Gender Breakdown 2014-2018

ETHNICITY	2017-18	2016-17	2015-16	2014-15
African American	47 (3.3%)	49 (3.4%)	47 (3.3%)	46 (3.4%)
American Indian or Alaska Native	4 (0.3%)	4 (0.3%)	3 (0.2%)	3 (0.2%)
Asian	51 (3.6%)	62 (4.3%)	58 (4.1%)	55 (4.0%)
Filipino	32 (2.2%)	38 (2.6%)	42 (3.0%)	39 (2.8%)
Hispanic or Latino	519 (36.2%)	477 (32.8%)	442 (31.3%)	411 (30.0%)
Pacific Islander	3 (0.2%)	4 (0.3%)	4 (0.3%)	2 (0.1%)
White	667 (46.5%)	712 (49.0%)	707 (50.1%)	709 (51.7%)
Two or More Races	112 (7.8%)	107 (7.4%)	108 (7.6%)	106 (7.7%)
Not Reported	0 (0.0%)	0 (0.0%)	1 (0.1%)	0 (0.0%)
TOTAL	1,435	1,453	1,412	1,371

SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.

AAE's Ethnicity Percentage Breakdown 2014-2018

The number of students whose primary language other than English has remained constant at around 2% for the last four years. With a full-time teaching staff of 74 teachers, 99% hold CLAD authorization to accommodate the English Learner population.

PRIMARY LANGUAGE	2017-18	2016-17	2015-16	2014-15
00 – English	1,406	1,427	1,379	1,335
01 – Spanish	19	12	18	26
02 – Vietnamese	1	2	3	3
03 – Cantonese	*	*	1	*
04 – Korean	*	1	1	2
05 – Filipino/Tagalog	2	2	*	2
07 – Mandarin	*	1	2	*
08 – Japanese	*	*	*	1
11 – Arabic	6	5	6	1
18 – German	*	*	1	1
27 – Italian		1	*	*
30 - Samoan	1	2	1	*
TOTAL	1,435	1,453	1,412	1,371

SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.

AAE's Primary Language Percentage Breakdown 2014-2018

ENGLISH LEARNERS	2017-2018	2016-17	2015-16	2014-15
School Enrollment	1,435	1,453	1,412	1,371
EL	33 (2.3%)	26 (1.8%)	33 (2.3%)	36 (2.6%)
FEP	106 (7.3%)	108 (7.4%)	93 (6.6%)	58 (4.2%)
R-FEP	10	17	12	0
Reclassification Rate	38.5%	51.5%	33.3%	0.0%

SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.

AAE's EL Enrollment and Classification for 3 ½ Years 2014-18

In reviewing student programs, Special Needs continues to be consistent over the last few years. Both AP and Honors classes had a sharp increase in 2017-18 mainly due to additional courses added to the master schedule. Course offerings were increased to meet stakeholders requests for more rigor.

STUDENT PROGRAMS	2017-18	2016-17	2015-16	2014-15
Special Needs	119	122	122	112
AP Classes	213	192	145	178
Honors Classes	423	306	373	355
SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 Special Needs and AP Class and all years Honors class data, which was taken from AAE's student information system, Illuminate. Data for classes are including students who took more than one				

AAE's Other Programs Count 2017-18

LCFF Priority 1 - Basics

The AAE currently employees 81% of its certificated staff with a full credential. 1% of staff is on an intern permit, 14% of teachers are instructing outside their credentialed area, and there is one vacant position. There are no misassignments of English Learners (EL). A majority of misassignments are due to the new Integrated Science track.

The model for integrated sciences blends the three main science disciplines of Biology, Chemistry, and Physics with Earth Sciences serving as a crosscutting concept throughout the curriculum for high school level integrated science, and for some courses, a fifth science area of Geosciences. Of the three high school levels, only one (Integrated Science I) is properly credentialed with a Geoscience credential, matching the assigned course description. The Integrated Science II teacher holds a broad area credential in Biological Science. However, this teacher's assigned course description would require a credential in Geosciences. The Integrated Science III teacher holds a Life Science credential, which does not authorize high school integrated science. Further, the 8th grade science teacher holds a credential in the basic science area of Health, which also does not align with the assigned course description. In the future, as teachers retire/resign, the AAE will ensure that teachers to be hired will have the proper credentials to align with the new science standards.

65% of staff have been teaching for 11 years or more, and 55% of teaching staff has taught at the AAE for six years or more. The AAE prides itself on teacher experience and longevity. While teachers could receive a higher salary in any surrounding district, the staff at the AAE believe in the mission and culture and are dedicated to the families who have chosen to send their students to the AAE.

Teacher Additional Qualifications	
Number of National Board Certified Teachers	0
Percent of teachers instructing outside credentialed areas	14%
Reasons for instructing outside credentialed area: ● Single subject credential, working in Multiple Subject 5th grade on GELAP ● Multiple Subject Cred, working in 6th grade Math on GELAP ● Multiple Subject Credential, not eligible for GELAP. Will apply for Suppl. Authorization in Social Science when eligible. ● teaching Integrated Science III/IIIH with Life Science credential ● teaching 8th grade science content w/ only Health credential ● teaching Integrated Science 2 (H) w/ only Bio Science credential ● teaching Math Fundamental to regular ed students w/ SPED credential ● teaching regular ed student w/ SPED Credential ● teaching Int Science 1, 2, 3 and English 10 to regular education students w/ SPED credential ● open position being taught by Substitute with 30 day sub permit only	
Number of teachers with Short Term Staff Permits and Provisional Instructional Permits	0
Number of teachers enrolled and progressing successfully in an intern program	1
Number with advanced degrees	23
Number and assignment of paraprofessionals who meet the requirements of ESSA	N/A - AAE is not Title 1

AAE's Additional Qualifications Certificated Staff 2017-18

	Number of Years in Educational Service (Certificated Staff)						
Years of Service	0-2	3-5	6-10	11-15	16-20	21-25	26+
Teacher Count	4	7	16	20	12	10	9

AAE's Years in Education Certificated Staff 2017-18

	Number of Years at The AAE (Certificated Staff)

Years of Service	0-2	3-5	6-10	11-15	16-20
Teacher Count	16	19	19	12	12

AAE's Years at LEA Certificated Staff 2017-18

Newly credentialed teachers participate in Induction through the Commision on Teacher Credentialing (CTC), a program designed to support new teachers as they navigate through the first two years of teaching. An on-site mentor teacher is assigned to each candidate. Once complete, teachers will be able to clear their credential. This program is totally funded by the school.

Professional development is planned annually with the intention of meeting the previous WASC action plan goals to ensure alignment with student learning outcomes.
- Action Plan Goal 1: The Academy for Academic Excellence will work to increase Math Proficiency rates in grades K-12.
- Action Plan Goal 2: The Academy for Academic Excellence will work to increase Writing Strategies proficiency rates in grades K-12.
- Action Plan Goal 3: The Academy for Academic Excellence will use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.
- Action Plan Goal 4: The Academy for Academic Excellence will incorporate the use of technology and technological advances into its core curriculum more effectively.
- Action Plan Goal 5: The Academy for Academic Excellence will focus on early literacy intervention to increase reading and writing proficiency rates.
- Action Plan Goal 6: The Academy for Academic Excellence will increase "a-g" completion rates for graduating seniors by 5% per year.

PD Attended 2016-17 School Year

Year	Training	# Attending	AP Goal(s)
2016-2017	Illuminate Training - Data Analysis Administration and IT Support	4	Goal 3
	CMC (California Math Conference)- MS/HS Math	5	Goal 1
	AP Summer Institute HS History	3	Goals 1, 2, 3,5
	SBCSS - Math Conference for updates- MS Math	3	Goal 1
	CCSA (California Charter School Association) Administration	2	All Goals
	AP By the Sea - HS Government	1	Goals 2, 3
	Vernier Training- HS Science	1	Goals 1,4
	Code.org Training for new Comp. Sci. Class- HS Science	1	Goals 4,6
	District Science Leadership Network- HS Science	1	Goals 4,6
	ERWC Conference- HS English	1	Goals 2,5

AAE's PD Attended 2016-17

The AAE is currently not a Title I school. Therefore, instructional assistants are not expected to meet the requirements of the Every Student Succeeds Act (ESSA).

All students have access to standards-aligned instructional materials. The review process is as follows:

AAE Curriculum Review Process

Needs Assessment	Selection	Adoption	Implementation	Monitoring	Review
Lack of student achievement in specific standards, courses, or grades; current materials not aligned to state standards; current materials obsolete or outdated; need for new materials to assist in instructional change New curriculum purchases to be part of proposed budget and implemented when adequate funding for staff development and instructional materials is available	Initial screening of all sample materials Use of screening and ranking tool to narrow choices by eliminating programs Publisher program presentations Piloting of top one or two choices with careful analysis using evaluation tool Teaching team and administrator reach consensus on finalist	Conduct informal staff and community review Determine materials purchase (including quantities and cost) Principal makes recommendation to school board for approval Purchase of approved curriculum	Principals create collaborative structures to assist teachers in implementation and monitoring Professional development offered to teachers to support implementing new curricula	Teachers have the primary role in development and delivery of the curriculum and use a variety of assessment approaches to provide evidence of student performance Principals are responsible for curriculum management and assess its effectiveness through classroom observations, review of lesson planning, and interpretation of assessment results	Each content area of the K-12 curriculum will be reviewed on a cycle of every four years The primary purpose of the review is to maintain a rigorous, relevant, standards-based curriculum consistent with the school mission and goals

AAE's Process for Curriculum Review and Evaluation

According to the AAE's most recent facility inspection (see appendix O), the school is in overall good repair standing. The few areas of deficiency and corrections are listed below.

Facility Inspection Report		
Bldg.	**Deficiency**	**Corrective Action**
A	One stage II compressor needs replacement	Completed on 1/29/18
A	Roof leak in stairwell hallway	Planned completion by 4/1/18
D	Roof leak in D-107	Completed on 1/17/18
D	Playground leap pad needs replacement	Needs to be ordered; planned completion by 4/1/18
T	Small roof leak T-101	Completed on 1/17/18

AAE's Facility Inspection Report 11/2017

The AAE has an on-site facilities team of three employees who handle basic repairs and clean-up around campus. Any major work, such as heating/air-conditioning, is contracted out.

LCFF Priority 2 - Implementation of Academic Standards

The AAE has fully implemented the CCSS for English language arts and math classes. The process for adopting CCSS curriculum is as described in Priority 1. Each department determined the need for CCSS aligned curriculum due to the state adoption of CCSS and the AAE's CAASPP SBA results in comparison to local assessment results. The ALT reviews need and following the curriculum review process, procures pilot materials from various publishers. Teachers then have the opportunity to instruct and evaluate curriculum. Once a collective decision is made, a curriculum is purchased then reviewed formally every four years to ensure students are receiving standards-aligned instruction.

With the state adoption of NGSS, the AAE has responded in several ways to meet student needs. The elementary department purchased *Benchmark Advance* for ELA curriculum. This curriculum integrates both CCSS and NGSS standards. Middle school science department adopted Project-Based Inquiry curriculum with alignment to NGSS. Finally, high school has changed its track to Integrated Science I, II, and III, to promote science integration as defined by NGSS. Purchase of a rigorous and relevant NGSS curriculum is a need in secondary grades and will be pursued as quality publishing materials become available.

For each department, a scope and sequence are available. These are updated as new materials are adopted or become available then reviewed on an annual basis.

LCFF Priority 3 - Parent Engagement

The culture at the AAE has always focused on the belief that for students to be successful, there needs to be a team effort: parent, teacher, student, and administration. Informing parents of student progress and school decisions ensues in several different ways. Information gleaned from each type of communication becomes part of the decision-making process.

Website: http://aae.lewiscenter.org/
The AAE's website provides up-to-date information for families. Some of the most used features are the calendar of events, Illuminate Home Connect link, and counseling. The school's website was recently redesigned in 2017 for easier access for families to needed information.

Parent Square
Parent Square provides and all in one solution to sending mass communication to parents including email, text messages, and phone calls. This service has been in place for over a year and has been well received by all stakeholders. Announcements are the most common form of communication using Parent Square.

Illuminate Home Connect

Illuminate Home Connect provides student updates for both parents and students. Class schedule, current grades, assignments, assessment results, behavior, and attendance are all accessible.

Facebook: Academy for Academic Excellence

Facebook is an online forum the AAE uses to keep parents informed of events at the AAE and any immediate announcements. One example is a video communication both principals used to let parents know about pick-up and drop-off. Awards and other student achievements are also examples of posts. Parents can ask questions and receive responses from administrators.

Instagram: aae_knights

Instagram provides the school community with snapshots of student activities and events.

Twitter: AAE_Knights

Twitter provides the school community with information about activities and events students are involved in and local tweets regarding education or community events.

My Mentor/Google Classroom

Both learning management systems provide students and parents with classroom tools such as a syllabus, assignments, online links, communication, and other teacher materials. This also allows students to communicate with each other.

Parents and Pastries

This forum is attended monthly by parents. Both principals facilitate the meeting with agenda items parents have brought attention to and discuss topics parents bring up during the meeting. This is also a time for principals to discuss upcoming events and receive input from parents. These meetings are on the school calendar and are reminded in Parent Square emails.

Classroom Newsletters

Elementary classrooms continue to use newsletters to inform parents of classroom/grade level activities and school news on a weekly basis.

LCFF Priority 4 - Performance on Standardized Tests

The school has participated in the CAASPP SBA testing for the last three years. As both students and teachers become more familiar with the CCSS and gain an understanding of what mastery looks like, SBA results continue to improve in most areas.

ELA scores have continued to improve over the last few years. In 2014-15, 60% of grades 3-8, 11 were proficient; 2015-16, 57% were proficient; and in 2016-17, 61% of students were proficient. The AAE scores are higher in this area than state, county, and local district averages. Standards-aligned curriculum, vertical alignment, and schoolwide support of reading have all contributed to these results.

Mathematics scores continue to show students having difficulty in the conceptual areas of math. Grades 5 and 11 have made gradual increases over the last three years while other grades have declined or remained stagnant. On average, 36% of students have shown proficiency in math as determined by SBA results. Middle school grades continue to report only one-fourth of students, on average, are proficient in math. Middle school grades are the only group that perform lower than state and county averages. Review of instructional strategies and professional development are being considered to improve math results in middle school.
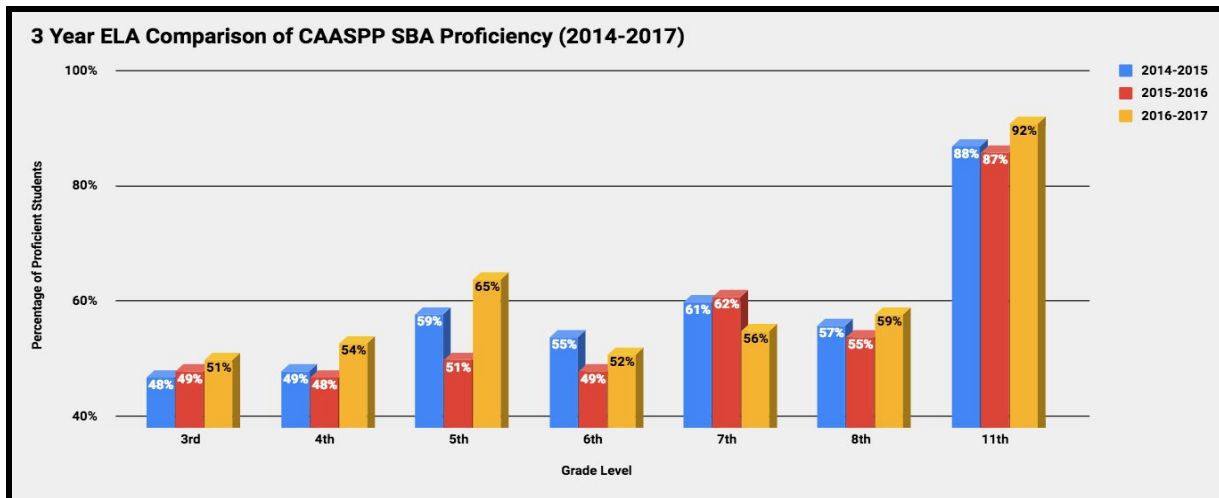
3 Year ELA Comparison of CAASPP SBA Proficiency (2014-2017)

AAE's ELA 3 Year CAASPP SBA Data Percentage of Proficient Students (3-8, 11)

3 Year MATH Comparison of CAASPP SBA Proficiency (2014-2017)
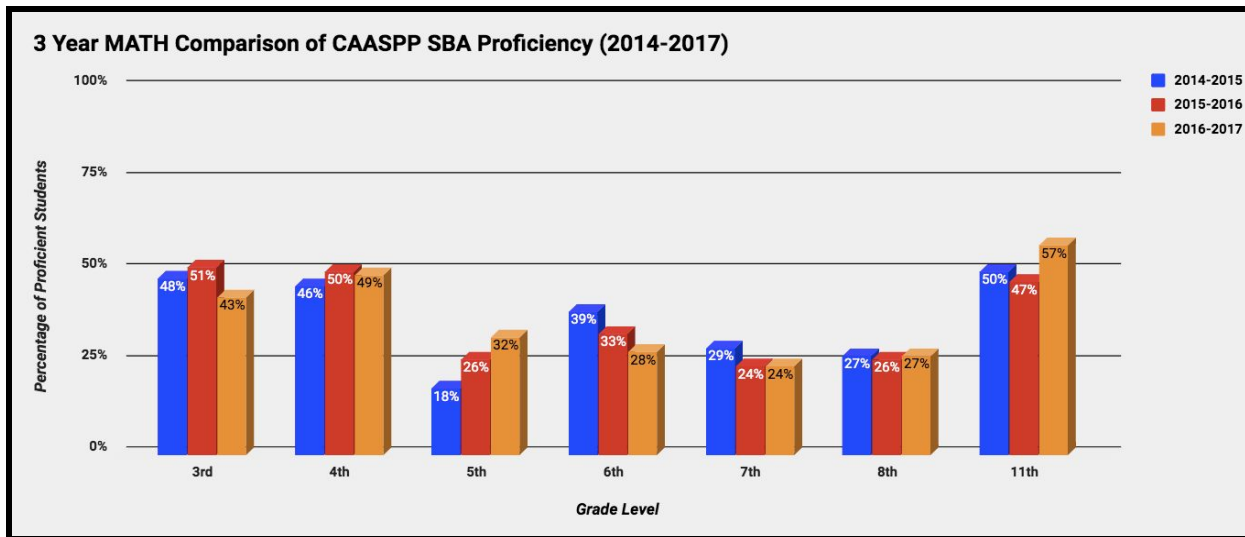
AAE's Math 3 Year CAASPP SBA Data Percentage of Proficient Students (3-8, 11)

Subgroup CAASPP SBA data shows stability and moderate growth for most groups. Students with disabilities have steadily increased in both ELA and math results over the last three years, 11% and 7% respectively. Black/African American students have noticeable declines in both areas. In ELA, there is a 16% decline and in math, an 11% decline. The administration has made note of this specific subgroup decline and with support from staff members are developing an African American task force comprised of students, staff, parents, and community members.

ELA Proficiency Percentage Subgroups - Grades 3-8, 11			
Subgroup	**2014-15**	**2015-2016**	**2016-2017**
Black/African American	62%	57%	46%
Asian	74%	69%	76%
Filipino	63%	56%	80%
Hispanic/Latino	N/A	50%	54%
White	57%	61%	64%
Two or More Races	57%	59%	60%
Students with Disability	17%	19%	28%

AAE's ELA 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8, 11)

Math Proficiency Percentage Subgroups - Grades 3-8, 11

Subgroup	2014-15	2015-2016	2016-2017
Black/African American	29%	19%	18%
Asian	49%	66%	64%
Filipino	50%	43%	47%
Hispanic/Latino	N/A	28%	30%
White	34%	39%	40%
Two or More Races	41%	45%	38%
Students with Disability	6%	14%	13%

AAE's Math 3 Year CAASPP SBA Data Percentage of Proficient Students Subgroups (3-8, 11)

Over 50% of the senior class participate in SAT with scores staying steady over a three year period. 71% of 11th graders in 2016, were considered college-ready in ELA and 34% college-ready in in math.

AAE SAT / EAP Results 2014-2017

	School Year		
	2016-17	2015-16	2014-15
Number of Participants	54	57	49
Critical Reading Mean	529	524	535
ERW Mean Score	524	505	520
Math Mean Score	514	494	510
Percentage EAP Ready ELA	71%	69%	
Percentage EAP Ready Math	34%	51%	

AAE's ELA & Math 3 Year SAT/EAP Results 2014-17

AP students at the AAE continually perform lower than state and global students. The AAE is investing in continued professional development training for AP teachers.
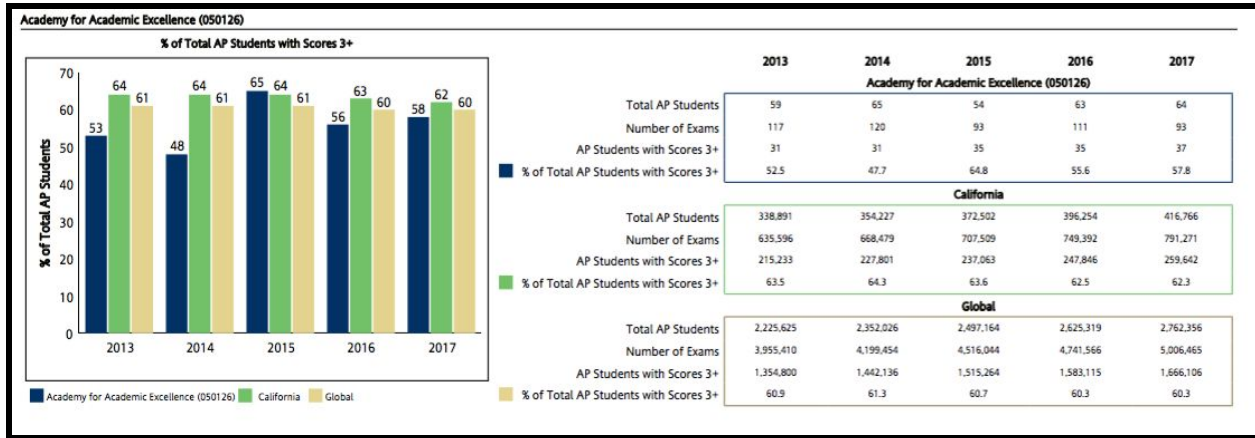
AAE's AP Results over 5-Years 2013-2017

Students participating in AP exams has decreased 29% from 2016 to 2017. When talking with students, most report that both cost and credit acceptance are factors.. Most colleges accept AP credits as elective units, not the course taken. Because of this, students don't believe the cost of taking the exam is worth it. Students continue to take AP classes to boost their GPA.

Percentage of Students Taking AP Exams 2014-2017			
	2016-17	2015-16	2014-15
Students Enrolled in AP	192	145	178
Students Taking AP Exam	93	111	93
Percentage of Students Participating in Exam	48%	77%	52%

AAE's AP Exam Participation 2014-2017

The English Learner (EL) population at the AAE has steadily risen over the past three years and is currently 2.3% of the student population. For the past three years, the percentage of reclassification has increased from 0% in 2014-15 to 51.5% in 2016-17. To meet the needs of identified students, interventions have been put in place within the classroom or with an education specialist. With the change from CELDT to ELPAC in the 2017-18 school year, further evaluation will take place as results become available.

ENGLISH LEARNERS	2017-2018	2016-17	2015-16	2014-15
School Enrollment	1,435	1,453	1,412	1,371
EL	33 (2.3%)	26 (1.8%)	33 (2.3%)	36 (2.6%)
FEP	106 (7.3%)	108 (7.4%)	93 (6.6%)	58 (4.2%)
R-FEP	10	17	12	0
Reclassification Rate	38.5%	51.5%	33.3%	0.0%
SOURCE/COMMENTS: All data from CDE Dataquest, except for 2017-2018 data sourced from CALPADS Fall 1 Certified Snapshot reports.				

AAE's EL Enrollment and Classification for 3 ½ Years 2014-17

CELDT PERFORMANCE LEVEL	2016-17	2015-16	2014-15	2013-14
Advanced	4	4	8	5
Early Advanced	8	14	16	16
Intermediate	10	12	6	11
Early Intermediate	1	3	0	5
Beginning	5	1	2	0
TOTAL TESTED	**28**	**34**	**32**	**37**
SOURCE/COMMENTS: All data from CDE Dataquest				

AAE's CELDT Performance Level 3 ½ Years 2014-17

Local measures consist of formative, summative, and diagnostic as identified on the annual assessment calendar (see appendix L). All measures are used to check progress, inform instruction, and measure overall growth.

CCSS aligned quarterly benchmark assessments are formative with the intent to measure growth and progress towards standard mastery by year end. Benchmarks are given for ELA and math in grades 1-8. The following chart shows the proficiency increase or decrease from quarter 1 benchmark to quarter 3 benchmark in 2016-17. Most grade levels made growth over the three quarters except for 4th and 5th grades in ELA. This is interesting when compared to proficiency on CAASPP where 54% of 4th graders and 65% of 5th graders were proficient in ELA. There is a difference of a month from Q3 and CAASPP which could account for the gains. Also, it may be the benchmark is more rigorous than CAASPP expectations. Both grade levels will review this comparison at the end of the 2017-18 school year to evaluate if this data repeats and what measures need to made to correct either the local assessment or instruction.

Percent of Proficiency Growth 2016-17 by Grade Level Local Benchmarks Q1 to Q3						
Grade	ELA			Math		
	Q1 % Mastered	Q3 % Mastered	ELA % Growth	Q1 % Mastered	Q3 % Mastered	Math % Growth
1st Grade	84.5%	92%	7.5%	51%	85%	34%
2nd Grade	84%	90%	6%	73.75%	89.75%	6%
3rd Grade	26.25%	63%	36.75%	48.25%	79.5%	31.25%
4th Grade	48.25%	43.5%	-4.75%	58%	64%	6.5%
5th Grade	27%	23.5%	-3.5%	42%	48%	6%
6th Grade	35%	38%	3%	23%	42%	19%
7th Grade	65%	69%	4%	22%	33%	11%
8th Grade	44%	81%	37%	9%	18%	9%

AAE's Percent Increase in Proficiency from Q1 to Q3, ELA and math by Grade Level 2016-17

The AAE has a no "D" policy for secondary students in core subjects. Due to this, there is a higher percentage of "F's" in secondary classrooms. ALT plans to review grading policies and practices during the 2018-19 school year.

Number of Students Receiving F's Over Three Semesters						
Grade	1st Semester 17-18		2nd Semester 16-17		1st Semester 16-17	
	# of students receiving F's	% of students receiving F's	# of students receiving F's	% of students receiving F's	# of students receiving F's	% of students receiving F's
12	8	8.2%	11	9.8%	11	10%
11	16	16.1%	19	17.5%	16	15.5%
10	33	32.6%	30	26.7%	30	27.2%
9	31	31.9%	30	27.2%	32	30.1%
8	16	12.8%	38	33.9%	31	27.4%
7	29	23.2%	12	10%	14	11.8%
6	24	19.2%	31	26.2%	33	27.5%

AAE's Number of F's Secondary over three semesters 16-17, 17-18

LCFF Priority 5 - Pupil Engagement

The AAE's graduation rate has maintained above 95% for cohort students. The endeavors of teachers, counselors, and administrators shepherding students throughout their high school experience assists in sustaining high graduation rates.

AAE's Cohort Graduation Rate 2013-2016				
Class Of	Cohort Students Entry	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts
2015-16	81	77	95.1%	1
2014-15	92	89	96.7%	2
2013-14	91	89	97.8%	0
2012-13	105	100	95.2%	4

AAE's Cohort Graduation Data 2012-2016

The AAE's chronic absenteeism rate for 2016-17 is 4.03%, remarkably lower than surrounding districts, county, and state results. The combined efforts of all staff to ensure students are learning is apparent in review of this data. Teachers, administrators, and classified staff believe in the positive relationship-building culture at the AAE, where all take part in meeting student needs. The attendance office is also extremely thorough in sending out absence letters in a timely manner.

AAE's Cumulative Chronic Absenteeism Rate 2016-2017			
Name	**Cumulative Enrollment**	**Chronic Absenteeism**	**Chronic Absenteeism Rate**
Academy for Academic Excellence	1501	65	4.30%
Apple Valley Unified	15,793	1,753	11.10%
San Bernardino County	434,151	52,519	12.10%
Statewide	6,405,496	694,030	10.80%

AAE's Cumulative Chronic Absenteeism Comparison Rate 2016-17

Tardiness rates for the AAE are consistently below 2% annually for the last three school years. A formal tardy policy is continually enforced by administrators and character development officers. It's also important to mention that many families come from areas outside of Apple Valley, anywhere from 10 to 20 miles away which could account for some of the tardy numbers.

TARDINESS RATE	2017-18	2016-17	2015-16	2014-15
# of Tardies Recorded	7,514	11,500	9,916	9,604
# of Sections Enrolled	577,852	921,313	908,838	893,296
Tardiness Rate	1.3%	1.2%	1.1%	1.1%

SOURCE/COMMENTS: All data from AAE's student information system, Illuminate. 2017-2018 data as of 2/20/2018.

TARDINESS RATE for K-5	2017-18	2016-17	2015-16	2014-15
Cumulative Enrollment	669	669	653	637
# of Tardies Recorded	1,711	2,195	1,829	1,974
# of Sections Enrolled	74,450	115,468	113,853	112,001
Tardiness Rate	2.3%	1.9%	1.6%	1.76%

SOURCE/COMMENTS: All data from AAE's student information system, Illuminate. 2017-2018 data as of 2/20/2018.

TARDINESS RATE for 6-12	2017-18	2016-17	2015-16	2014-15
Culmulative Enrollment	796	809	801	777
# of Tardies Recorded	5,803	9,305	8,087	7,630
# of Sections Enrolled	503,402	805,845	794,985	781,295
Tardiness Rate	1.15%	1.15%	1.02%	0.98%

SOURCE/COMMENTS: All data from AAE's student information system, Illuminate. 2017-2018 data as of 2/20/2018.

AAE's Tardiness Rates 2014-2018

Due to the AAE's waiting list, the Average Daily Rate of Attendance (ADA) remains constant year to year. If a student leaves during the school year, the next student on the waiting list fills the vacancy.

Average Daily Rate of Attendance 2014-2017			
Grade Band	2016-17	2015-16	2014-15
TK-3	$417.21	$395.66	$381.28
4-6	$330.80	$333.11	$328.85
7-8	$227.50	$230.21	$226.22
9-12	$426.60	$405.50	$393.52
Total ADA	$1,402.11	$1,364.48	$1,329.87

AAE's Average Daily Rate of Attendance 2014-2017

LCFF Priority 6 - School Climate

When analyzing the chart below, a significant jump in the number of referrals from the 2013-14 school year and the 2014-15 school year. In 2013, the AAE hired a new Dean of Students. The discipline team was meticulous about documenting every infraction through the ABI/Aeries Student Information System, including each minor infraction, such as a dress code violation or even tardies. The following year, the school staff began using Illuminate as a Student Information System. Tardies and dress code violations were no longer listed as individual referrals. There is an annual increase in the number of referrals each year from 2014-17. Comparing the number of referrals issued and analyzing the amount of out-of-school suspensions assigned, that analysis indicates a low suspension rate. Further, the AAE's expulsion rate is very low, especially since there is not an alternative placement within a "district" setting.

ELEMENTARY DISCIPLINE	2016-17	2015-16	2014-15	2013-14
# of Referrals	872	597	338	703
# of Out-Of-School Suspensions	22	31	27	24
# of In-School Suspensions	12	8	17	14
Suspension Rate	4.2%	5.0%	5.7%	5.0%
# of Expulsions	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%

MIDDLE SCHOOL/ HIGH SCHOOL DISCIPLINE	2016-17	2015-16	2014-15	2013-14
# of Referrals	2,749	2,141	1,644	7,090
# of Out-Of-School Suspensions	29	30	37	32
# of In-School Suspensions	16	32	22	17
Total Suspension Rate	6.4%	9.0%	8.7%	7.1%
# of Expulsions	1	0	4	5
Expulsion Rate	0.1%	0.0%	0.6%	0.7%

SOURCE/COMMENTS: All data from CDE Dataquest, except for number of Referrals, which was taken from AAE's student information system, Illuminate. 2013-2014 Referral number data was inconclusive as it was held in our previous student information system, Aeries.

AAE's K-12 Discipline Data 2013-2017

The AAE provides several co- and extra-curricular activities. Three of the largest populations are Air Force Junior Reserve Officer Training Corps (AFJROTC), National Honor Society, and sports programs. Students have access to a variety of visual and performing arts both in the school day, such as choir and band, are outside the school day, such as dance and drama. High school clubs are required for every high school student. Clubs are attended every Friday during the homeroom period and run by certificated staff. Some examples are Christian Club, Interact Club, and Art Club.

CO- & EXTRA-CURRICULAR ACTIVITES	2016-17	2015-16	2014-15
AFJROTC	169	178	185
Ambassadors	13	12	12
ASB	66	47	43
Band	75	72	66
Choir	13	39	61
Clubs*	453	439	428
Dance	76	89	156
Drama	25	41	32
Guitar	38	32	37
National Honor Society	84	92	66
National Junior Honor Society	33	41	47
National Elementary Honor Society	29	32	29
Mock Trial	15	16	23
Sports	383	403	371
SRLA	22	22	20
Strings	50	45	45
Video	66	70	76
Yearbook	26	49	46

SOURCE/COMMENTS: All data from AAE's student information system, Illuminate. *All high school students are enrolled in a club for their homeroom period.

AAE's 6-12 co- and extra-curricular activities 2014-2017

LCFF Priority 7 - Access to a Broad Course of Study

Students at the AAE have a broad course of study to meet a-g requirements, facilitating career and college readiness for graduating seniors. For the last four years, students completing a-g has risen 26% finishing at a 69% rate.

Percentage of Students Completing a-g 2014-2017				
Graduating Class	Class of 2017	Class of 2016	Class of 2015	Class of 2014
% a-g Completion	69%	61%	55%	43%

AAE's a-g Completion Percentage 2014-17

LCFF Priority 8 - Other Pupil Outcomes

For the 2016-17 school year, the expenditures per pupil was $9,213.00. Other funding sources include donations, student activities, grants such as Ramp Up, College Readiness, and Educator Effectiveness.

The Schoolwide Learner Outcomes have remained in place since the 2012 full self-study. All certificated staff participated in the development, ensuring alignment with the school's mission. In reviewing the SLOs for this year's full self-study, staff agreed they are still reflective of the new school mission.

The AAE's Schoolwide Learner Outcomes
Academic Achievement   - Use acquired knowledge and skills to connect school life by being able to prioritize goals, access information, and use time effectively.   - Demonstrate academic excellence by achieving and exceeding California Content Standards   - Identify academic strengths and career interests.   **A**nalytical Thinking   - Demonstrate problem solving skills and critical thinking.   - Logically evaluate, synthesize, and apply new information.   - Use acquired skills to be a responsible citizen at the school and in the community.   **E**ffective Communication   - Articulate ideas, opinions, and information clearly.   - Use verbal, written, technical, and creative expression.   - Develop individual and collaborative working skills.

AAE's SLOs

Perception Data

In a recent student climate survey, a sampling of the school population completed questions regarding their perception of school culture (see appendix B). Overall, students feel their teachers are helpful, encouraging, and engaging. Students feel safe at school but don't feel they have a say in what happens at school and agree that facilities need improvement, especially restrooms.

Survey results, including individual responses, were reviewed by the administrative team and ALT with conversation centered around addressing student concerns. Results were discussed at the Principal's Cabinet meeting, informing students that they are heard and action is being taken to rectify concerns.

In reviewing the AAE School Climate Parent Survey for 2017-18 (see appendix B), overall parents feel confident in a variety of areas regarding their child's education. On average, 80% of parents feel they can communicate with teachers and understand what students are doing both academically and socially in school. Parents also highly believe students are receiving an engaging education preparing them for success beyond high school. These results were reiterated in Parents & Pastries. In reviewing the two most recent parent surveys, it was noted that only 34% of families participated. To increase participation and achieve more accurate results, a review of the survey's disbursement and collection will ensue before fall 2018-19 school year.

Chapter III: Self-Study Findings

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resource

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

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

A1.1. Vision and Purpose	Evidence
In 2015, the Lewis Center began working with a board consultant, Dr. Pat Caldwell. She guided the Board through several areas to strengthen their governance and oversight and provided support during the transition to a new CEO. In December 2016, the following mission was adopted: *The mission of the Lewis Center for Educational Research is to ensure our schools and programs prepare students for success in a global society through data- driven, innovative and research- proven practices in a safe and inclusive culture.* An annual strategic planning process has now been implemented whereby the Lewis Center Board meets collectively with all Lewis Center Administration to analyze areas of strengths and needs. This process has allowed the organization's mission to become a unifying driver that guides school and program planning and decision-making. During strategic planning, a vision for the future of the Lewis Center was established. By focusing on this vision, the Lewis Center will ensure all students have mastered the global competencies required for success upon graduation. *The Lewis Center for Educational Research is nationally recognized as a leader in education for operating and supporting two unique TK-12 charter schools serving two vastly different demographic areas – the rural- suburban*	● LCER Vision Statement ● LCER Mission Statement ● Lewis Center Strategic Plan (2017-2022) ● AAE Vision Statement ● AAE Mission Statement ● AAE LCAP ● LCER Board Packets ● LCER Board Minutes

High Desert and the urban city of San Bernardino in San Bernardino County, California. Utilizing data-driven, innovative teaching methods while offering high quality educational programs, the schools are known for exceeding the needs of their students and communities.

The Lewis Center's focus on science and technology, starting with a unique, earlier partnership with NASA, has resulted in 95% graduation rates, high college-going rates, and high levels of success of its graduates in careers in medicine, business, military, and education. The Center's additional focus on bilingual, biliterate and multicultural education has enabled the expansion of its highly successful TK-8 dual immersion language academy to include Southern California's first dual immersion high school.

The Lewis Center's excellent reputation is in large part due to its highly qualified and enthusiastic faculty and staff who, with the support of engaged parents, community and Board members, translate an understanding of their students' abilities, interests and aspirations into pathways to success in college and/or their chosen careers. Partnerships with colleges, universities and businesses also contribute to helping students achieve at the highest academic levels and preparing them for living and working in a global society.

In addition to developing the mission and vision, the Lewis Center Board and Administrative Team identified four organizational goals. The CEO reports progress toward these goals and objectives at the monthly board meetings and quarterly all staff meetings to ensure that all stakeholders remain focused on these organizational goals.

The AAE's school-specific mission, vision, and goals developed by the Professional Learning Community (PLC) are intentionally aligned with organizational goals. The AAE Administration and Leadership Team participated in an extensive two-year PLC training. This training was grounded in the text, *Learning by Doing* by DuFour et al. A foundational premise of the PLC is a commitment to high levels of learning for each and

every student. This foundational belief is reflected at both the school and organizational levels.

To ensure alignment, progress monitoring, and accountability at all levels, the principals sit on the LCER Executive Team and participate in all strategic planning sessions. Intentionally focusing on clarifying our mission, vision, and goals over the past three years has provided greater stakeholder participation and increased buy-in from staff, parents and students.

The Lewis Center's goals are as follows:

<div align="center">

Goal 1
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Financial/Fiscal: Improve the financial condition of the Lewis Center, including key provisions for sustainability.

1.1 Objective: By 2021, increase total revenue by 5% (1% annually) through increases in new, alternative revenue sources and/or by increasing revenue from current sources (enrollment). These revenue increases would be in addition to state COLA increases.

1.2 Objective: By December 2017, the Board of Directors and staff will perceive the budget to be stable and understandable with progress toward sustainability.

1.3 Objective: By June 2021, the LCER will have no less than two months of total payroll and costs in reserves (defined as unencumbered savings) based on current needs.

1.4 Objective: Starting immediately, partnerships will be defined as initiatives that are substantially beneficial to the LCER and its students. Further, the partnerships must be aligned to the current LCER mission and goals and/or the schools' LCAPs.

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Goal 2
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Facilities: Renegotiate a mutually beneficial lease agreement with the City and County or secure an alternative campus.

2.1 Objective: By June 2018, a new lease will be executed that is long-range, affordable and allows for campus expansion.

2.2 Objective: By June 2018, if a new, long-term lease is not a viable option, an alternative option for a permanent facility (either at the current site or at a new location) will be executed that is affordable and allows for campus expansion.

Goal 3

Academic: Strengthen the academic programs at both schools resulting in increased student mastery as indicated on the Accountability Dashboard.

3.1 Objective: By Fall 2018, both schools will demonstrate increases in student mastery in the areas of Mathematics in grades 5-8 as indicated on the Accountability Dashboard.

3.2 Objective: By 2022, both schools will develop a Computer Science/STEM strand that builds upon itself in grades TK-12.

3.3 Objective: By Fall 2018, AAE will demonstrate increases in AP passing rates in the area of Mathematics.

3.4 Objective: By Fall 2019, strengthen the Middle School program at Norton as indicated by multiple measures, including, but not limited to: CAASPP scores, decreased student attrition, parent and student surveys.

3.5 Objective: Depending on available facilities, NSLA will begin adding one high school grade per academic year with a target of Fall 2019 for the first freshman class.

Goal 4

Organizational Effectiveness: The Lewis Center for Educational Research will be unified under a common vision, mission goals and objectives.

4.1 Objective: Staff and the Board of Directors will continue to engage in ongoing open, honest and constructive communication.

4.2 Objective: Throughout the 2017-2018 school year, the Executive Team, as supported by the Board of Directors, will intentionally build a positive climate throughout the organization. 4.3 Objective: The Board of Directors will actively participate in the establishment and review of LCER policies. The objectives listed in Goal 3 were drafted by the executive team and presented to the board for their consideration during strategic planning. Areas for growth were identified using multiple sources of student achievement data and parent, teacher and student input. Each of these objectives will continue to be addressed in AAE's LCAP, WASC Action Plan and Educator Effectiveness Plan until they are accomplished.	

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

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

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes	Evidence
At the school site level, the mission, vision, and goals are established and monitored by the Academic Leadership Team (ALT) through input and collaboration with the entire PLC. The ALT meets bi-monthly, and PLC teams meet weekly. ALT members used the following research-based texts to guide this work: ● *Professional Learning Communities at Work* by Richard Dufour and Robert Eaker ● *Visible Learning* by John Hattie ● *Learning by Doing* by Richard DuFour et al ● *Growth Mindset Coach* by Annie Brock and Heather Hundley. Throughout the development process, ALT carefully considered input from their departments and grade levels and analyzed it using current educational research. The staff established the following mission to guide decision-making:	● ALT Agendas and Meeting Notes (Fall 2014- Spring 2016) ● PLC Agendas and Meeting Notes (Fall 2014- Spring 2016) ● Administrative Team Agendas and Meeting Notes (Fall 2014- Spring 2016) ● LCER Strategic Plan 2016-2021 ● LCER LCAP Development Timeline ● Student Climate Survey ● Parent Climate Survey ● Teacher Survey

The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. To add further clarity to the mission, the PLC later developed and adopted the AAE Vision as follows: *With Courage, Generosity and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.* The AAE Administration regularly seeks input from staff, students, and parents, through a variety of forums to ensure that the mission, vision, and goals stay at the forefront and continue to be a guidepost for decision making. These forums include Parents and Pastries meetings (which are also streamed on Facebook Live to increase stakeholder engagement), parent surveys, board meetings, all staff meetings, PLC meetings, staff surveys, Principal's Cabinets (middle school and high school) and student surveys. Participation in each of these forums is strong, and stakeholders have given positive feedback about the options available to provide input.	● Principal's Cabinet Notes ● Principal's Cabinet Presentation

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

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

A1.3. Understanding: Mission, Vision, Outcome & LCAP	Evidence
In the last few years, organizational shifts have occurred that have worked to ensure that ongoing stakeholder engagement continues. These include the statewide implementation of the LCAP, LCER's work with Dr. Pat Caldwell, and the adoption of the PLC approach at both LCER schools. The above shifts have laid the foundation for a revised approach to organizational leadership and decision-making. As such, the work surrounding the mission, vision, and goals has become a cycle of stakeholder engagement, development, progress monitoring, and recalibration. Additionally, the LCAP, LCER Strategic Plan, WASC Self-Study, AAE Charter, and all other plans/reports are now aligned. Each of these has a separate focus, yet all of them engage staff, students, parents, and community. A fundamental component of assisting staff, parents and students with greater understanding of the vision, mission, outcomes, and LCAP is gathering, analyzing and sharing student data. Once the Lewis Center implemented Illuminate as an integrated Student Information, Data and Assessment System using data to guide planning has dramatically improved. Now, data is driving the discussion at all levels and allowing plans to adapt to student needs.	● Student Climate Survey ● Parent Climate Survey ● Teacher Survey ● Parents and Pastries (live stream) ● LCER Board Meeting Minutes ● Updated LCER Strategic Plan (2017-2022) ● LCAP Development Timeline ● WASC Self-Study Development Timeline ● AAE Charter (2015-2020)

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

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

A2.1. Governing Board and District Administration	Evidence
One result of the work of the board has been to streamline the board. The size of the board has been reduced from 17 directors to 9. Previously, most	● LCER Bylaws ● LCER Board Policies

of the board's work was done in standing committee, and the full board met quarterly. This was not conducive to strong oversight of the full board or stakeholder engagement in board meetings. Thus, the board has adjusted their calendars to meet monthly. The times and locations of meetings have been changed as well. Previously, the meetings were held at 7:00 a.m. which excluded the majority of staff from attending. Now, the meetings are held at 4:00 p.m. and are video streamed to increase accessibility for both schools. These changes have also translated into increased board member engagement and visibility.
 	
Staff and the board have worked together to update the bylaws to reflect the changes described above. Per the established Board Calendar, the bylaws will be reviewed annually each July and as needed. Additionally, all board policies are under review and being revised if necessary to ensure that they are current regarding legal compliance, practice, and charter. When appropriate, administrative regulations and standard operating procedures are being developed to increase clarity and understanding for all. This practice is keeping the policies and procedures front and center on the minds of administration and board.
 	
The Board Chairman and CEO developed an annual board calendar to map out the key oversight areas of the board.
 	
The board calendar specifically outlines:
    ● Annual review of the bylaws
    ● Analysis of state testing results
    ● Strategic planning/Approval of bylaw revisions
    ● Officer Elections/Term Renewals
    ● Board training (Brown Act and Conflict of Interest)
    ● Audit report
    ● SARC Review
    ● President/CEO Evaluation
    ● LCAP adoption
    ● Budget (Preliminary review, budget workshop and adoption)
    ● Distribution of scholarships
	● Board Agendas
	● Board Minutes
	● LCER Board of Directors Chart
	● Board Calendar

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

A2.2. Governing Board and District Administration	Evidence
Through the strategic planning process, defining the role of the board has been a critical topic. YM&C law firm conducts annual board workshops. In addition to Brown Act and Conflicts of Interest training, YM&C presented sessions on the "Role of the Board" in 2016 and 2017. These sessions and the strategic planning process prompted Board Chairman, Bud Biggs, to call a special meeting on April 10, 2017, to discuss this issue. During this time, the board carefully reviewed and revised their job descriptions and code of ethics. This work has strengthened the working relationship of the current CEO and board and provided clarity of roles and expectations. It is the role of the board to set policy, direct organizational goals and evaluate the CEO. The CEO is responsible for ensuring that staff is working in accordance with the vision and mission and meeting organizational goals. Progress toward goals is reported to the board monthly.	● LCER Strategic Plan ● Board Training Packets ● LCER Board Job Descriptions ● LCER Board Code of Ethics

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

A2.3. Governing Board and Stakeholder Involvement	Evidence
Through the strategic planning process, defining the role of the board has been a critical topic. YM&C law firm conducts annual board workshops. In addition to Brown Act and Conflicts of Interest training, YM&C presented sessions on the "Role of the Board" in 2016 and 2017. These sessions and the strategic planning process prompted Board Chairman, Bud Biggs, to call a special meeting on April 10, 2017, to discuss this issue. During this time, the board carefully reviewed and revised their	● LCER Strategic Plan ● Board Training Packets ● LCER Board Job Descriptions ● LCER Board Code of Ethics

job descriptions and code of ethics. This work has strengthened the working relationship of the current CEO and board and provided clarity of roles and expectations.

It is the role of the board to set policy, direct organizational goals and evaluate the CEO. The CEO is responsible for ensuring that staff is working in accordance with the vision and mission and meeting organizational goals. Progress toward goals is reported to the board monthly.

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

A2.4. Board's Evaluation/Monitoring Procedures	Evidence
The administration reports to the board regarding LCAP development and adoption, CAASPP SBA test results and analysis, career and college readiness indicators, and review of school programs and operations. These presentations occur throughout the school year. Per the annual board calendar, assessment results are presented each August. In March, the preliminary LCAP and budget are discussed with their approvals occurring in June.	- LCER Board Policy - CAASPP SBA Data Presentation - Board Calendar - LCAP Development Timeline

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

A2.5. Complaint and Conflict Resolution Procedures	Evidence
The Lewis Center welcomes constructive criticism of LCER Board policies, programs, and personnel. The LCER Board is committed to providing a learning and working environment in which complaints are addressed fairly and resolved promptly. The LCER Board has established policies and procedures for handling various complaints and encourages informal	- LCER Board Policy - CAASPP SBA Data Presentation - Board Calendar - LCAP Development

	Timeline
conciliation, facilitates early resolution, and maintains individual privacy and confidentiality. The LCER complies with applicable federal and state laws and regulations governing educational programs. The LCER has established Uniform Complaint Procedures ("UCP") which contain rules and instructions about the filing, investigation, and resolution of UCP complaints concerning particular programs or activities in which it receives state or federal funding. All complaints submitted in using the procedures adopted by the LCER Board shall be assured of receiving appropriate review and consideration. All LCER Board complaint policies are posted on the LCER website. Additionally, a UCP Annual Notice is sent to its students, employees, parents or guardians of its students, the LCER advisory committee, school advisory committees, appropriate school officials and other interested parties of the UCP process. Finally, notification of Board policies are outlined in the Parent/Student and Employee Handbook and are updated and disseminated annually.	

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

A3.1. Broad-Based and Collaborative	Evidence
One of the most significant developments in the area of school improvement planning has been the restructuring of the former Director of Research position to the current Teacher on Assignment/Assessment Coordinator. This role has prompted an organizational focus on assessment, instruction, data analysis, professional development. Each of these areas is now explicitly tied to ongoing school planning. The TOA/Assessment Coordinator meets with school administration and teaching teams weekly to facilitate the analysis of assessment data and support instructional planning. Additionally, she leads the development of standards-aligned benchmark assessment development and curriculum adoption across grade levels. Vertical teaming is a key component of the Academic Leadership Team	● TOA/Assessment Coordinator Job Description ● ALT Meeting Minutes ● PLC Agendas ● Staff Meeting Presentations ● Staff Survey Analysis ● Student Survey Analysis

(ALT). Through cross-grade level representation partnering with administration and support staff, a much more authentic level of collaboration has resulted. ALT carries this out to the PLC in all aspects of school planning. This approach has led to greater commitment of key stakeholders in the overall vision, mission, and goals of the AAE. ALT continues to monitor progress through collecting and analyzing data. Some examples include attendance, failure rates, student attrition, discipline, benchmark exam results, and student and staff surveys. By systematically gathering and disaggregating these data points, areas of need have been identified, and goals have been established. As these goals are met, new areas of focus are continually identified through this process.	

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

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

A3.2. Single School Plan for Student Achievement Correlated to Student Learning	Evidence
Currently the AAE does not complete the SPSA. It is anticipated that AAE will begin receiving Title I funding next year. At that time, the SPSA will be driven by student achievement data and aligned with student needs.	

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

A3.3. Staff Actions/Accountability to Support Learning	Evidence
After goals have been identified by the PLC, these are reflected in the LCAP. Annually the progress toward LCAP goals is carefully reviewed by administration, ALT, PLC and the LCER Board. Progress is then presented to all staff during staff meetings, to parents in open forums, and to the board in open session.	● All Staff Agendas ● ALT Agendas ● Parents and Pastries Live Stream ● PLC Agendas

After the progress has been shared, each group plans accordingly for next steps. In some cases, the goal is considered achieved. For example, an AAE LCAP goal focused on decreasing teacher attrition was no longer applicable as the turnover was consistently below 3%. On the other hand, some goals continue to be revised each year. Student achievement in math has been a consistent concern. In past years, the goal was written to encompass grades TK-12. Now, it is focused on grades 5-8 specifically. Professional development, support staff, and curriculum development are currently more concentrated in these grade levels. As a result, student mastery in mathematics is notably increasing which is shown in the appendix.

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

A3.4. Internal Communication and Planning	Evidence
Communication is very important to administration and staff at the AAE. Administration ensures that a variety of clear communication systems are in place to foster teacher and student engagement and add significant value to the overall school program; inviting input from all stakeholders to include staff, students, parents and community partners. Communications are distributed/conveyed through a variety of resources on a daily, weekly, monthly and annual basis. These include, but are not limited to: staff email (daily bulletin emails, weekly admin updates), electronic media (school website, social media, Parent Square, Google Docs, AAE HUB), scheduled face-to-face planning meetings (TK-12 monthly staff meeting, weekly teacher planning meetings, Administrative Team Meetings (ATM), ALT, Parents and Pastries, Principal's Cabinet, quarterly and annual all staff meetings, monthly Board meetings). Through the variety of interactive communication offerings that crosses all boundaries, stakeholders are invited to participate in the planning and be heard in decisions that are made. There are also internal complaint procedures and Universal Complaint Procedures in place for the rare event that a dispute is not able to be	• Parent Square Archives • AAE Website • Parents and Pastries Live Stream • AAE PLC Agendas • LCER Administrative Regulations (1312 and 1312.1) • LCER Board Policy (1312, 1312.1, 1312.2, 1312.3) • LCER Complaint Form • Universal Complaint Procedure Policy • Universal Complaint Procedure Form

resolved using the standard methods of communication. In these situations, the CEO and the Director of HR facilitate these processes.	

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

A4.1.Qualifications and Preparation of Staff	Evidence
All employees employed by the AAE must possess qualifications, knowledge, skills, abilities, and successful experiences in the job duties/responsibilities identified in the position. The AAE follows the LCER's hiring policies which include, but is not limited to, procedures for creating a position, posting, screening candidates, interviewing, selection and hiring. Offers of employment are extended contingent upon successful completion of current fingerprinting and criminal background report and clearance through the Department of Justice and the Federal Bureau of Investigations as well as employment reference checks. At least three references are required for an applicant to gain employment. AAE recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. This includes, but is not limited to, general and special education instructional assistants, character development officers, as well as, staff for the office, nursing, facilities, information technology and food services. AAE believes that all of its employees play a key role in creating a successful learning environment and fulfilling the Charter School's mission, vision, and goals. As such, AAE will continue to recruit qualified employees and teachers through universities and major colleges, EDJOIN, and job fairs. Partnerships with local universities, including the Brandman University and California State University San Bernardino are an essential part of AAE's approach to employee recruitment. The principals and administration of the school work with teachers to provide professional development opportunities, leadership and mentoring to assist	● Interview Process ● Credential Monitor ● Department of Justice Clearance Tracking ● Induction Program ● Reference Checks ● Professional Development/Educator Effectiveness Plan ● ALT Agendas ● All Staff Meeting Agendas ● Job Descriptions ● Employment Agreement/Offer of Employment ● LCER Policies and Procedures ● School Safety Plan ● Salary Schedules ● Parent-Student Handbook ● Employee Handbook ● Benchmark Data ● Staff/Student

teachers to become highly qualified. Once hired, faculty and other staff undergo regular and significant professional development. AAE partners with the Riverside County Office of Education (RCOE) and the Center for Teacher Innovation Induction Program for its customized coaching and experiential approach in support of new teachers to help them clear their credentials. Ongoing professional development opportunities are provided along with weekly time for teachers to work with peers to share ideas, enhance the curriculum, assess programs and assess student achievement. Teachers are given ongoing training to develop their skill in instruction. Additionally, monthly Professional Learning Committee meetings are held monthly with all teachers to collaborate on any new standards required under the Common Core State Standards, special education issues, career and college planning, etc. Most teachers also participate annually in some form of off-site professional development, attending trainings, conferences, and seminars relevant to their subject taught.	retention data ● Staff/Student Exit Interviews ● Carnegie Learning Professional Development Feedback

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

A4.2.Staff Assignment and Preparation	Evidence
The principals and administration employ staff who will engage in work that reflects their passion and skill for education. All new teaching staff is provided support from the onset and beginning teachers are required to partake in the RCOE Center for Innovation's (CTI) induction program. Induction is the required route to earning a clear teaching credential. It fosters a mindset of continual growth and guides new teachers in best practices through its innovative, performance-based, blended learning design. New Teachers are assigned a master teacher coach while completing the program. Teachers are also trained in technology needed to support individualized learning (Google Docs, Google Classroom, MyMentor, Apple Certified, Microsoft Office Suite, etc.) Academic Leadership Team (ALT) members are in place in each grade band (elementary) and each academic area to work to develop curriculum and	● Certificated Job Description ● Classified Job Description ● TOA Created Benchmark Assessments ● Reading Specialist Notes ● Reading Specialist Presentations ● ALT Agendas

guide other teachers who may need support.

Teacher on Assignment, Common Core/Technology (TOA) will work with teachers and students (TK-12) by providing training regarding classroom lessons, technology, and alignment of Common Core standards. The TOA will offer input regarding curricular decisions, attend monthly department meetings, communicate regularly with the Principal or designee, plan and lead staff development meetings, and may be asked to conduct parent workshops. The Reading Specialist Teacher assists and supports the TK-5 classroom teachers in reading instruction and teaching strategies; select and adapt reading instruction materials; plan and conduct staff development; assess student progress and monitor student achievement in reading; provide direct reading intervention work with students; develop and coordinate reading programs at the school.

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

A4.3.Defining and Understanding Practices/Relationships	Evidence
Each new employee participates in a new hire orientation and is provided with select board policies and procedures. Additionally, they are provided with the Employee Handbook upon hire and are required to sign a receipt of acknowledgment form that they have read and understood the handbook. They are provided the handbook annually thereafter in electronic form. Other written information that is provided upon hire and each year includes an at-will offer of employment, job description, salary calculation, and updated complaint policies and procedures. An annual performance evaluation is provided to all employees. Organizational policies and procedures are updated annually and are made in a collaborative manner. Those policies are first brought forward by the	● Employee Handbook ● Board Policies and Procedures ● Parent Handbook ● All Staff Training Materials ● Staff Mandated Compliance Completion Certificates

appropriate department requesting the change, i.e., safety committee may bring forward an updated safety policy, then shared with the ALT, compliance department, board committee designee and ultimately the full board. Board approved changes are then communicated to all staff. Additionally, a Parent-Student handbook is provided to parents and students and updated annually.

Additionally, all staff is trained at the yearly staff meeting on highly important topics, such as mandated child abuse reporting and how to spot and report instances of harassment. All staff members regularly complete either a traditional or online training pertaining to their responsibilities as mandated reporters. Moreover, at various times throughout the year, all staff are required to participate in fire, earthquake, lockdown/violent intruder and other emergency drills. To ensure the effectiveness of the training format, staff is invited to participate in reflective surveys each August.

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

A4.4.Support of Professional Development/Learning and Measurable Effect on Student Learning	Evidence
Staff members participate in ongoing professional development, both internal as well as outside conferences and workshops. Professional development topics primarily align with the LCAP goals but also address needs that arise throughout the school year. Professional development has been an ongoing priority with principals with an emphasis on staff to engage in PD that suits their students' areas of need. Staff who are selected and attend outside training opportunities are required to report back and present ideas, techniques and learning outcomes with colleagues and students as necessary. Evidence that the professional development plan is working is shown through data in the following areas: graduation rate, staff/student retention, benchmark assessment data, and student achievement.	• Educator Effectiveness Plan • AAE LCAP • PLC Agendas • PD Chart 2016-2017 • ALICE Training • California Accountability Dashboard

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

A4.5.Supervision and Evaluation	Evidence
LCER's Performance Review Procedures are as follows: Employees receive written performance reviews at least once a year. The frequency of performance reviews may vary depending upon the length of service, job position, past performance, changes in job duties, or performance issues. Following completion of the performance review, a conference between the employee and the supervisor is scheduled to discuss the review. At the conclusion of this conference, the employee is asked to sign the review signifying that it has been read. If the employee disagrees with the content of the review, he/she has ten (10) days to write a written response to those areas in question. The written response along with the review will be placed in the employee's personnel file. LCER demands a high level of performance quality. Employee performance reviews may include factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude and attitude towards others. The performance reviews are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. In the event an employee's performance review reflects areas needing improvement or areas that are unsatisfactory, the employee may be placed on an improvement-needed program structured to correct these inadequacies. Following a reasonable period, the employee will be re-reviewed. If the review is rated as meeting requirements, the improvement plan will be concluded. However, should performance show no improvement, the employee may be subject to further corrective measures. These may include supervisor/employee counseling sessions, written notice of unsatisfactory performance, suspension without pay or release from employment. LCER may elect to discipline its employees in its sole and unreviewable discretion, and such action shall not be construed as altering the nature of employees'	● Certificated Evaluation Form ● Classified Evaluation Form ● Employee Self-Evaluation Form ● FRISK Reference Manual ● Employee Recognition Awards ● Everyday Hero Awards ● LCER Staff Appreciation Cards

at-will employment relationship with the LCER.

Effectiveness:
The rigorous performance expectations set for all staff set a high standard for the academic culture at AAE. This culture has provided a low attrition rate of staff. In fact, 30% of teachers have been at AAE for more than 11 years with half of those serving AAE students for 16-20 years. Typically, AAE sees turnover of less than 5% of certificated staff each year.

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

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

A5.1. Allocation Decisions and Their Impact	Evidence
Budgeting is a collaborative process at the LCER that coincides with the development of the LCAP. Principals worked closely with ALT to determine resource allocation priorities necessary and desired to meet academic and LCAP goals. This input is then shared with the Executive Team (comprised of CEO, Director of HR, Director of Finance, Director of IT, Director of Special Education and School Principals). The Executive Team holds several budget workshop sessions beginning each January to effectively plan for the next school year. Each budget manager is engaged in this process with the expectation that he/she is seeking continual feedback and input from his/her staff during the drafting process. After all initial needs from each department are placed in the budget, the Executive Team begins to place priority on items based on the impact and direct correlation to student learning. The stronger the correlation, the higher the priority. This information is also provided to the LCAP Development Team which includes additional staff members from LCER General Administration. Once the draft has been completed, the board holds a preliminary budget workshop in March. After the Governor's May Revision, the Board will discuss	• Executive Team Agendas • Board Meeting Minutes • ALT Agendas • Budget Priorities Document • AAE Discretionary Budget

the updated budget draft and LCAP goals in open session. The final budget and LCAP are approved each June.

A5.2. **Indicator**: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. **Prompt**: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

A5.2. Practices	Evidence
The principal proposes the annual school budget. The principal, in collaboration with LCER Executive Team, creates a budget designed to support student learning results and address areas of critical academic need. The school budget is part of the LCER budget and is developed in tandem with the other entities that make up LCER umbrella. It is important to note that all funds generated by AAE students are allocated to serve AAE. Back office services, such as General Administration, Facilities, Technology, and Finance, are allocated between the two schools. Once the budget has been developed and approved by the board, school leadership and staff are tasked with being good stewards of the resources. Ultimate decision-making authority lies with the principal, but each department has a budget that is determined at the beginning of the year based on needs. Department chairpersons, with input from staff, submit purchase orders or check requests that are approved by the principal, or designee. Teachers in TK through 5th grades have a set amount budgeted for classroom and student needs. The annual audit is performed by Nigro & Nigro and is reported to the LCER Board of Directors. LCER Board Policy and Administrative Regulations pertaining to business practices are routinely reviewed and updated. Finance and General Administration staff attend ongoing conferences and workshops presented by San Bernardino County Superintendent of Schools, CASBO, FCMAT, CCSA and California Department of Education to	● LCER Annual Budget ● LCER 1st and 2nd Interim Reports ● Budget Development Timeline ● Audit Report ● LCER Board Policies

ensure that LCER is implementing best practices complying with all areas of strong fiscal management.	

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

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

A5.3. Facilities	Evidence
The LCER Facilities Department works daily to ensure that AAE facilities are safe, well-maintained and are conducive to a comfortable and inviting learning environment. The AAE facilities are officially inspected annually, ensuring that the school is adhering to health and safety codes, ADA compliance as well as fire code. The cafeteria is inspected on at least two occasions throughout the year. When unforeseen needs arise all staff members on campus can complete a "fixit" ticket by simply emailing fixit@lcer.org. By doing this, a work order is officially placed in the queue. The LCER contracts janitorial services with a private company who completes their work each weekday evening. Said duties are articulated in the existing contract. Budgeting is a collaborative process at the LCER. Principals worked closely with ALT to determine resource allocation priorities necessary to meet goals. This input is then shared with the Executive Team and Facilities Manager. Each budget manager is engaged in a collaborative and ongoing budgeting process. Financial plans are established to meet the needs of the school in the upcoming year. Considerations throughout this budgeting process related to facilities include but are not limited to site improvement plans, facilities repair, maintenance allocations and more.	● Facility Inspection Report ● Executive Team Agendas ● ATM Agendas ● Board Meeting Minutes ● "Fix it" Ticket Records ● Facilities Budget ● School Accountability Report Card (facilities ratings) ● Health Inspection Records ● Janitorial Contract

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

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

A5.4. Instructional Materials and Equipment	Evidence
Curriculum Review and Adoption The mid-term review and the planned purchase of CCSS aligned curriculum prompted the ALT to create the following process for review and evaluation of curriculum. **Technology** The primary method for acquiring technology tools and software comes from the AAE TOA/Assessment Coordinator acting as liaison to the teaching staff. The AAE TOA/Assessment Coordinator works closely with grade level staff to determine which technology resources should be evaluated and included in the upcoming budget process. That list becomes a guide when drafting the annual budget. The help desk ticketing system, Request Tracker (commonly RT), is implemented to ensure staff has their support needs to be attended to promptly. This allows the IT Department to be responsive to areas of emerging need and rapidly deploy staff to remedy technology issues.	● AAE Curriculum Adoption Map ● AAE Technology Plan ● ALEXANDRIA Records ● Billing Statements (student information redacted) ● Purchase Requisitions for replacement books ● PTC Donation Records ● Curriculum Contract with Carnegie Learning

Library Resources Procedures

The Instructional Materials Specialist (IMS) develops an order list based on collection analysis and perceived needs, with input from the library clerk. The IMS uses the list to complete a Payment/Purchase/Supply Requisition Form and submit it to the principal for approval and purchase.

The IMS also manages an annual subscription to Junior Library Guild at 33 levels. This is the largest item in the AAE Library's annual expenditure. Though most of these levels are purchased for elementary students, some levels are for middle and high school students. Book donations are another important source of materials. These include books the Parent Teacher Committee (PTC) donate from bookfair points, which are selected by the IMS and/or the library clerk, and include books for middle and high school students.

The circulation of print textbooks begins with barcoding. Textbooks for classroom use are barcoded then checked out individually to students using the Alexandria Circulation program. Consumable textbooks are distributed annually. Students who fail to return textbooks are sent a notice and parents are sent a reminder notice. If not returned, billing ensues via Alexandria. Report cards, diplomas, and transcripts are withheld until the book is returned or fees paid.

E-textbooks are circulated through the course instructor who is furnished with a list of access codes given to students. As a 1-to-1 device school, this method of curriculum access is highly effective. Class set books use the same checkout method as printed textbooks. All classroom textbooks are cleaned and repaired as needed. When the book can no longer be repaired and is still needed, it is replaced.

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

A5.5. Well-Qualified Staff	Evidence
The LCER Human Resources (HR) Department is committed to recruiting and hiring the most highly qualified teacher candidates possible. They do this through attending local recruitment fairs and working closely with several local universities, such as the California State University San Bernardino, Cal Poly Pomona and University of California, Riverside. Further, the LCER has established internship agreements with the following institutions: ● Grand Canyon University ● Brandman University ● University of Redlands ● University of California, Riverside ● California State University San Bernardino The LCER continues to allocate resources to fully support the New Teacher Induction Program. Through this mentorship, teachers are nurtured and receive individual support from master teachers referred to as Support Providers. Additionally, AAE administration and ALT collaborate to appropriately allocate the budgeted professional development funds toward the greatest areas of need. These resources are intentionally based on and aligned with the LCAP and WASC Action Plan goals. Whenever a new curriculum or program is adopted, professional development is budgeted as part of that implementation.	● Internship Agreements ● Teacher Induction Records ● Teacher Induction Invoices ● ALT Agendas ● Carnegie Learning Professional Development Invoice

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

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

A5.6. Long-Range Planning	Evidence
The long-range planning process implemented over the past three years has prompted the leadership to conduct an audit on each area of resource allocation. These audits have focused on programs, personnel, technology, infrastructure, business practices, curriculum and professional development. As a result, some long-time programs have been cut, and those resources have been reallocated to goals identified in the LCAP. It is important to note that the LCAP is aligned with our annual strategic planning, WASC Report, and Charter Petition. This process has been a departure from past practice. The involvement of key stakeholders and the analysis of relevant data when making decisions regarding resource allocation has been critical.	● LCAP ● WASC Action Plan ● School Accountability Report ● LCER Strategic Plan ● Annual Budget

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement	Evidence
Long-range planning is accomplished with both Board and Staff leadership and communicated through planning documents at all levels. Both annual and capital needs are communicated during combined sessions so that the board interacts with staff perceived needs and specific requests and the board shares their vision of all aspects of operations. During these sessions and discussions an open flow of ideas and visions are shared and the resources to meet the needs are examined. Resources are then	● LCAP ● WASC Action Plan ● School Accountability Report ● LCER Strategic Plan

allocated to best meet the core requirements and additional good practices.	

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

A6.2. Regular Accounting and External Audit Procedures	Evidence
The school has undergone and is continuing to reevaluate all business policies and practices. The review dealt with inconsistencies and instances of policies that had not always been followed. The policies have been strengthened, rewritten and re-implemented so that existing practices match best practices. Many policies were found to be sound and beneficial and remain in place, along with those that needed strengthening. The review and adjustment included internal controls and accounting practices. As has been done each year a superior firm of external independent accounts approved by the California State Controller's Office was retained to perform the required annual audit. We have selected this firm for their knowledge of charter schools as well as the fact that they perform many school district audits. As is common, the audit of the latest fiscal year found some issues that have now been addressed and will be followed up on the next year audit.	● Board Policies ● Audit Report ● Finance Standard Operating Procedures

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

A6.3. Processes for Implementation of Financial Practices	Evidence
Several of the accountability measures employed in the fiscal side of the school are as follows:	● LCER Board Policies ● Finance Standard Operating Procedures

1.) Only the CEO signs contracts that are not simply continuations of existing services, checks are signed by two parties who are instructed to be knowledgeable about what is being paid and are from a pool of only four Directors with two additional signers on the board that is only called upon in emergencies. The Director of IT is not among the pool of signers because of his interactions with IT and the bank. Other than payroll, there is no other release of funds other than electronic transfer of Long-term Debt payments that are required to be done in that way by financing covenants. These are only authorized by the signature of the CEO. 2.) Payroll information and release of funds are controlled by two separate staff members with all unusual items requiring a counter signature of the Director of Fiscal Services. 3.) Bank reconciliations are prepared by the custodians' of the funds using the software on the accounting software and counter-checked by the Director of Fiscal Services. 4.) Usage of credit cards has been significantly curtailed in the last two years. Approved number of users has been slashed. All credit card usage has multiple approvals and controls, and the policy for the use of credit cards was strengthened. Advances on the line of credit require initiation by the Director of Fiscal Services and counter signature approval by the CEO. Advances can only be made into the general checking account where spending controls take over. Also, the Board reviews all expenditures more than $10,000 at its monthly meetings.	

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

A6.4.Budgeting Process — Transparency	Evidence
Development of the annual budget begins with general staff input. Priorities are set by those that oversee each section including academic departments. Staffing requests begin at the most general supervisor level. The suggestions and requests provided by the front line staff are then compiled by finance and compared to resources. Directors then prioritize	● Board Reports ● Board Minutes ● Monthly Financial Reports

both staffing requirements and other expenditures, prioritizing by categories: core, needed, wanted, wished. All along the way, informal public and general staff suggestions are taken into account. The budget is then finalized by the Directors. Final approval was done in two stages, a former Finance Committee reviewed the proposal and presented its suggestion for passage or non-passage to the full Board. With the reorganization, the procedure will be the review of the staff proposal by a select number of financially astute Board members, with final approval by the Full Board.

Monitoring of the budget is two-fold, at the operational level, partial budgets are managed by the staff most affected by that particular piece of the budget. Overall monitoring is accomplished by the Directors on a monthly basis by financial statements prepared in the most detailed format this is effective for such monitoring. A more detailed analysis is performed on certain portions that required such detail. Overall monitoring is also viewed at the monthly Full Board Meetings.

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

Demonstrable progress has been made across the organization regarding all areas represented in this task. AAE has clearly stated and articulated the school's vision, mission, and goals. These are aligned with the foundational premise that all students can achieve at high academic standards. After recent reorganization efforts, the LCER Board is now better positioned to provide governance in the areas of fiscal and academic oversight. The Board provides input regarding LCAP goals and board policy updates during annual strategic planning workshops. A shift toward using student achievement data to drive decisions at all levels has led to increased stakeholder engagement and improved school planning and reporting. AAE staff supports high student achievement. Professional learning is provided in both an ongoing and strategic manner to support all staff in continuous growth and development. Resource allocation is now aligned with student need based upon the LCAP, WASC Action Plan and assessment data. The LCER Board and Administration work closely with stakeholders to ensure that the human, material, physical, and financial resources are appropriately placed.

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

- The LCER Board has become more effective and engaged in academic and fiscal oversight
- Implementing Professional Learning Communities has transformed the work of the school staff
- The creation of the Teacher on Assignment/Assessment Coordinator role has led to the refinement of instructional practices across grade levels and subjects

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

- Development of a School Site Council to provide increased fiscal oversight and shared decision making
- Development of a cohesive professional development plan centered on improving the individual and collective practice of instructional staff
- Further development and identification of data analyzed for schoolwide decision making

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

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

B1.1. Current Educational Research and Thinking	Evidence
All students at the Academy for Academic Excellence (AAE) participate in a rigorous, relevant college-preparatory education. The school believes that teachers are among the most powerful influences in learning. It is the knowledge and skill of the teachers that allow for quality instruction by either using outside curriculum programs effectively or by designing standards-based units and lessons. Education publishers use the most relevant scientific research in developing their programs and teachers can benefit from having a resource to assist in the instructional planning process. These outside curriculums also provide a consistent, systematic program across grade level classrooms and grades. They are a core foundational piece of the curriculum used for mathematics in grades 6-12 and both mathematics and English language arts (ELA) in TK-5. These written curriculums provide teachers with a toolbox of lesson plans, teacher resources, student resources, and supporting materials that may be augmented to help all students meet high academic expectations. With the implementation of the Common Core State Standards (CCSS), rigorous and relevant curriculum aligned to the CCSS was adopted. Before piloting possible curriculum, the AAE leadership team determined the need for a planned, systematic adoption process and developed the following plan for the adoption of a curriculum.	- Common Core State Standards - California Frameworks - Master schedule - Approved AP course list - UC/CSU A-G approved courses - Graduation requirements - California School Dashboard - Student work samples - AAE Curriculum Review Process *Benchmark Advance ELA Curriculum* *EngageNY Math Curriculum* *Carnegie Math Curriculum* - Lesson Plans

AAE Curriculum Review Process

Needs Assessment	Selection	Adoption	Implementation	Monitoring	Review
Lack of student achievement in specific standards, courses, or grades; current materials not aligned to state standards; current materials obsolete or outdated; need for new materials to assist in instructional change New curriculum purchases to be part of proposed budget and implemented when adequate funding for staff development and instructional materials is available	Initial screening of all sample materials Use of screening and ranking tool to narrow choices by eliminating programs Publisher program presentations Piloting of top one or two choices with careful analysis using evaluation tool Teaching team and administrator reach consensus on finalist	Conduct informal staff and community review Determine materials purchase (including quantities and cost) Principal makes recommendation to school board for approval Purchase of approved curriculum	Principals create collaborative structures to assist teachers in implementation and monitoring Professional development offered to teachers to support implementing new curricula	Teachers have the primary role in development and delivery of the curriculum and use a variety of assessment approaches to provide evidence of student performance Principals are responsible for curriculum management and assess its effectiveness through classroom observations, review of lesson planning, and interpretation of assessment results	Each content area of the K-12 curriculum will be reviewed on a cycle of every four years The primary purpose of the review is to maintain a rigorous, relevant, standards-based curriculum consistent with the school mission and goals

Math in secondary (6-12) was the first academic area to make changes in both curriculum and pathway. The transition to the CCSS provided the opportunity for the AAE to transition from the traditional pathway of Algebra, Geometry, and Algebra II, to an integrated pathway of Mathematics I, II, and III in high school. The integrated sequence provided a blend of Algebra, Geometry, and Statistics each year, which is a more common approach internationally. Using the school's curriculum selection process, *Carnegie Learning* was adopted. With the implementation of *Carnegie Learning* in grades 9-12, it was natural to implement the same curriculum in middle school grades 6-8 providing a more efficient transition from middle school to high school. The high school curriculum spirals and builds on the concepts presented in the middle school years.

Elementary grades K-5 implement the free, open *EngageNY* CCSS aligned curriculum. Recent assessment results are not showing growth in grades 3-5 in both in-house benchmarks and the CAASPP. Also,

EngageNY does not provide materials for either intervention or English language learners (ELL) and is not state adopted. Therefore, the leadership team and elementary instructors agree that adoption of a different CCSS aligned curriculum needs to be made. Using the AAE's curriculum review process, the selection will begin in the 2018-19 school year and is a task in the AAE's action plan goal to improve math proficiency.

English Language Arts curriculum in grades K-5 was also reviewed since it was not aligned to the new standards. Benchmark Advance was selected because it provides a balanced curriculum that contributes to a student's literacy development with elements such as technology, rigorous text, academic language, English language development (ELD), and shared reading. Benchmark Advance has been implemented since the 2016-17 school year and is currently in its second year of implementation in grades K-5. Results from the CAASPP in the spring of 2017 showed an average gain of 7% in grades 3-5 for ELA.

Secondary ELA classes grades 6-12 began implementing the Common Core Curriculum Standards when they were adopted by California in 2010. At each secondary grade level teachers develop units which incorporate CCSS. The curriculum is primarily literature-based, using rigorous novels selected from the California Department of Education Recommended Literature list. Lessons are developed using the CCSS as a framework. This framework is also embedded in the Schoolwide Writing rubric (6-12).

High school ELA courses are the University of California approved. Advanced Placement (AP) courses are developed and delivered with AP course standards integrated into the course alongside Common Core State Standards. All AP courses are College Board approved. Honors courses are also developed using CCSS supplemented with specific advanced course standards to meet the requirements of Honors courses.

Other grades and subjects use many professional tools and unique instructional elements at their discretion to meet standards-based learning goals. The Science department has been a forerunner in the transition to Next Generation Science Standards (NGSS). Careful analysis and planning have resulted in successful implementation of NGSS at the

secondary level. With the 2016 adoption of the History-Social Science Framework, the curriculum was aligned to the new standards.	

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

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

B1.2. Academic and College- and Career-Readiness Standards for Each Area	**Evidence**
The AAE uses the CCSS and the California Curriculum Framework to ensure that students are prepared for college and/or career. K-8 is the pipeline that provides the instructional foundation for high school. Goals include that all students' reading proficiency will be at or above grade level by the end of 3rd grade and that math proficiency will be at or above grade level at the end of 4th grade While college and career readiness begins in the elementary grades, coursework intensifies in high school.	● Course Syllabi ● Unit plans ● Lesson plans ● Curriculum Frameworks

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

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

B1.3. Congruence	**Evidence**
Teachers and school leaders ensure that there is alignment between the actual concepts and skills taught, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. Course content in Math and ELA is planned and organized with alignment to Common Core State Standards. Summative assessments are designed with individual test questions tied to specific standards. Assignments (e.g.- essays) are scored using standards-based rubrics. Secondary science units, lessons and assignments are described, planned, developed and assessed using NGSS Performance Expectations.	● Common Core State Standards ● California Frameworks ● SLOs ● Scope and Sequences ● Lesson plans ● Assessments ● SMART goals

| In 2018-19 elementary grades TK-5 will implement a standards-based grading report card, which will provide greater congruence between the written curriculum, taught curriculum, tested curriculum and reporting. | |

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

B1.4. Integration Among Disciplines	**Evidence**
Reading, writing, and language are used as tools to acquire knowledge in all content areas and to express their understanding and application of that knowledge. Students engage in analysis of a wide-range of grade-level appropriate texts and evidence across all disciplines. In elementary classrooms, teachers have the ability to make connections between multiple subjects with their students. The *Benchmark Advance* ELA curriculum integrates social studies and science instruction. *Benchmark Advance* uses departmentalization in 5th grade allows ELA and social studies to be taught by the same teacher, while math and science are integrated by a second teacher. Teachers design projects that are multidisciplinary. In secondary, teachers are encouraged to collaborate with their colleagues in other disciplines. ELA teachers often sequence their curriculum to parallel History/Social Science courses. Ninth grade novels and short stories are historical and political in nature, which allow students to study society through the lens of English. Tenth grade has parallel strands of study with World History using novels set during World War II and World War I. For 11th grade, the master plan allows American Literature to complement the study of American History through the study of documents relevant to American History. Twelfth grade, whether in AP English Literature or British Literature, does not fit as an integration course; therefore, the course study is a concentrated survey of how classic literature can be relevant as students form a worldview based on the historical and cultural significance of past literature.	● Grade-level and department PLCs ● Lesson Plans ● Scope & Sequence

History and social science courses provide opportunities for the development of essential, reading, writing and analysis skills. Science education emphasizing NGSS naturally lends itself well to integration among disciplines as it includes writing components and relevant social studies, mathematics, and engineering principles and design. Math coursework using the current curriculum materials focuses on meaningful, real-life experiences solving complex problems.

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

B1.5. Articulation and Follow-up Studies	Evidence
The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. The AAE has the benefit of being a TK-12 school on one campus which allows the staff to collaborate across elementary, middle and high school grade levels. A partnership with Victor Valley Community College (VVC) provides students with the opportunity to take dual enrollment courses in high school and to have priority college registration. The school counselor annually attends the CSU Counselor Conference and UC Counselor Conference for the latest information about admissions, policies, and practices. Student exit surveys are collected to determine reasons for disenrollment. Students continue to communicate informally with school staff after graduation. Alumni are invited back to share their college and career experiences as guest speakers during homeroom.	● PLC agendas ● Alumni Night ● Guest Speakers ● Exit Surveys

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

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

B2.1. Variety of Programs--Full Range of Choices	Evidence
Within the AAE mission statement, there is a commitment to provide a relevant, rigorous college-preparatory education. All high school students, unless they have been identified as having learning exceptions, are enrolled in a-g coursework that provides preparation for college entrance and eligibility for admission to the University of California and California State University. This comprehensive, high-quality program also prepares students for other options they might choose, such as military service or entering the workforce. Specific career programs, or fields of study, fall into the elective category or coursework that is chosen by the student. Students can customize their course of study, maximizing those courses that prepare for a specific college major; if a career pathway is identified. Students may also choose to utilize the high school experience as exploration across numerous fields of study. The scheduling system allows for students to take a variety of courses covering multiple disciplines. Students are assisted in utilizing the community college system to acquire a-g coursework if it does not fit into their high school schedule of classes. Additionally, AAE has a College Career Pathways Partnership Agreement (CCAP) with VVC to provide dual enrollment offerings that more effectively prepare students for post-secondary success. Students can take college-level coursework to acquire high school credits and college units simultaneously. Currently, Environmental Science & Sustainability and Watershed Management & Restoration in the area of Agriculture and Natural Science are offered. In 2018-19, Medical Terminology and Pharmacology courses in Allied Health are being added. Academic Leadership Team (ALT) is the school's governing leadership body. It meets bi-weekly and is comprised of Administration and Department Leads for each discipline area. Typically, a request for graduation requirements review and recommendations for the the update will be brought to ALT by the principal or school counselor. Items	- Graduation requirements - Master schedule - Class enrollment lists

discussed in ALT, are taken back to departmental meetings for further discussion and input. Decisions are made through the discussion process within ALT, with recommendations submitted to the school board for approval. Each fall, departments are asked to evaluate the coursework in the current program. The Lead Teachers conduct this evaluation through department meetings, ensuring input from all teachers within their department. Any newly recommended coursework, as well as course offering that should be eliminated is submitted to the principal and school counselor for adjustments to the master schedule. In the spring, Lead teachers meet individually with the principal and school counselor to further establish departmental requirements for the upcoming master schedule. Additionally, students are surveyed regarding elective interests, and trends in occupational opportunities are evaluated by the school counselor to identify future career areas and college major options. As appropriate, courses are added to reflect these trends. In response to parent and student input that AP coursework be expanded, the AP Capstone program will be implemented in 2018-19 with the addition of AP Seminar and AP Research courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Offering the AP Capstone program aligns with AAE's mission to provide a relevant, rigorous college-preparatory education.	

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

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences	Evidence
There are several support systems for students to ensure that every student receives the time and support to learn at high levels. At elementary grades TK-5, the collective responsibility of teachers, Reading Specialist, Teacher-on–Assignment, Instructional Assistants, Elementary Intervention Team, STREAM teachers, Special Education staff, and Administration ensures that all students succeed. At the secondary level, teachers, Counselor, Teacher on Assignment, Instructional Assistants, Secondary Intervention Team, Special Education staff, and Administration work together to support all students. Teachers receive professional development on differentiation in the classroom. Differentiation is implemented to support students at their level. Teachers are responsible for providing instruction that supports all students at, above, and below academic expectations. In the elementary grades, a Reading Specialist coach staff in early literacy and guided reading as well as small group intervention to struggling students. Students in need of intensive support are referred to the Intervention Teams to determine the specific learning needs of each student and the most appropriate interventions. Elementary and Secondary Intervention teams consist of the principal, psychologist, speech and language pathologist, special education teacher, reading specialist and counselor for secondary. These teams meet every other week. Traditional single measures are not utilized to identify high school course placement. All students are eligible for Honors level classes based on data and teacher recommendation. Access to AP courses is available through student self-selection. Teachers actively encourage all students that have a chance of succeeding to enroll in AP coursework.	● Master schedule ● PLC agendas ● Intervention Team agendas and referrals ● Apex Learning

An Apex Learning homeroom in high school assists students in course recovery, utilizing the digital courses in that program that are a-g approved. Proven pedagogy in Apex courses ensures support for all students resulting in increased student achievement and high graduation rates.

Instructional support tools provided by the school include 6-8 iPads in each TK-3 classrooms, one-to-one iPads for 4th-5th grade students, and one-to-one MacBook Airs in 6th-12th grade. All students are able to use these devices to enhance their learning in a variety of ways including conducting research, creating presentations, and practicing skills through online programs. Students take their iPads and laptops home each evening which allows students to continue their learning at home. Teachers utilize My Mentor and Google Classroom to provide lessons and resources online.

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

B2.3. Student-Parent-Staff Collaboration	Evidence
Monitoring student progress toward graduation, along with the evaluation and advisement for post-secondary plans, is conducted through the counseling office beginning in middle school. The middle school rotation explorative program was introduced in the 2015-16 school year. This program provides the opportunity for students to probe four different occupational areas throughout the year. The explorative options are based on the 15 career pathways as established by the California Department of Education. The school counselor visits the eighth grade "Careers" explorative course each quarter as new students rotate into the class, presenting information for college and career planning. Students are invited to meet with the counselor, if they wish, for more information. In grade nine, all students are enrolled in a Freshman Studies pull-out program. This class meets once a week, during homeroom, throughout the second semester. Students complete a 4-year plan for high school and receive instruction in college and career planning, the importance of a-g	● ASVAB ● SAT prep course ● College fair field trip ● High School 4-year plans ● Academic Warnings ● Parent-Teacher Conferences ● Parent contacts ● Back-to-School Night ● Parent access of Illuminate Student Information System

completion, the purpose of the transcript, portfolio creation, and tracking activities.

During the tenth grade year, all students participate in the ASVAB assessment; a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. Following this exam, students meet in small groups with the Career Center Coordinator to discuss results and consider strategies for further exploration in career options.

Eleventh-grade students meet individually with the counselor to develop a post-secondary plan, specific to the student. During this meeting, senior classes are determined, and a "To do" list is created. An after-school SAT Prep course, with individualized instruction for improving SAT scores, is offered the second semester to all juniors. SAT practice tests are offered at the school twice a year. Additionally, all junior students are invited to participate in a field trip to the NACAC college fair in the spring.

The senior year, students are invited to participate in workshops conducted by the school counselor. These workshops include areas such as financial aid and assistance in completing college applications. Senior students receive regular "tips" from the counselor through the "Remind" program, regarding upcoming deadlines, and information about their transition to college.

Illuminate, the student information system, provides an individual Graduation Requirements Check report. Each semester, as new permanent grades are posted to the transcript, a report is printed for each high school student. The school counselor reviews each report, making a note of outstanding coursework needed to meet graduation requirements. This information is utilized to identify individual student coursework for the following year, determine summer school needs, and populate the APEX course recovery class.

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

B2.4. High School Transitions	Evidence
The mission of the AAE is to prepare students for post-secondary success through a rigorous, relevant college-preparatory curriculum. Each year the school's 30-page *College Planning Guide* is updated and posted on the school website. This booklet is designed as a major resource for students and parents as they plan for post-secondary options. It includes a checklist for each high school grade level, college information, entrance exams, and resources for further exploration. The AAE has one counselor, a counseling assistant, and a career center advisor. All high school students are encouraged to meet with the counselor for information and resources. Senior students often meet with the counselor for assistance in college applications completion, entrance exam resources, and other pertinent questions. Parent/student meetings are conducted in the evenings to provide additional information and resources. These meetings are often by grade level, designed to address the specific needs of each population. Every September four workshops are held for seniors: Common Application, Private University Application, UC Application, USC Application. The K16 Bridge Program is used to increase the number of students transitioning to post-secondary institutions through the use of personal websites, in-class lessons, and the community college admissions process. The counselor meets with senior students who plan to attend VVC, in the spring. A series of steps are taken for enrollment including taking the entry assessment, working through online orientation, and creating an initial study plan. K16 Bridge links the AAE to VVC, so the information is updated in their system. Students are given an early	● Graduation rate ● College Planning Guide ● College tours ● Dual enrollment ● SAT, ACT, PSAT, ACCUPLACER reports ● Guest speaker schedule ● Workshops ● K16 Bridge ● Free Application for Federal Student Aid assistance ● College acceptances and scholarships

| registration slot, and a better chance to get the classes needed for fall of the freshman year.

Guest speakers and college representatives are invited to speak to students weekly during homeroom, sharing post-secondary career and educational opportunities. | |

Category B: Standards-based Student Learning: Curriculum

The Academy for Academic Excellence has a systematic curriculum review process for continual improvement of the curriculum to maintain a rigorous, relevant, standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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

- Consistency of a TK-12 program.
- Structures for ongoing articulation by grade level and content area using a Professional Learning Community model.
- Schoolwide course content alignment to California Common Core State Standards.
- Emphasis on completion of a UC/CSU a-g course of study.
- Equitable technology access for all students.

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

- Improve the individual and collective practice of teachers through professional learning.
- More opportunity for cross-level grades and content areas to better integrate curriculum.
- Adopt elementary math curriculum aligned to the CCSS that addresses the needs of all learners.
- Professional Development on implementing adopted secondary math curriculum.

- Add additional language support for EL students.

Standards-based Student Learning: Instruction

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

C1.1. Results of Student Observations and Examining Work	Evidence
Elementary (TK-5) In elementary, teachers provide a variety of instructional practices both whole group, cooperative grouping, and small group. Each type facilitates observation of student progress. Daily checks for understanding through small measures such as exit tickets, whiteboards, guided reading, allow for immediate feedback. Quizzes and unit assessments provide summative data enabling teachers to analyze both individual students and performance as a grade level to determine best and relevant instructional practices that will prepare them for college and career readiness standards. Quarterly benchmark and diagnostic assessments provide teams review of progress towards mastery of the CCSS. Analysis directs instruction for teams to meet the needs of students not making the adequate progression towards mastery and discuss best strategies to result in change. Some resources and instructional practices in use are guided reading in ELA and word study lessons to meet the needs of all learners. To foster the learning of students with special needs, abilities, and diverse backgrounds, teachers meet with the Reading Specialist, the Education Specialist, and the Teacher on Assignment (TOA) to provide appropriate instructional modifications and interventions allowing students additional time for schoolwork and assessments. Diversity is present in heterogeneous student groupings and seating charts. Many teachers seat	TK-5 Math/ELA • Assessments • Walk-through survey • Teacher Survey • Quarterly benchmarks • Grade level analysis • Scope and Sequence • STAR • WTW • DRA • IXL Usage Middle/High ELA • Bi-Annual Writing Assessment • Scope and Sequence • ELA Department meetings • Quarterly benchmarks (6-8) • MS Homeroom • CAASPP Results • AP Exam & practice exams

high performing students with lower performing students using a "buddy" system. Students have become accustomed to working together to achieve the Common Core goals set out by teachers.

Grade level teams have release time each week to plan and discuss best practices and evaluate assessment data. In 2016-17, the school adopted a new ELA curriculum, Benchmark Advance to meet the rigor and relevance of the CCSS and implement research-based practices. Much of the conversation in grade level planning is how best to instruct with the curriculum. An essential instructional component of the new curriculum provides teachers with practices and resources to differentiate reading instruction through guided reading. Approximately 85% percent of teachers surveyed report using differential grouping at least one to two times a week. Walk-through observations report observing differential groupings in 11% percent of classrooms observed.

To meet the learning needs of all students in math, teachers in grades K-5 use *Engage NY* CCSS aligned curriculum. As with ELA, a mixture of instructional practices ensue in the math classroom. Teachers reported the majority of instruction is direct, cooperative, or differentiated. Differentiation is implemented either in small groups with the teacher or online learning. The school has a subscription to *IXL Math* allowing students to practice skills they are deficient in or move ahead. Most teachers require students to work their *IXL Math* on paper to assess areas of difficulty, providing immediate feedback. Other online sources, such as *Front Row* and *Khan Academy,* are encouraged for practice.

Both social sciences and science are embedded in the ELA *Benchmark Advance* curriculum providing integration of disciplines and standards.

English Secondary (6-12)
Secondary ELA teachers design units based upon the CCSS, using a wide variety of reading and writing materials. Upon entry, teachers diagnose writing proficiency to guide instruction, predominantly delivered with direct instruction or collaborative grouping. Socratic questioning and discussions take place daily in classrooms to ensure student understanding of the material presented. The strength of the ELA department is the use of vertical teaming, sharing ideas and strategies to meet a common goal.

- Informal essays
- Illuminate
- Lab class with flexible schedule
- Socratic discussions
- Vocabulary formative assessments
- Diagnostic Literacy Experience essays
- Teacher survey

Middle/High School Math Classes

- CAASPP Data
- Quarterly Interim CAASPP
- Weekly/Bi-weekly Course/Curriculum assessments
- Daily informal assessments
- Scope and Sequence
- Formative teacher-created assessments
- Summative assessments
- Quarterly benchmarks (6-8)

History Classes; Middle School/World/U.S./Economics/Government
- Cross-curricular project (7th)
- CCSS-based assessments
- Illuminate itembank, indirectly ELA SBAC
- Socratic questioning of current events
- Department meetings
- Field Trips

To meet the needs of all learners, students with an IEP or 504, receive accommodations for assignments that still fulfill the CCSS but at an academic level of understanding for each student. Per inclusion, many Special Education students are mainstreamed into the regular classroom with the intent of meeting a-g requirements if so desired. To ensure the credibility of credits earned, no modifications are used, only accommodations as identified by IEP or 504.

All of secondary ELA administers bi-annual writing assessments with a common rubric, assessing progress towards CCSS. As a department, data is reviewed, and discussion of best practices occurs. Middle school implements quarterly benchmarks to analyze student progress towards mastery of CCSS. Teachers team vertically to identify deficient standards and discuss instructional strategies to strengthen achievement. Teachers also use this data when making recommendations for Honors course placement for the following school year.

To challenge as many students as possible in a rigorous classroom setting, all students have access to take an AP English class.

Mathematics (6-12)
New CCSS aligned curriculum has influenced the instructional switch from primarily direct instruction pedagogy to more guided practice learning that includes peer reflection, problem-solving, and critical thinking. Daily formative assessment takes place through observation of student work; pacing and instruction are adjusted by accordingly. *Carnegie Learning* curriculum provides a supplemental instruction adaptive online component, *Mathia,* which supports in-classroom instruction as well as daily after-school and homeroom tutoring.

Summative assessments have become opportunities for the students to learn from mistakes in the form of re-scoring missed questions. Students are required to show an extensive explanation of what their misconception was in initially answering the question and then re-working the problem again to show their new understanding of the concept. These are completed under the direction and guidance of the classroom teacher to ensure proper procedural and conceptual understanding. Teachers observe that the integration of writing is leading to a better understanding

- Essays
- Market portfolio
- Shark Tank Project
- Scope and Sequence
- Local Marketing Plan
- Mock Trial
- Lions Scholarship Speech Contest
- School-wide mock election
- Community business interviews

Science 6-12
- Projects
- Labs
- Formative and summative assessments
- Laboratory and field notebooks
- Expository assessments
- Online Forum check for understanding

Physical Education
- Daily run times
- Physical Fitness Training (PFT) diagnostic
- CCSS standards for a lifetime fitness focus and a healthy lifestyle beyond school

LOTE
- Informal and summative assessments
- Conversation question/response
- Visuals, audio, TPR, and extracurricular activities

of math concepts as well as increased problem solving and critical thinking.

High school math homerooms are designed to support struggling learners. Students work in a small group setting directly with their current math teacher or a student math mentor. In addition to the enrolled homeroom students, other students are encouraged to visit the math intervention homeroom in an "as needed" capacity whenever they need extra help in the class or extra time on an assignment.

Instruction has been modified in the 8th grade Honors Math class to provide accelerated learning, mirroring the Math I Honors class accelerating students directly into the Math II Honors in 9th grade. This pathway allows students the opportunity to enroll in more advanced math classes in their junior and senior years in high school.

To bridge the gap between grade levels and share best practices, 6-12 math teachers meet at least once a month for vertical-teaming and collaboration, and 9-12 math teachers meet daily. Discussions include, but are not limited to, assessing current department needs and observations, curriculum changes, instructional strategies and goals, and engagement issues.

Social Studies (6-12)
The secondary history classes provide challenging and relevant instruction. Instructional practices split between direct instruction and collaborative learning. Students participate in multiple project-based learning activities and hands-on learning. Middle school assigns projects such as students rewriting the constitution using today's language to gain a better understanding the purpose of the document. Document-based question (DBQ) provide students the experience of inquiry-based questioning supported by primary source documents facilitating the final essay. Hands-on projects such as the terracotta warriors culminate the end of the study unit. Seniors participate in several real-world activities such as the Shark Tank project where students work together to create and market a product.

Teachers assess student progress toward mastery through daily observation either through assignment completion or collaborative group

VPA
● Performances
● Quizzes
● Final Project

activity. Summative assessments—quarterly comprehensive unit tests, twice weekly reading quizzes, persuasive essays, and open-ended responses to current events—provide a measurement of student progress on social studies standards. With the adoption of the 2016 *History-Social Science Framework,* teachers are becoming familiar with the changes from the 1997 content standards and beginning implementation.

Science (6-12)

The science department follows an integrated pathway to align fully with NGSS. Integrated Science I, II, and III combine all disciplines of science to guarantee students receive a rigorous and relevant curriculum, better preparing them for college and career beyond high school. Additional courses in this department include Exploring Computer Science, Honors Environmental Science, Computing and Robotics, and Human Anatomy & Physiology. These courses promote college and career readiness and post-secondary success.

In secondary science classes, student work is evaluated for learning and demonstration of mastery. Instructional practices include inquiry-based learning, experiential learning, collaborative group work, and some direct instruction. The AAE's property extends out to the Mojave River allowing hands-on science experiments and analysis of long-term data. An example of this was a recent study in Integrated Science III where students compared the school's desert ecosystem to a riparian ecosystem identifying biogeochemical changes.

A variety of assessments are used to check for understanding and mastery of the NGSS.
- Illuminate created assessments
- NGSS standards-based assessments
- Performance rubrics
- Work samples
- Science notebooks checking for progress and understandings
- Written expository assessments
- Online forum-based checks for understanding
- Socratic questioning
- Labs

Science department teachers work independently to support students, track student progress towards CCSS and NGSS achievement. Assessment results are used to review student progress towards mastery

and reteach when necessary.

LOTE (9-12)
The World Language/Spanish department teaches according to the World Language Content Standards: Communication, Culture, Connections, Comparisons, and Communities. Instruction is delivered directly, collaboratively, and inquiry-based. Oral and written communication is the basis for assessment. Lessons are designed to engage students in speaking, writing, and reading in the target language. The subject matter is created to engage students with lessons that they can relate to. Experiences are provided through projects to create practice outside of the classroom. Students make connections between their culture and the Spanish culture through every unit.

Physical Education (6-12)
Physical Education classes are designed to give students a lifetime fitness focus. Teachers encourage and credit students for their daily participation in fitness activities.

Assessment data is compiled with daily participation in the activity and weekly measured mile run. Annual CAASPP assessment, Physical Fitness Test (PFT) is administered to 7th and 9th graders to be reviewed by teachers and students.

Visual and Performing Arts (6-12)
Visual and Performing Arts (VPA) students rigorously prepare for presentations and given the opportunity to compete and perform in extra-curricular events. All lessons are aligned to VPA standards and often contain historical, mathematical, or ELA elements.

Assessments vary depending on the discipline. Music classes are assessed with performance pieces, scales, and etudes. Also, students will complete quizzes on theory and history. Art classes are assessed with end of unit projects.

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

C1.2. Student Understanding and Learning Expectations	Evidence
94% of teachers surveyed reported they occasionally identify the standards or learning expectations to students, with more than 70% reporting that learning expectations or standards are communicated often or with every lesson. Some teachers choose to list learning standards on the board while most verbally inform before or during the lesson the learning objectives. 60% of students reported the work assigned is meaningful and interesting. Student understanding of expectations is communicated to the teachers in the various forms of student work produced. Teachers of all levels reported using a variety of methods to evaluate student understanding of learning expectations. ● Essays ● Written Presentation ● Journals ● Projects ● Portfolios ● Open-ended responses ● Online forums ● Reports ● Multimedia presentations ● Oral Presentations ● Assessments Over 80% of K-12 teachers report using both assessments and projects to assess student understanding of learning expectations. Also, over half of all teachers report multimedia, oral, and written presentations, as well as journals and essays. **Elementary (TK-5)**	● Teacher observation ● Course Syllabi ● Formal and informal teacher observations ● Assessment Data ● Teacher survey ● My Mentor ● Google Classroom ● Carnegie Learning ● Student survey

Elementary grade levels communicate either written or orally the standards, goals, and expectations for lessons. Students understand learning outcomes and are evaluated by observations and informal and formal assessments. Assessment data is disaggregated by standard proficiency and made available to students.

Secondary (6-12)
At the start of each school year, learning outcomes are communicated through a written syllabus. Each teacher takes the time to review the learning outcomes with their students. For most courses, the syllabus is then sent home for the parents and the students to sign acknowledging that they understand the expectations and learning outcomes of the course. Teachers also use My Mentor or Google Classroom to display the syllabus.

Math (6-12)
In middle school and high school math, daily lesson plans and expectations are posted on My Mentor and whiteboards along with support resources. Also, students are informed of learning outcomes through the curriculum at the beginning of each lesson, which is again reinforced with guided practice of the concept and practice of the newly learned skill. The teacher evaluates student understanding through the demonstration of proficiency through independent practice and informal or formal assessments.

ELA (6-12)
In ELA, students are informed of learning outcomes in various ways. CCSS are displayed on the board in some classrooms while many teachers discuss the standards and relevance of lessons taught and how it will benefit students in the future. Essential questions are designed to include society connections and 21st-century learning, with explanations of how lesson components connect to big ideas. Teacher created rubrics and process-oriented assignments build a series of logical steps to reinforce the CCSS. Rubrics are often provided in advance of work completion, delineating expectations, while teacher notations and comments are given. Teachers and students ask, "Why do we do/study this?" This is an ongoing discussion in many ELA classes.

Social Studies (6-12)

History teachers communicate the relevancy of lessons verbally, testing major questions of why something became an issue in history. Further understanding of relevancy occurs with Socratic debates and guest speakers communicating connected ideas and generate timely discussions.

Science (6-12)

Among the ways that secondary science teachers make learning relevant is by providing specific learning objectives for units of study and projects. Objectives are then reviewed with classes. Direct feedback is conveyed to students via learning rubrics, scores on Illuminate, immediate feedback from online formative probes, and input from classmates. Daily lesson plans provided to students support the unit of study, as well as a verbal affirmation of what is to be learned and why. In Computer Science, the emphasis is on how programming and robotics are used in everyday life. Statistics are shared with students about how building a specific skill set equates to a better chance for a quality career opportunity later in life.

In other Science classes, lessons and activities are designed in a manner to show the connection between topics of immediate human concern, which may be part of typical news cycles, such as carbon dioxide in the atmosphere or a hurricane that is destroying Puerto Rico.

Physical Education (6-12)

Relevancy in P.E. classes is emphasized as teachers encourage a healthy lifestyle. Discussions with students include why they run and exercise, and how to stay healthy beyond the bounds of their P.E. classes.

LOTE (6-12)

In Spanish classes, standards are written on the board and reviewed before every unit. Students know what they will have to achieve and master by the end of the lesson. They are reviewed at the end of the unit and students can take note of how well they have improved and understood the lesson. Many lessons are based on daily activities such as, but not limited to: ordering a meal, leisure activities, things in the home, movies, friendship, community, and asking directions, etc. Students can use vocabulary and apply it outside the classroom.

Visual and Performing Arts (6-12)

| Students understand expectations from syllabus, lesson handouts, and teacher presentation. In this area, students are shown what the final project will look or sound like so students understand the expectations. | |

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

C1.3. Differentiation of Instruction	Evidence
Reading Differentiated reading instruction occurs in a variety of ways at both the primary and secondary levels. According to the teacher survey, 100% of teachers in grades TK-2 provide differentiated small-group reading instruction at least one to two days a week. Grades 1, 2, and 4 provide flexible word study instruction using a developmental reading program called *Words Their Way*. ELA curriculum includes differentiated instruction grouping using the materials provided by the curriculum. All grade levels take advantage of this as time permits on a weekly basis. During walk-through observations, differentiation was only observed 11% of the time. This is a significant difference from what was reported by teachers. The difference could be the result of walk-throughs not lasting an entire period, but only a few minutes or teachers not being clear about what differentiation looks like. Administrators and teaching staff realize that effective differentiated instruction requires more training and time to implement. The Reading Specialist observes small-group reading instruction in grades K-3 and provides feedback to teachers by modeling, coaching, and training during classroom instruction, grade-level team meetings, and professional development opportunities. Teachers use data from various assessments to guide their differentiated reading instruction. K-2 teachers use the Developmental Reading Assessment (DRA) as one measure of students reading ability. This assessment is administered three times a year to track if students are meeting benchmark expectations and plan instruction. Teachers in grades 3-5 use the STAR reading test to diagnose reading levels then again two more times in the school year to monitor student growth and plan for differentiated reading instruction.	● Teacher Survey Results ● Observation and Coaching Rubrics ● DRA ● WTW Assessments ● Teacher Training for grades K-3 twice a year ● Mathia ● Benchmark Advance curriculum ● STAR reading

Teachers reported several ways they differentiate instruction, including inquiry/open-ended projects, interest surveys, sensory learning, student choice, peer helpers, multimedia, online learning, learning profiles, and tiered assignments. Flexible grouping was reportedly used by 80% of the teachers in the survey.

Math
Elementary classrooms use differentiated instruction to meet the needs of all learners. Using data from observations and quick checks for understanding, teachers can group students based on need. Procedural skills are re-taught in small groups while other student groups are working collaboratively or online learning.

Secondary math teachers are currently in training on how to use the *Mathia* online component of the math curriculum as a differentiation tool in their classrooms. Currently, differentiation in secondary math classrooms occurs based on specific student needs. Lower performing students are placed in an intervention homeroom along with students requesting additional support on specific topics. Teachers use observation and assessment data as criteria for this support. Additional support is available after school most days of the week.

For special education students, grade and curriculum modification is available on an as needed basis according to the IEP or 504 for each student to ensure learning.

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

C2.1. Current Knowledge - Effective use of Strategies	Evidence
Teachers at the AAE recognize that for students to be successful and prepared for life beyond high school, academic standards must be taught engagingly to promote analytical thinking. An array of methods are used to accomplish this.	- Teacher survey - Walk-through observation - My Mentor - Google Classroom - Multimedia projects - Online learning

	subscriptions
The AAE is a 1-to-1 device school where multimedia is a common instructional tool for delivery of state standards. To assist in keeping students up-to-date, teachers use My Mentor, a learning management system to post announcements, assignments, resources, forums, and lesson plans. My Mentor also includes links for college and career surveys and personality awareness surveys. Teachers use these results to discuss with students post-secondary planning. Google Classroom is also used to post assignments, forums, resources, and announcements. With 1-to-1 devices, students can produce a multitude of student work. Multimedia products such as iMovie, GarageBand presentations, Google Slides, radio production, and online news. Students have access to primary source documents, video, online articles, and podcasts to assist in producing work. Classrooms are equipped with projectors, Apple TVs, audio, and document cameras, all used to facilitate instruction. Students use online learning to study, practice skills, assess, and produce work. Some online tools the AAE subscribes to are: ● IXL - math and grammar ● Renaissance Learning - Accelerated Reader and STAR assessments ● EBSCOHost - Primary source documents ● Turn It In - Student writing ● Mathia - differentiated math practice	

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

C2.2. Teachers as Coaches	**Evidence**

The move to more collaborative instruction has emerged in the classroom over the last few years where teachers use coaching strategies to deliver standards-aligned curriculum. Although most teachers report using direct instruction on a daily basis, coaching is embedded throughout the instruction day. Collaborative learning can be seen in most classrooms weekly. After teaching key concepts through direct instruction, teachers give students time to practice with projects, critical-thinking discussions, or technology-based presentations. Teachers can then help where needed and modify individually. It also provides an opportunity to use more critical thinking problems to those students who need a challenge. Some teachers walk around the classroom and guide students in their work without directing them. Teachers reported using coaching techniques, Experiential and Inquiry-Based Learning 1-2 times a week or monthly. This learning requires several days or weeks to complete. Evidence of these techniques is present in secondary through novel studies, historical event analysis, and science labs. For successful, engaged students, a variety of instructional strategies need to be used. Coaching is a difficult approach for many teachers and often depends on the subject area. Math and science provide a more natural environment for coaching strategies. While AAE teachers acknowledge coaching strategies in place, it's apparent through observations that more professional development needs to occur for further understanding how to use these methods with the adopted curriculum.	● Teacher Survey ● Guided-Reading Instruction ● Walk-through observation ● Group project ● Socratic seminar: open-ended questions designed to present multiple perspectives ● Guided practice problems in math ● Project-based learning across academic areas ● Independent practice (Quizlet, Mathia, Prodigy, teacher-generated online study) ● Science labs ● Novel studies

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

C2.3. Students Demonstrate Application of Acquired Knowledge at Higher Cognitive Levels	Evidence

Across the curriculum, students demonstrate that they can apply acquired knowledge and skills to extend learning opportunities.

Elementary (TK-5)
Elementary students demonstrate knowledge application through assessment data. Through Illuminate assessments both formative and summative, state assessments (CAASPP), and progress monitoring give a student the opportunity to display how well they know the standards taught. Students use their reading skills when participating in the schoolwide *Accelerated Reader* Program. These readers have the opportunity to gradually increase their reading ability at higher levels by reading "good fit" books.

Written work is demonstrated in differing methods. Essays are developed with research acquired and knowledge gleaned from classroom instruction. Presentations using Keynote or iPads are developed to show student knowledge on a particular subject. Journals are used to show proficiency in convention skills. Scripts are written and produced based on knowledge gained in ELA and Social Studies.

Projects involving technology application show extended learning of both instruction of standards and redefinition use of technology. Group ebooks allow students to work in collaborative groups to decide the information to be used and how it will be presented. This ranges from slide presentations, iMovies, or peer combined writing.

Secondary (6-12)
Proficiency is demonstrated through assessments both formative and summative locally, state assessments with CAASPP, and national assessments with AP and SAT.

Use of knowledge gained from reading and debate skills are demonstrated when students perform in Mock Trial and Socratic Seminars. Research is present in written essays demonstrating an understanding of the topic. Argumentative essays show proficiency in presenting an opinion with supporting details gleaned from research along with being able to evaluate both sides of the argument.

- Illuminate assessments
- CAASPP results
- Unit formative and summative assessments
- Progress monitoring
- Electronic projects
- Journals
- Essays
- Accelerated Reader
- SAT data
- AP data
- Science labs
- History, ELA, and Debate research
- Scientific Notebooks
- Argumentative Essays
- Debate
- Mock Trial
- ROTC
- Shark Tank
- C-STEM
- RoboPlay Competition
- Math application activities
- Computer Science
- Science Fair
- Band performances
- Art sculptures

Science labs create the optimum forum for students to apply their knowledge. Use of the scientific method in Science Fair projects demonstrates critical thinking through applying writing, math, and presentation skills. Creating code for games and robots demonstrates knowledge used in the development of products used by others including the recent RoboPlay Competition sponsored by UC Davis. Math students demonstrate an extension of knowledge through a variety of activities such as Entrepreneurial Adventures, linear equations of common day objects, and a polynomial scavenger hunt. Art classes demonstrate knowledge through the production of art sculptures, paintings, and drawings. Band students perform at assemblies, parades, pep rallies, and amusement parks showing peers and community members what they've learned. Maneuvering through the stock market, buying and selling, and participating in the Shark Tank project, creating and marketing a product, all incorporate knowledge gained from economics and business math courses. Both projects also apply computer and math skills to achieve the final student product.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

C2.4. Students Demonstrate Higher Level Thinking and Problem Solving Skills	Evidence
Students demonstrate higher level thinking and problem-solving skills in a variety of instructional settings. Most classrooms use blended learning to instruct state standards. In secondary math classes, the instruction takes place through a standards-based textbook and online platform for practice or challenge. Some teachers use flipped learning with this platform to prepare students for the next day's lesson. Students who take advantage of this opportunity come to class better prepared for learning. Another	- Teacher survey - Walk-through observation - Carnegie Learning - BrainPop - Multimedia - Apex Learning - Student schedules

example of blended learning is in elementary. Primary teachers teach colors, words, directions, etc. through the use of daily classroom activities such as calendar time. BrainPOP, an online video tool, reiterates these concepts. Teachers also use music with songs that sing about the lessons learned. Online learning is another setting where students can work towards problem-solving. The AAE implements Apex Learning for high school students in need of courses to make up past failed courses or credits necessary for graduation. Students work independently within the allotted time, a semester for each 5 unit class, completing all coursework online. A credentialed teacher oversees the program and coaches when needed. This program has helped maintain high graduation rates at the school. Special Education students have instructional settings designed to meet their IEP or 504 goals. Some students are in intervention classes for core subject areas. For example, math pathway has Integrated Math IA which teaches the same CCSS-aligned curriculum from Carnegie Learning but with accommodations to increase understanding. Other students are pulled-out for more intense instruction in specific areas such as writing. Push-in from Ed. Specialists or Instructional Assistants also takes place to support special ed. students. Dual enrollment with the local community college, Victory Valley Community College, allows students to earn high school and college credits simultaneously. Current courses that satisfy this agreement are in science and health sciences. These course offerings add to the AP and Honors courses already part of the master schedule.	● Master schedule ● Dual enrollment

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*.

C2.5. Students use Technology to Support Learning	Evidence
As a 1-to-1 device school, students use technology most of the instructional day to achieve academic standards and schoolwide learner outcomes. To ensure these achievements, AAE teachers evaluate lessons	● Teacher Survey ● Walk-through observation

and student work using the SAMR model (substitution, augmentation, modification, and redefinition). This terminology has become more a part of reviewing lesson creation that integrates technology in the last couple of years. A team of teachers and administrators attended the Apple Institute's Executive Briefing in 2016 to learn more about integrating technology into classroom instruction in a meaningful way. The team brought this learning to the staff for broader implementation at the AAE.

Instruction integrating technology should combine SAMR strategies. Teachers reported substitution as most often used. Email, note-taking, pdfs are all examples of substitution students are using on a daily basis. Modification was the next reported strategy often used in the production of student work. From presentations with Keynote or Google Slides to online learning, students can implement academic instruction into final products demonstrating learning. Augmentation is often used, but less than modification. Using Google Docs, online research and videos are some of the augmentation used in instruction. The ideal integration of technology is redefinition. 58% of teachers surveyed use redefinition with technology. Writing collaboration with Google Docs and iMovie collaborative presentations are a couple of examples for redefinition.

A sampling—as reported by teachers—of student work produced for each level is below:

Substitution
- Email - My Mentor, Outlook
- PDF - Replace paper documents
- Online text reading

Augmentation
- Google, Safari - Search engine used for research
- Online subscriptions - Skills practice, research documents, writing
- Forums - Discussions with students

Modification
- Keynote, Google Slides - Online presentations of research acquired
- iMovie - Multimedia presentation of information using video and audio
- Interactive notebooks

Redefinition

- 1-to-1 devices
- My Mentor
- Google Classroom
- Online presentations

● Differentiating Instruction - Use of technology to meet learning needs ● Collaborative Essay - Students working together online creating one product	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

C2.6. Students use a Variety of Resources Beyond the Textbook	Evidence
AAE students have many opportunities to extend learning beyond the classroom. The school's campus provides the most immediate learning experience for students. Field trips with Outdoor Education located in Mineral City, a simulation of a western town, approach learning hands-on. Most elementary classes take advantage of this unique opportunity with trips such as Gold Rush, TrailsWest, and Solar System, all aligned with Science and Social Studies standards. The property surrounding the school structure also provides unique opportunities for learning. The ecosystem is perfect for studying native plant life and monitoring changes with the Mojave River and animals in the area. Science classrooms use Vernier measuring equipment to track these changes. First graders have had the opportunity to participate in a Space Day for the last four years. Space Rotations have included in the past: "lift-off" and tour through the solar system, astronaut life in space, constellations, Lux observatory Solar telescope at the Thunderbird Campus, and talk with a JPL scientist in Mission Control. Apple Valley Center for Innovation (AVCI), located at the Thunderbird Campus, is a joint venture between Apple Valley Unified and the AAE to provide local standards-based FUN and engaging hands-on activities. Currently, the AAE elementary students have two stem nights a year to	● Teacher Survey ● 1st Grade Space Day ● AVCI ● Outdoor Education field trips ● Grade level field trips ● Science labs ● History, ELA, and Debate research ● Scientific Notebooks ● Argument Essays ● Debate ● Mock Trial ● ROTC ● Shark Tank ● C-STEM ● Robo-Play Competition ● Math Project-based lessons ● Computer Science Concepts ● Science Fair ● Walk Through California

participate. High school juniors and seniors have the opportunity to volunteer as docents and engage the visiting students in the activities. Future plans include grade level NGSS standards-based field trips.

Fourth grade participates in the Walk Through California sponsored by California Weekly. This opportunity allows students to participate as a character, enacting California's historical events from Missions to the Gold Rush. Interactive role play, topography, vocabulary, and music create an invaluable experience.

Tenth grade students have the opportunity to attend the Museum of Tolerance as a culminating activity after students reading Night by Elie Wiesel and to integrate Social Studies standards. This experience aligns with the school's vision to raise students' awareness of the world around them.

Sixth grade takes an annual science camping trip that includes three days of interactive, hands-on science activities. Students combine team-building activities with Earth and life science lessons.

Students participate in co-curricular activities that apply academic learning outside the school setting. Mock Trial provides students a forum to use debate skills as a team to argue a case study and competes against other county schools. Spanish students have the opportunity to attend a Spanish speaking country such as Puerto Rico to use their knowledge of the language in an immersive setting. Science classes use the partnership the AAE has with NASA and JPL to get real-world data for analysis.

Within the classroom, grade levels use a variety of resources beyond the textbook. In secondary ELA, a textbook is occasionally used for a short story or poem, but CCSS recommended novels and informational materials sourced from individual teachers make up most materials used in the curriculum. Because there is only one ELA teacher per grade level, teachers can make proactive decisions individually without affecting anyone else's curriculum. Middle school science classes use many materials outside their curriculum to directly involve students in experiential learning like Scope Magazine which integrates science, social studies, and ELA.

Math classrooms implement projects and activities that are interspersed to provide variety, enrichments, and support of the standards. In the advanced mathematics courses such as Statistics and Calculus, activities involving statistical simulations and visuals such as Calculus in Motion provide greater depth of understanding of the standards.

Students have the opportunity to apply science knowledge with participation in Science Fair. This project may involve any of the science disciplines such as engineering or physical sciences. Coding and computer programming is evident throughout TK-12. Students in elementary participate in Code.org and robotic programming during Magnet Classes occurring weekly. The high school offers two courses, one in Robotics and Computer Science. Both offer real-world application of computers.

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

C2.7. All Students have Access and are Engaged in Career Preparation	Evidence
Students in grades 11 and 12 with a GPA of 3.0 or higher may choose to participate in an elective course called Education Intern. This course is designed to prepare students who are interested in pursuing a career working with children, either in the field of education or health. Students will be trained to instruct both math and English skills effectively, think critically to problem solve and learn best practices to work with a group of elementary (K-5) students. Once trained, students will be placed accordingly under the supervision and direction of a classroom teacher. Teachers in grades TK-5 incorporate exploring careers through children's literature, lessons, guest presentations, and field trips. Building self-knowledge teaches students to understand their interests, introduces good work habits, and connects the benefits of skills and education to future career opportunities. **8th grade** – Career Pathways class in middle school rotation **9th grade** – all students participate in Freshman studies which includes	• Education Intern • CCSS • Curriculum • Lesson Plans • Course • Career Pathways class • Freshman Studies • ASVAB • Career Planning (Career Center Coordinator) • One-to-one counseling,grad review • 12th grade students monitored by counselor • AAE College Planning Guide

lesson focus on identifying a career cluster in connection with considering college options

10th grade – all students take the ASVAB, followed by a two hour interpretation and career planning meeting with the Career Center Coordinator.

11th grade – all students meet with the counselor for a one-on-one graduation review. In this meeting a strategy is established for career choices and college options. Additional online resources are identified for further research, such as the *Bureau of Labor Statistics Occupational Outlook Handbook*, College Board, and California Career Zone, etc.

12th grade – students are monitored by the counselor and meet individually for post-secondary planning including college application preparation.

Each year the *AAE College Planning Guide* is updated and posted on the school website. This booklet includes resources and information regarding career planning. Scholarships and other pertinent information is posted on My Mentor for each graduating class.

The AAE AFJROTC ranks in the top 5% of the entire world for the acquisition of community service hours, thus giving back to our school community and high desert community at large. These services include performing daily hall monitor duties, tutoring elementary, middle school and high school peers, performing flag-raising ceremonies at formal events at the AAE and in the community, and serving each other at student planned and executed leadership camps. Further, Cadets serve the community annually at the Apple Valley Air Show. The commitment and efforts are not limited to the AAE and surrounding community alone, AAE Cadets collaborate with JROTC Units as far away as L.A. County to celebrate accomplishments, network and build leadership capacity in one another. These experiences put them in contact with a plethora of experienced Air Force veterans and retirees, who can mentor and influence our cadets.

Pairing these experiences with the systematic implementation of the ASVAB assessment during the Sophomore year is a winning combination in career preparation. After the assessment is taken, our Transition Coordinator meets with small groups of students to review and interpret the results and offers clarity as students plan for their future after high

school.

AAE students interested in the health occupations have a valuable program in which to engage. Over the past four years, our Health Occupations Program has evolved from a lunchtime club to two classes in the AAE Master Schedule. The first class, Health Careers is available to any student who is interested in pursuing a career in the medical field. This course is taught by our District Nurse, Dr. O'Bier, who also brings in guest speakers from the medical field. Students have access to outside speakers through our Ramp Up room and video conferencing technology and partnership with Victor Valley College. Students utilize Zspace technology to more fully grasp a 3-D understanding of human anatomy. Further, the Health Occupations class has access to nearly $20,000 of Vernier equipment that can be utilized to measure lung capacity, blood pressure, etc. The program also acquired two fully computerized mannequins to routine medical practice as well as life-saving techniques. Students desiring a more comprehensive working knowledge of human anatomy can take Anatomy 1 and Anatomy 2 during their Junior and Senior years of high school. As the program continues to become more robust, we are joining HOSA and will be competing in official competitions. This endeavor will create a greater depth of knowledge among Health Care Students and deeper purpose to student work. There is currently only minimal participation in mentorships and internships. One obstacle to increasing participation includes the lack of vacancies at local medical facilities. Another is that the AAE student is typically a student who is highly involved in academics and multiple extracurricular activities (AFJROTC, Athletics, Clubs, community, etc.) and therefore lacks margin in scheduling to add additional commitments.

Category C: Standards-based Student Learning: Instruction

Effective strategies are in place to deliver standards-based instruction to students at the AAE. Using formative data to inform instruction has been a fundamental change. Instead of just following the curriculum pacing guide, moving from one lesson to the next, instruction is now more intentional meeting the learning needs of students after analyzing data. Conversation with students now shifts to how to make growth rather than the grade earned. This results-oriented mindset is subtly becoming part of the school's culture.

There continues to be a need for professional development to move from direct instruction to coaching. Teachers have the desire to coach but need support with lesson planning and management of the activity. Differentiation is necessary to meet the needs of all learners. While this type of instruction is implemented in a few areas across the grade levels, many teachers feel further training in how to differentiate especially managing students who are working independently.

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

- A variety of ways to demonstrate learning
- Opportunities to extend learning outside the classroom
- Opportunities to learn and engage in exploring careers
- Integration of California Common Core State Standards in grades TK-5
- Ongoing vertical teaming in ELA grades 6-12
- Math Intervention during Home Rooms and after school in secondary

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

- Differentiation needs to be further developed through PD
- PD for coaching students with more practical instructional strategies to engage and improve their learning
- PD for secondary on instructional strategies with adopted math curriculum

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

D1.1. Professionally Acceptable Assessment Process	Evidence
The AAE uses a variety of data to analyze student performance throughout the school year. Data informing student achievement is derived from both the state, national, and local sources. The following includes a sampling of the assessments used: - California Assessment of Student Performance and Progress (CAASPP) - Scholastic Aptitude Test (SAT) - Advanced Placement (AP) - California English Development Test (CELDT) - Graduation Rates - Completion of A-G Requirements - Local Benchmark Assessments - C-/D/F Grade Reports - Renaissance STAR Reading and Math - Checks for Understanding Data from these assessments is used to inform stakeholders of academic progress and facilitate decision making. CAASPP data is presented to all stakeholders annually. Administration and teachers receive the previous year's CAASPP results at the beginning of each school year. These results are disaggregated by student, performance level, and area achievement levels for both former and	- Board minutes - Board Presentations - Sign-in sheets - PLC agenda - Teacher analysis - Illuminate reporting - Facebook Live - Parents & Pastries Agenda

current students. This allows teachers to analyze whether there was a positive effect on student learning both in instruction and in curriculum from the prior year. Results for current students enable instructional and curricular decisions moving forward in the current year.

In October of each school year and after public release of CAASPP, administrators present CAASPP data to the school board. This is a public forum for any stakeholder to attend and is streamed live on Facebook to ensure equitable access. Results are presented in the following ways:
- Current proficiency for English Language Arts (ELA) and math
- Long-term growth for ELA and math by grade level
- Long-term cohort growth for ELA and math
- Comparison of proficiency in ELA and math with comparable schools in surrounding area

Included in these meetings are the plans the AAE will implement to improve student learning. The opportunity to ask questions is always encouraged to both board members and stakeholders present. CAASPP results are also presented to parents at Parents & Pastries, a monthly meeting time for parents and principals to discuss school agenda items. This presentation is the same content as what was presented to the school board members. Parents are encouraged to ask questions.

AP data is reviewed annually by teachers, students, parents, and administrators. Teachers analyze AP data to review instructional practices from the previous school year. Data is disaggregated by question format, content area, and overall national comparison. This allows teachers to concentrate instruction on areas that did not perform as expected. Administration uses AP data to analyze results in comparison with number of students taking AP courses and overall course grades. Alignment of these helps to inform decisions for the following school year.

A variety of local site assessments are used at the AAE. The following provides a sampling of local assessments:
- Consistent checks for understanding such as exit tickets, Illuminate On the Fly, whiteboards, observation, etc.
- End of unit assessments
- Quarterly benchmark assessments
- Diagnostic assessments
- Common formative assessments

- Online platforms aligned with standards
- Project Based
- Essay
- Presentations
- Labs
- Cooperative grouping

Depending on the type of assessment, these occur on a daily, weekly, or quarterly basis. Data obtained is used to inform instruction, make curriculum decisions, and identify small group intervention. Data is often disaggregated by standard, question type, and student group. This analysis takes place in a timely manner to best meet student learning needs.

Local data is presented to the school board during meetings to evaluate progress made in the areas of ELA and math and to determine whether or not the improvement plan is working.

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

D1.2. Monitoring and Reporting Student Progress	Evidence
Informing stakeholders of student progress is an essential element in the relationship between stakeholders at the AAE to ensure successful learner outcomes. Parents and students are informed of progress through Illuminate Education. Illuminate provides a platform for schools in both Student Information System (SIS) and Data and Assessment (DnA).The AAE uses both to report academic progress, attendance, and behavior. Through Illuminate Home Connect, parents and students are able to access academic progress. This includes current and past grades, high school transcripts, and current course schedule and assessment data. If a	- Board minutes - Presentations - Sign-in sheets - Illuminate reporting - Illuminate Parent Portal Sign In - California Accountability Dashboard - Observations *Daily Press* - Facebook - Twitter - School Website

family does not have Internet access at home, public wifi is available on campus or paper copies of the information can be printed. Both local and state assessment results are shared with the school board on an annual basis with updates throughout the school year. This includes changes the school is implementing to improve learning outcomes and the results of these changes. Results of student progress are shared with the leadership team on a quarterly basis to ensure that schoolwide goals are being met. Community members are informed of school progress through multiple sources: ● The California Accountability Dashboard ● Local newspapers report CAASPP data ● Great Schools ● Social Media ● School's Website ● Back-to-School Night ● School Orientation The majority of these forums discuss CAASPP results and progress toward college and career-readiness.	● Instagram

D1.3. Indicator: The school has an effective system to determine and monitor all student growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which student grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

D1.3. Monitoring Student Growth	Evidence
Teachers monitor student progress through Illuminate which provides a platform of information to meet the needs of the whole student. Attendance, behavior, health, support programs, assessment results, transcripts, and current grades are available for review. This access allows teachers to collaborate together to discuss possible reasons for why some students are struggling. Teachers can view progress in all classes the student is enrolled in, so if a student is doing well in one class but not	● Board minutes ● Presentations ● Sign-in sheets ● Illuminate reporting ● Illuminate Parent Portal Sign In ● Illuminate Home Connect

another, instructors can discuss best practices with team members. These could include changes in delivery, management, or environment. Transcripts also provide academic history to determine if deficiency is consistent. Parents and students are able to view grades, assessment results, and attendance through Illuminate Home Connect. This information allows teachers, students, and parents to work together to formulate a plan to ensure students meet intended learning goals.

Grades continue to be the most common way to inform students, parents, and school staff about student progress. Teachers are expected to update their Illuminate grade books on a weekly basis to ensure the most accurate information is available to stakeholders. With a heavy reliance on grades for progress, it's important that grades are a true reflection of standards mastery. The following represents, on average, how overall grades are determined by department:

- Grade Books
- Teacher Reports
- Student Handbook
- Parent/Teacher Conference Rosters
- ASVAB results
- ASVAB meeting schedules
- Grad Requirements

Department	Category Weights	Type of Work
English	80% Summative 20% Homework/Classwork	Essays, Projects, Tests, Quizzes
Math	75% Summative 25% Homework/Classwork	Quizzes, Tests, Final exams, Online Practice
Science	80% Summative 20% Classwork	Tests, Labs, Projects, Written Assignments
History	65% Summative 35% Classwork/Homework/ Quizzes	Projects, Tests, Quizzes
LOTE	80% Summative 20% Participation/Classwork	Projects, Tests, Quizzes, Classwork, Participation
PE	80% Summative 20% Citizenship	Participation, Activity, Citizenship
VPA	60% Summative	Quizzes, projects, daily

40% Classwork	performance, planning of projects

In secondary (6-12), each semester is divided up into four reporting periods of grade progress. Four weeks into each quarter, Academic Warnings are mailed to families informing them of subject areas receiving a C-/D/F currently. At the quarter, a report card is mailed home as well as posted in Illuminate to inform student progress. A final grade report is mailed home and posted in Illuminate on the student's transcript at the end of 1st and 2nd semesters. These progress reporting dates are included in the AAE Student Handbook. Academic conferences are initiated by parents and organized with teachers.

Elementary (TK-5) provides four final grade reports each quarter of the school year. Four weeks into each quarter, Academic Warnings are mailed to families informing them of subject areas receiving a C-/D/F currently. Elementary designates a week in the fall of each school year for parent teacher conferences. This provides an opportunity to discuss student progress towards standards mastery, behavior or attendance concerns, and answer parent questions. On average, 98% of families attend parent teacher conferences. Future conferences can be initiated by either parent or teacher.

The counseling department meets with all secondary students at least once a year to discuss scheduling for the following school year. All 9th grade students are enrolled in a Freshman Studies pull-out program. This class meets once a week during homeroom throughout second semester. Students complete a 4-year plan for high school, and receive instruction in: college and career planning, the importance of a-g completion, purpose of the transcript, portfolio creation, and tracking activities.

All 10th grade students participate in the ASVAB assessment, a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. Following this exam, students meet in small groups with the Career Center Coordinator to discuss results and consider strategies for further exploration in career options.

11th grade students meet individually with the counselor to develop a post-secondary plan, specific to the student. During this meeting, senior classes are determined and a "To do" list is created. An after school SAT Prep course, with individualized instruction for improving SAT scores, is offered second semester to all juniors. Additionally, all junior students are invited to participate in a field trip to the National Association of College Admission Counseling (NACAC) college fair in the spring.

12th grade seniors continue to meet with the counselor throughout their senior year to continue planning post-secondary goals and grad checks. The counseling department is open daily to meet with students and assist in their future endeavors such as workshops focusing on financial aid and assistance in completing college applications. Senior students receive regular post-graduation tips from the counselor through the "Remind" program regarding upcoming deadlines and information pertaining to their transition to college.

The AAE Student Handbook details AAE graduation and UC/CSU a-g requirements over the four years of high school. This outlines the plan for each student and is used to review progress annually. Students are encouraged to take ownership of their learning and future goals through this process.

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

D2.1. Appropriate Assessment Strategies	Evidence
The AAE uses a variety of assessment strategies to measure student progress and guide classroom instruction. Formative assessments such as whiteboards, exit tickets, and observation are used daily to assess student understanding of standards taught, and adjust instruction accordingly. Elementary and middle school use standards-aligned benchmarks as part of the formative assessment process with the mindset that students move towards mastery of the CCSS throughout the school year. Benchmarks	● Annual Assessment Plan ● PLC agenda ● Sign-In rosters ● Benchmark Assessments ● Unit Assessments ● Illuminate DnA ● Observations

allow teachers and students to evaluate progress towards learning objectives facilitating changes in curriculum and instruction. Summative assessments are used by all grade levels and departments. For elementary, these provide small snapshots of student progress towards standards mastery. In the core areas of math, ELA, science, and social studies, end of unit summative assessments are used. Results are used to determine standards that need reteaching, small group instruction, and identify students in need of challenging curriculum. Different forms of summative assessments are also used such as project based learning, oral presentations, and cooperative grouping. Middle and high school teachers use summative assessments to measure student progress towards standards mastery. These are delivered in a variety of methods, the most common being a written midterm and final assessment given during each semester. Other methods include projects, essays, portfolios and electronic presentations. Results from summative assessments are used to inform stakeholders of student achievement as a majority percentage of the student's overall grade. Common assessments are present in all elementary grade levels. Each grade from K-5 include four teachers. Teachers meet on a weekly basis to analyze both formative and summative data to ensure students are moving toward mastery. Peer data is an example of how teams work to identify standards progress. Teachers who are more successful on specific standards share instructional strategies with other team members. A common quick check for understanding will be used and analyzed in subsequent grade level meetings. In middle school and high school, the AAE has one teacher per subject area and grade level. This makes it difficult to implement common assessments. However, the English department uses a common rubric to score the schoolwide writing assessments administered each semester. Departments rely on vertical teaming to analyze commonalities with assessment data. For example, the math department reviews data to determine weak areas in mathematical computation. Instruction based on these weak areas is addressed within the classroom, reassessed and further analyzed for progress in department meeting time.	● Teacher Survey

Diagnostic assessments are used to determine a student's abilities before instruction and guide planning of curriculum implementation. Most teachers either use curriculum embedded pre-assessments or create their own to diagnose. Grade levels 2-8 use Renaissance Learning's STAR reading and math assessments to diagnose and measure progress.	

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

D2.2. Demonstration of Student Achievement	Evidence
The AAE meets monthly as a PLC to provide a forum to analyze and discuss student progress. This process is used to review the whole student including attendance, culture, assessment, and behavior which are often included in the PLC agenda. Analyzing data occurs in a couple of different ways. Grades 6-12 review student progress after quarterly academic warnings, quarterly progress report card, and end of semester report card. Students who receive a grade of a C- or less in any subject are brought to each grade level team to review reasons for declining grades and devise a plan to be implemented by all teachers to help students reach their learning goals. The other analysis in the PLC is review of formative, summative, diagnostic, and state data. In grades K-12, data is analyzed to measure growth, standards progress, effect of instructional strategies, and plan for meeting areas of need. For example, after first semester, K-8 teachers use growth reports measuring two benchmarks to note how many students have moved from not mastered to mastered CCSS. Teachers note the standards giving students the most trouble then discuss why students have these deficits and how to address these through instruction. Monthly department meetings in grades 6-12 give the opportunity for vertical teaming. Often, discussion of data results and performance of specific students ensues during this time. This can prove beneficial when discussing best practices for a particular student. The prior year's teachers may provide insight to the student's current teachers regarding behavior,	● PLC agenda ● Sign-In Rosters ● Grade Analysis ● Illuminate Assessments ● Illuminate Reporting ● Grade Reports ● Department Agendas ● Elementary Grade Level Meeting Schedule

instructional strategies, and relationship building. Another result of data analysis is curriculum planning. This may include delivery of current adopted curriculum or discussion about whether a curriculum is needed.

Grades K-5 meet in grade level teams weekly. This provides a forum to analyze data, discuss instructional strategies, develop common formative or summative assessments and curriculum delivery. While the PLC analysis looks more at overall grade level progress, weekly grade level team meetings give the opportunity to look at specific student progress. For example, this progress will help determine small group instruction for differentiation to best meet the learning needs of all students.

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

D2.3. Student Feedback	Evidence
Teachers inform students in a variety of ways the expected performance needed to meet standards. The following is a sampling of these methods: ● Rubrics ● Standards displayed in classroom ● One-on-one review of progress ● Assessment results ● Illuminate grade reporting ● Oral feedback ● Embedded in curriculum ● Essential Questioning No matter which method is used, it's apparent that students are made aware of the learning goals of instruction taking place. Lesson relevancy is built into lesson delivery such as how the lesson connects to life beyond high school, historical events shape decisions in the world today, successful achievement on assessments affecting post-graduation goals and math skills in real-life application.	● Principal Cabinet Minutes ● Walk-Through Survey ● Teacher Reporting ● Student Survey

Over half of students surveyed stated teachers make learning meaningful and interesting. Students responded that teachers encouraged them to share ideas and assist in students improving their overall scores. Above all, students reported that they are encouraged by their teachers.	

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

D3.1. Schoolwide Assessment and Monitoring Process	Evidence

Illuminate provides a unique accessible platform to involve stakeholders in assessing and monitoring student progress. Students in grades 4-12, both incoming and continuing are taught how to access Illuminate Home Connect where they may access assessment scores, online testing, and grades. Students are encouraged to access their progress in Illuminate on a daily basis, specifically during their homeroom period at secondary levels. In elementary, students in grades four and five are required to check their Illuminate at least once a week to view current grades and missing assignments. Allowing students to log on during the school day gives them access to their teacher to conference about missing work and current progress level. Grade levels 1-3 students and parents access Illuminate outside of the classroom. Students can also see current data on recent assessments to determine whether they are on track to standard mastery.
 	
Parents are able to monitor their child's progress through Illuminate Home Connect. This provides parents an opportunity to be connected with their child's progress and to their teachers. Due to the online platform, parents can retrieve data at any time. If a family does not have internet access, teachers will print progress reports to give the same information as they would online. CAASPP data is delivered during Back to School Night or mailed to each family directly. These results are also available in Illuminate. SAT, ACT, and AP results are mailed directly to families and are available online. PSAT results are available online and paper results are handed directly to students along with a results night to help families prepare for the SAT. Grade progress is received by mail and in Illuminate on a quarterly basis for both elementary and secondary. Within each
	• Illuminate reports
	• Homeroom observation
	• Parents & Pastries agendas
	• PLC agenda
	• Department agenda
	• Sign-in rosters
	• Completed data analysis
	• Assessment results
	  ○ CAASPP
	  ○ SAT
	  ○ ACT
	  ○ AP
	  ○ PSAT
	  ○ Benchmarks
	  ○ Curriculum embedded
	• LCAP
	• Board minutes
	• Board presentations
	• California Accountability Dashboard

quarter, the school will issue academic warnings for students who are receiving a C- or less in any subject area. While Illuminate is updated on a weekly basis, parents have stated they appreciate the academic warning to help them be aware of their child's progress.

Grades TK-5 continue to have parent teacher conferences annually and as needed. This provides an opportunity to discuss their child's progress toward standard mastery as well as answer questions parents have about their child's education. Grades 6-12 have parent conferences upon request or as designated by an IEP or 504 plan. Email is the preferred communication for most families with teachers responding in a timely manner.

Monthly Parents & Pastries meetings presented by both principals, is another opportunity for families to be involved in their child's progress and overall school decision making. Agenda items are determined by principals ahead of time and are often driven by parent questions. This presentation often includes student progress. If parents are unable to attend this meeting, information is accessible by contacting either principal, Facebook parent posts, or Facebook Live streaming. Dates for these meetings are announced on the school's calendar via school website, the AAE's Facebook page, and through Parent Square.

Teachers constantly monitor student progress through Illuminate reporting consisting of grades, assessment results, and standards progress as well as more informal assessment, such as observation or quick checks for understanding. Formal data analysis is done on a quarterly basis for English language arts and math in grades K-8. Within monthly PLC and department meetings, discussion is centered on student learning including reviewing assessment data. AP data is presented to teachers on an individual basis including disaggregated reports to analyze areas for improvement. SAT and PSAT data is available to teachers through Illuminate. CAASPP data is reviewed within PLC and is available in Illuminate reporting.

Local assessment data is presented to the school board on an annual basis and throughout the school year. This gives the board opportunities to evaluate schoolwide planning and programs and how they affect student learning. All stakeholders have access to the California Accountability

Dashboard to view CAASPP data changes and the school's progress in achieving schoolwide learning outcomes.	

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

D3.2. Curriculum-Embedded Assessments	**Evidence**
Prior to 2015, the common practice was for teachers to review assessment data on an individual basis. Elementary teachers met in grade level teams to analyze data from Renaissance and teacher-created assessments. Using Illuminate DnA Itembank feature, ELA and math standards-based assessments were developed for grades K-8. Without CCSS aligned curriculum in 2015, the use of Inspect—Key Data Systems created CCSS aligned itembank assessment questions. These were used to bridge the '97 California standards-aligned curriculum with CCSS. This data was analyzed by grade level/department teams in ELA and math after completed. After analyzing data showing mostly low-performance, it was apparent to administration and teachers that the rigor expected by the CCSS was not transferring to instruction using outdated curriculum. Prompted by this data, the elementary department pursued piloting a CCSS aligned ELA curriculum. Thus began the process of piloting, consensus, purchase and implementation.	● Illuminate standards-based assessments ● Renaissance norm-referenced assessments ● Teacher created standards-based assessments ● Writing assessments ● PLC agenda ● Assessment analysis ● CAASPP data ● AP data ● SAT data ● EAP data ● Assessment calendar ● Department agenda and rosters

Currently, teachers K-12 use a variety of assessments to analyze student learning towards mastery of standards. The following depicts the general assessments used in ELA and math classrooms.

Grade Level	Subject	Type of Assessment(s) Used
K-5	ELA	DRA (grades K-2)

		Curriculum-based unit and benchmark assessments CAASPP Interim and Summative assessments STAR Renaissance screening data
K-5	Math	Standards-based unit and benchmark assessments created using Illuminate's itembank CAASPP Interim and Summative assessments STAR Renaissance screening data
6-8	ELA	Teacher created novel-based assessments Schoolwide writing assessment with common rubric Standards-based quarterly assessments created using Illuminate's itembank CAASPP Interim and Summative assessments
6-8	Math	Curriculum-based unit assessments Standards-based quarterly assessments created using Illuminate's itembank CAASPP Interim and Summative assessments STAR Renaissance screening data
9-12	ELA	Teacher created novel-based assessments Standards-based quarterly assessments created using Illuminate's itembank CAASPP Interim and Summative assessments with focus on EAP results AP disaggregated assessment results
9-12	Math	Curriculum-based unit assessments Standards-based quarterly assessments created using Illuminate's itembank CAASPP Interim and Summative assessments

Most assessment data is collected within Illuminate assessment reporting including local, state, and national assessments. ELA classrooms in 9-12 use some Illuminate features to assess but most is done through teacher created assessments which are recorded in their gradebook, spreadsheet, or manually recorded. High school math unit assessments are teacher created and recorded in the gradebook. Mid-term and final assessments are administered through Illuminate.

Analyzing data takes place during PLC and department time as well as individually. In grades K-5, teams analyze unit assessments looking for growth, areas of concern, particular student needs, and curriculum implementation. A more formal analysis takes place quarterly to analyze quarterly assessment data for ELA and math in grades K-8. This forum facilitates teachers and administrators the ability to view overall student progress toward standards mastery. This data indicates overall areas of strength and deficiency which allows informed decisions to be made. For example, elementary teachers compare the assessments results from all teachers at their grade level. In the analysis, one teacher is stronger in a particular standard. This teacher shares instructional strategies with the rest of the team for them to implement with future instruction. Quick checks for understanding in the classroom are then analyzed in the team to interpret whether the new strategies are working.

Another example is in 6-12 analyzing the schoolwide writing assessment data. The ELA department meets after scoring to ensure students are moving towards college and career readiness. With an overall 92% proficiency on the CAASPP 2017 results, this data validates student results are on track and instruction concentrating on critical thinking skills within all forms of literature is an effective method to increase student mastery of CCSS.

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

D3.3. Schoolwide Modifications Based on Assessment Results	Evidence

As common benchmarks and state data have become available and consistent, changes in decision making have become more aligned to student learning needs. This has been a major shift at the AAE where once decisions about curriculum, course study, and professional development were driven by interest, available monies, or changes in standards. While these are valid reasons, they are not geared towards a specific learning goal. With new data available, it has been easier to filter decisions to ensure each has a positive impact on student learning.

The AAE's Local Control and Accountability Plan (LCAP) has become more aligned to learning outcomes due to consistent assessment data leading to informed decisions regarding resources and funding. The improvement of local assessments has created a more balanced view of student results. National, state, and local data is being compared to make these annual decisions ensuring that funding is focused on students. For example, the 2017-18 LCAP reviewed the California Accountability Dashboard, CAASPP results from 2016-17, local benchmark data from 2016-17, and DRA results from 2016-17 to identify the need for increasing proficiency in English Language Arts. Actions taken to facilitate this goal in 2017-18 were professional development in-house with the AAE's Reading Specialist and continuation of diagnostic and formative assessments, both of which have occured during the 2017-18 school year with the allocated funds used accordingly.

Curriculum needs are now filtered through a process before making final decisions. The first step in the process is to determine the need. When making the decision to purchase elementary Language Arts curriculum, CAASPP scores, CCSS implementation, and local assessments were all considered before any curriculum pilot. It was apparent that while the staff had received CCSS training, the available curriculum did not align nor have the rigor required by the CCSS. This was also the case in the purchase of secondary math curriculum, Carnegie Learning. Consistent low performance on CAASPP and local assessments determined the need for a vertically aligned curriculum spanning from middle to high school. Since its implementation, CAASPP scores have improved in high school, but have remained low in middle grades. This can be attributed to lack of professional development with new curriculum implementation and teacher turnover/reassignment. The following depicts average ELA and math proficiency percentages over the last three years by grade band.

- Assessment calendar
- LCAP
- Curriculum implementation guide
- PD Request form
- PD log

Tested Subject	2014-15	2015-16	2016-17
ELA Proficiency (Grades 3-5)	52%	49%	57%
Math Proficiency (Grades 6-8)	32%	28%	26%
Math Proficiency (Grade 11)	50%	47%	57%

Professional development continues to be a work in progress at the AAE. There has been a movement during the last two years to ensure PD is intentional and aligned with LCAP and WASC goals by creating a formal process for staff to apply for PD. This offers administrators a clearer understanding of the PD goals. Both the LCAP and WASC goals are developed using assessment data.

While this process has better aligned PD decisions with assessment data, PD is still lacking in two areas. The first is with newly adopted curriculum. In the last three years, there have been three adoptions at the AAE. Listed below are the the curricula and the amount of PD received for each.

Curriculum	Amount of PD
Project Based Inquiry Science (PBIS) for middle school grades	None
Carnegie Learning Math for middle school and high school	Implemented in 2014-15 with one initial training and subsequent user group meetings. On-going PD beginning in the second half of 2017-18 school year.
Benchmark Advance ELA	Implemented in 2016-17 with

curriculum	half-day initial PD and another half-day PD after the 1st quarter of implementation	

While there have been some noticeable improvements in all three areas, the data shows these improvements only in certain grade levels. Teachers respond to this discrepancy saying they are still uncertain how to correctly implement all the pieces of the curriculum--specifically differentiating and pacing.

The second area is a formal process for sharing knowledge gained from PD learning to other staff members in a timely manner. After staff attends PD, it has always been an expectation they share their learning with other staff members. Since this process has been informal, very few teachers are learning from others. If the information is shared at all, it is usually with their grade level only. In most PD, the information learned could be of benefit to multiple grade levels.

Funding for PD has been provided by the Educator Effectiveness Grant during the 2015-16, 2016-17, and 2017-18 school year. This funding has specific guidelines that must be followed including alignment to the school's identified needs. This has supplemented much of the PD over the last two years and the current year since the formal process has been in place. For example, one teacher from each elementary grade level, the principal, and coaches attended a literacy conference in 2017 supporting the need and goal as defined in the LCAP and WASC for early literacy improvement. While this funding has supported PD during these last three years, it will not be in place for future school years.

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

D3.4. Curriculum and Instruction Review and Evaluation Processes	Evidence
Academic Leadership Team (ALT) is our governing leadership body. It meets biweekly and is comprised of Administration and Department Leads	● AAE Student Handbook ● Illuminate Reporting

for each discipline area. Typically, a request for graduation requirements review and/or recommendations for updates, will be brought to ALT by the principal or school counselor. Items discussed in ALT, are taken back to departmental meetings for further discussion and input. Decisions are made through the discussion process within ALT, with recommendations submitted to the school board for approval.

Through Illuminate SIS, an individual Graduation Requirements Check report. As new permanent grades are posted to the transcript each semester, a report is printed for each high school student. The school counselor reviews each report, making note of outstanding coursework needed to meet graduation requirements. This information is utilized to identify individual student coursework for the following year, determine summer school needs and populate the APEX learning course recovery class.

Each fall, departments are asked to evaluate the coursework in the current programs. Lead teachers conduct this evaluation through department meetings, gathering input from all teachers. Any new recommended coursework, as well as course offering that should be eliminated, is submitted to the principal and school counselor for adjustments to the master schedule. In the spring, lead teachers meet individually with the principal and school counselor to further establish departmental requirements for the upcoming master schedule. Additionally, students are surveyed regarding elective interests, and trends in occupational opportunities are evaluated by the school counselor to identify future career areas and college major options. As appropriate, courses are added to reflect these trends.

Each year AAE's 30 page College Planning Guide is updated and posted on the AAE website. This booklet is designed as a major resource for students and parents as they plan for post-secondary options. It includes a checklist for each high school grade level, college information, entrance exams and resources for further exploration.

All high school students are encouraged to meet with the counselor for information and resources. Senior students often meet with the counselor

- ALT Agenda
- ALT Rosters
- College Planning Guide
- Website
- Guest Speakers Rosters

for assistance in college applications completion, entrance exam resources and other pertinent questions.

Parent/student meetings are conducted in the evenings to provide additional information and resources. These meetings are often by grade level, designed to address the specific needs of each population.

Guest speakers and college representative are invited to speak to students during homeroom, sharing post-secondary career and educational opportunities.

The *AAE Student Handbook* is updated annually. This publication is reviewed each spring by the school's counselor. In reviewing the handbook, topics such as course offerings and credits are examined to identify areas of need. The counselor will meet with the principal to discuss these needs. They decide if the if ALT input is needed. The counselor works closely with each department reviewing these areas of need. For example, to align more closely with a-g requirements, the AAE began requiring two years of Language Other Than English (LOTE) for graduation beginning with the class of 2020.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

D3.5. Security Systems of Integrity of Assessment Process	Evidence
Local quarterly benchmarks are created in Illuminate by one person, the TOA. Each assessment includes a specific window for administration as noted on the schoolwide assessment calendar. All assessments require an access code which students use to take the exam during school hours. Use of access codes and time restraints allow for control over student access. Assessments are monitored by the instructor to ensure security. Illuminate and the AAE's IT team are working together to install a secure browser that will work with Illuminate's DnA administration. Once installed, more instructors will make use of Illuminate's assessment features.	● Illuminate Assessments ● Signed Security Affidavits

State assessments (CAASPP, ELPAC, PFT) and National exams (AP, PSAT, ASVAB) adhere to the security protocols designated by the testing agency. State assessments are administered by the classroom instructor. National exams are administered either by the TOA, support staff or administrators. Each testing examiner signs the appropriate security affidavit before handling or administering the exam. All testing materials are securely stored and handled through the assessment office.	

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

Teachers and staff at the AAE effectively use a variety of standards-based assessment data to collect, analyze and report student progress to all stakeholders. Use of this data ranges from informing instruction, to curriculum decisions, to course planning--keeping in mind the ultimate goal of meeting the learning needs for all students.

The mindset about data continues to evolve as results are applied to inform decisions rather than just a finite method to enter a grade. An understanding of formative, common formative and diagnostic data has allowed teachers to use data intentionally. This continues to progress annually with planned professional development focused on meeting student learning needs.

Collaboration between grade level teams has changed focus to include data chats in grades K-5 where there are four teachers in each grade level team. Secondary level has one teacher per grade and department which doesn't lend itself to natural collaboration at grade level. To accommodate for this, secondary uses department time to vertical team to plan and review data. One of the advantages of having a TK-12 school is the ability to team across all grade levels. PLC continues to work to facilitate this process in a meaningful way. When fully implemented, teachers can take full advantage of the assessment data results, affecting student learning schoolwide.

Implementation of Illuminate SIS and DnA has benefited the AAE greatly. It provides a platform to monitor the whole student, and offers a home feature for students and parents to view progress. It also provides standards aligned assessment creation and reporting for teachers. As new features are added to Illuminate, the AAE will continue to work towards 100% of teachers using multiple assessments with the goal of multiple data sources being used for decision making along with grades and state and national data.

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

- Development and implementation of local assessment calendar
- Aligning LCAP with multiple assessment measures
- Implementation of diverse assessments such as formative, common, and diagnostic
- Collaboration in grade levels and departments to analyze data and respond accordingly to meet student learning needs
- Multiple sources available to stakeholders to monitor student progress

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

- Improved Professional Development based on assessment data to align with student learning needs
- Plan for funding to support ongoing PD
- Consistent approach to informing students the expected level of performance learning outcomes
- A common approach to grading including weights

School Culture and Support for Student Personal and Academic Growth Culture

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

E1.1. Regular Parent Involvement	Evidence
The Academy for Academic Excellence fosters a tight-knit, supportive community with high academic standards. The school engages all families consistently. The engagement effort consists of outreaches, standard electronic correspondence and YouTube video and social media showcases. As the relationship between home and school begins, the AAE welcomes new families through our individualized scheduling days and also our new family orientations each semester. New families are able to meet with the Principal and/or Counselor prior to the beginning of their tenure at the AAE to ensure that students are setup for success and are appropriately placed. Further, all families begin the year attending Back to School Night where they are welcomed for the year, provided a plethora of resources to ensure students success and are able to meet with each of the child's teachers. In order to begin to develop relationships with new families of incoming Kindergarteners, a Knights' in Training program has been developed. This program takes place a year before students begin Kindergarten. Students and parents become familiar with teachers, staff, and classrooms for a smoother transition when school begins. Students are also administered academic pre-assessments that provide teachers with valuable information. Lastly, families are given information and skills in early literacy by our Reading Specialist and Speech and Language	- ASB Records - Grade Level Assemblies - Awards Assemblies - Social Media Accounts - Facebook - Instagram - Twitter - YouTube - Parent Square Postings - Knights in Training Agendas - Parents and Pastries Presentations & Videos - PTC Agendas - PTC Financial Statements - SRLA Facebook Group - AP Training Registration - AAE School Climate Parent Survey

Specialist, in order to better prepare their child for a successful school start.	● AAE School Climate Student Survey
As the year progresses, the administration holds monthly Parents and Pastries meetings to discuss school highlights, assessment performance and progress, and to field questions or concerns from stakeholders. These meetings are held in conjunction with Parent Teacher Committee meetings. The PTC is very active and contributes over $20,000 annually to the school. Student success is celebrated quarterly in grades K-8 at award ceremonies. To further build community and celebrate the unique nature of the AAE culture, an annual Knights Kampout is held where staff and families together enjoy fellowship, food and plenty of fun.	
Every year, students in grades 7-12 can join and participate in Student Run Los Angeles (SRLA). This program kicks off in September with staff and parent volunteers who run and train with students. The SRLA leaders provide countless opportunities to engage and encourage students. Leaders set the weekly training schedules, which typically includes a training run three to four times per week after school and on the weekends. Students also participate in community races throughout the community. They start with a 5K kick-off event in September and then progress to a 10K, a 15K, a half marathon, and an 18-mile run.	
In addition to regularly scheduled stakeholder engagements, special events are held to address specific issues of special interest. One example of such an engagement resulted when the high school science department transitioned to an integrated approach along with an innovative honors approach, leaving parents a bit concerned with their child's preparedness for college level coursework. The team responded by holding a special science night to provide insight and information to the stakeholders and answered any questions that they had. Further, a demand spiked for more AP classes, namely AP Biology. As a result, the principal and counselor met with a strategic group of students and offered them alternatives to said class. In addition, as demand continued to rise, a special AP Forum was called in which both students and parents were invited. At the meeting, the situation was explained, questions were fielded, and alternatives were offered that would be beneficial to the student population. As a result both AP World History and AP European	

History were added for the 2017-2018 school year, and AP Research, AP Seminar and AP Spanish will be added in the subsequent years.

The AAE is always looking to showcase student accomplishment and continually improve the overall school performance and responsiveness to stakeholder needs. In the last three years we have really increased our presence on social media. The official Facebook page is continually managed and Instagram, Twitter, and Youtube episodes have been added. Each of these platforms reach a subsection of stakeholders. Facebook is very popular among parents, Instagram has worked to engage our student population and Twitter has not been overtly engaging. The engagement level utilizing YouTube has been good. To date, over 7,000 views and multiple videos are posted, ranging from official welcomes, important announcements, emergency protocol explanations, and accolades to parents who have gone above and beyond in their service to the AAE. Some of the videos have been filmed, edited and posted by the high school video students.

The AAE engages parents, students, and other stakeholders methodically to ensure they stay abreast of current information and also gather their input for decision making. Every Tuesday, the assistant to the principal compiles announcements from various teachers, departments and clubs and sends out one message via our mass messaging program Parent Square, which reaches nearly every parents via phone, text, or email. Both the elementary principal and middle school-high school principal send out a weekly preview to their respective staffs. The most efficient and effective ways the administrative team collects feedback from stakeholders is through the use of Surveymonkey Surveys such as the AAE School Climate Parent or Student Survey. This feedback is used to begin discussions and take action on matters that need to be addressed.

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

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

E1.2. Use of Community Resources	**Evidence**

The Academy for Academic Excellence acquires and utilizes community resources to support student outcomes, namely preparing students for post-secondary success. Just in the last year, local businesses donated over $3,000 in gift certificates to recognize student academic achievement and displays of positive character and work ethic. Further, parents and community donors provided the seed money to fund a middle school girls soccer team to improve the safety of our students. This shift also improved the social-emotional condition of the players as not only were they safer on the field, but they received more playing time which further affirmed their own performance levels compared to their same sex/aged peers. In addition, Desert Valley Medical group donated $10,000 in AED units to help ensure the safety of all individuals on campus.

Regular attendance is a clear indicator of academic success and significantly impacts school funding and thus the program and support that the school is able to offer. In the 2017-18 school year, the AAE acquired $10,000 in local donations from two business to fund a Perfect Attendance Program. This program focused on offering high interest prizes via a raffle at the end of each quarter of school. As of the first quarter, student attendance rates increased.

An initiative that started in the Spring of 2017 was the Apple Valley Center for Innovation (AVCI), which is a collaborative partnership between the Lewis Center for Educational Research (LCER) and the Apple Valley Unified School District (AVUSD). Both entities have partnered to create a community, hands-on science center as a resource to all Apple Valley students as well as their parents. AVUSD owns the land and the LCER owns the buildings. Staffing, maintenance, and material costs are shared by both entities.

A robust partnership is currently in effect with the local community college, Victor Valley College (VVC). This partnership includes a four year grant known as the RAMP UP grant which is meant to create more robust pathway courses and closer partnerships among high schools and VVC in the high desert. Over the last four years, the Health Care "Pathway" has grown from a lunchtime club, which simply surveyed health occupations, to two dual enrollment courses in 2018-2019 which are offered on the AAE campus in our Ramp Up Video Conferencing room. This advance is both aligned with the intent of the Ramp Up Grant and the Academy for

- Gift Cards
- Donation Records
- Board Meeting Minutes
- Grade Level Assemblies
- Perfect Attendance Photographs
- Social Media Accounts
  - Facebook
  - Instagram
  - Twitter
  - YouTube
- Parent Square Announcements
- AAE Master Schedule
- AAE-VVC Dual Enrollment MOU
- AAE-VVC Ramp Up MOU
- Senior Awards Program

Academic Excellence, in preparing students for post-secondary success through a relevant, rigorous college preparatory education.

The AAE provides meaningful academic pursuits through community partnerships as well as recognitions for student excellence. Some of these resources that enrich the lives and academic experiences of AAE students include, but are not limited to, the Mojave Water Summit (of which students won in two of the last three years), The Town of Apple Valley's Mayor's Youth Leadership Summit, lecture and question/answer session with Jay Obernolte, Aviation Excellence Award Program with Civil Air Patrol, students observing the desert tortoise at the Tortoise Terrace locks, San Bernardino County Sheriff's Department holding drug awareness assemblies, Anti-Bullying and Net Safety Assemblies, and even practicing with staff and students in active shooter trainings. Further, students are not only able to visit multiple college and universities throughout the year, but are visited by college and university representatives during homeroom engagements facilitated by the counseling department. Students also regularly participate in the local Chamber of Commerce bi-annual Student of the Semester celebrations.

Local Industry plays an important role in enriching the experience of students at the middle school and high school levels. In addition to the $19,000 that are collected and distributed to students annually in scholarship awards, AAE students engage in a meaningful way with local partners. Two significant ways that students and local industry partners work together are through guest speaker events and student tours of local facilities. AAE students have benefited from touring the facilities of G.E. Aviation, Mitsubishi Cement, St. Mary Hospital, Loma Linda Hospital, and more. Students will also be visiting NASA Headquarters in Washington D.C. Cognitive benefit has been derived from hosting guest speakers such as Dr. Steve Levin from Jet Propulsion Laboratory, Dr. Walid Majid from Goldstone Apple Valley Radio Telescope (GAVRT), Eileen Alsina, Coordinator of the Ramp Up Grant at VVC, Brenee Hendrix from College Representative from Fashion Institute of Design & Merchandising, Rhonda McCloud, Director of Clinical Psychology and Founder of Mental Health Dogs, Michael Stevens who is a local businessman and leader, Regina Weatherspoon Bell (Founder of Local Business and successful Business Woman), and even Sergeant Laura Marks from the San Bernardino County Sheriff Department to discuss Bullying and Net Safety.

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

E2.1. The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.	Evidence
Please reference the multitude of specific Board Policies, Resolutions and practices pertaining to safety and order on campus: ● Employee Safety (BP 4357, AR 4357, BP 7514) ● Environmental Safety and Disaster Preparation (AR 7514, AR 3514.1, BP 3514.1, AR 3514.2, AR 3516) ● Positive Employee Conduct (BP 4020, BP 4119, BP 4119.21, BP 5031) and Employee Internet Use Policy ● Student Wellness (AR 5030, BP 5030, BP 4312.9, BP 7514) ● Staff and Student Internet Safety ● The LCER has a full-time Nurse on staff that not only teaches at the AAE, but is available and on campus four days a week. In her absence a certified Athletic Trainer covers the responsibilities of the nurse in the health office. ● All AAE coaches and proctors are required to be CPR and First Aid Certified. ● Specific staff on campus who regularly interact with students have been Crisis Prevention Institute (CPI) Certified to ensure that students do not pose a danger to themselves or others. ● The AAE has a robust School Safety Plan that is reviewed and revised regularly and practiced with staff and students. Further, parents are informed through electronic media what their responsibilities are in the case of a natural or man-made disaster.	● LCER Board Policies ● LCER Board Resolutions ● AAE Parent-Student Handbook ● AAE Employee Handbook ● First Aid/CPR Certifications ● CPI Staff Certifications ● AAE School Safety Plan

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

E2.2. The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.	Evidence
In a TK-12th grade capacity, the AAE has identified itself as a Love and Logic School, helping students to own and solve their own problems while keeping the student-adult relationship intact. The AAE strives to build positive relationships with students and generally help them to excel and succeed in life. This support is offered not only on an individual basis, but also systematically. The relationship with stakeholders and new students begins with the admission process and New Family Orientation events. It is here, where families learn what to expect when becoming an AAE Knight and derive insight into the school culture. The AAE welcomes new students with open arms and hosts events to help them become acquainted with other students with similar interests. At the middle school level, students are scheduled in the "MS Rotation Wheel" where students are able to explore their interests one quarter at a time. This rotation currently consists of technology integration, art, spanish, and radio production. As a general practice, the Counseling Department meets with each grade level in the Spring to discuss the course selection process, refer students to the course catalogue, answer any questions, and assist in the selection of courses for the Fall. The amount of flexibility in each student's schedule fluxuates from year to year, based on academic demands and course offerings. The TK-12th grade format is very unique in that it internally transitions students from an elementary setting to a middle school setting and then	- KIT Agendas - New Family Orientation Presentations - Discipline Records - AAE Master Schedule - Counseling Calendar - MS Transition Meeting - HS Transition Meeting - Freshman Studies Presentation - Transition Speaker Calendar - Principal's Cabinet Notes - Principal's Cabinet Presentation - AAE School Climate Parent Survey - AAE School Climate Student Survey - Elementary Intervention Team Agendas - Secondary Intervention Team Agendas - Social Media Accounts

from the middle school to high school and beyond. At each of those periods, celebrations and informational meetings are held to convey the expectations to students and parents regarding the new grade level band. As students enter into high school, the meetings become very specific to the grade level of each student.

Every freshman student takes the Freshman Studies class during homeroom. In this class students are exposed to the milestones of high school and how to best prepare for success in high school and beyond. Starting freshman year students are exposed to the plethora of guest speakers from a variety of vocations and institutions of higher learning. Sophomore year students are given the ASVAB assessment with the goal of exposing students to careers that are aligned to their strengths and interest. The Transition Coordinator meets with students to review the results of offer clarity as they plan for their future. Sophomores and Juniors are offered the opportunity to take the SAT Prep class and provided information pertaining to the requirements and demands of the next grade level. A corresponding meeting is also held for said student's parents, including them as a partner. Juniors and Seniors enjoy listening to AAE Alumni, serving as guest speakers talk to their personal experience transitioning to the military or University. This insight is not only engaging, but valued by our student population. Guest speakers from three to four different colleges or universities also visit the same group of students to offer additional insight and help AAE students decide which institution to pursue.

By Senior year students and their families are provided intense support in preparing for their post-secondary transition. Parent night topics include a focus on gaining entry into the UC System, admission to the the CSU schools, as well as admission to out-of-state, private and community colleges. Students are trained during homeroom on how to successfully fill out UC applications, the Common Application, and applications for private colleges and universities. Students who will not be attending a four-year college or university take the Accuplacer then walked through registering at community college, scheduling classes, and receive college counseling. In order to fund these post-secondary ventures, families are provided with an in-house financial aid workshop.

- ○ Facebook
- ○ Instagram
- ○ Twitter
- ○ YouTube
- Parent Square Announcements
- Rules Assembly Presentations
- ASB Minutes

In general the AAE engages stakeholders to a very high degree. This level of engagement leads to higher levels of ownership and support among stakeholders and additional engagement and enthusiasm among students. Throughout the year, the AAE typically sends out multiple surveys and garners feedback from staff, students and parents. This information is analyzed and action steps are taken. Progress toward addressing areas of concerns are reported at staff meetings, Parents and Pastries and student assemblies. Further, students are engaged in the decision-making process of the AAE through the AAE Ambassadors program, AAE ASB and the Principal's Cabinet. Student ownership, input, and buy-in has been instrumental in creating a positive school culture. Said ownership is also infused into the fabric of our master schedule. Every Friday during homeroom, high school students attend the high school club of their choice. Students select their club after Club Rush Week, which is a showcase of all of the club offerings for the year. This event and subsequent choice enhances the feeling of belonging, autonomy, and school pride that students feel.

Assemblies and ceremonies are a large part of how expectations and accomplishments are conveyed and celebrated. Each semester starts with rules assemblies for multiple grade levels to discuss behavior expectations and current realities. Net-safety/anti-bullying assemblies are held for middle school and high school audiences on an annual/semi-annual basis. Excellence is publicly recognized and celebrated through our *Parent Spotlight* episodes, social media posts, staff meetings, emails, and the like. Multiple awards ceremonies and Accelerated Reader parties are held to acknowledge student achievement as well as quarterly perfect attendance raffles to celebrate perfect attendance and reward students with tangible prizes. A students' educational experience culminates at the Senior Awards Ceremony, where they are acknowledged for their many accomplishments and awarded scholarship monies prior to graduation.

Students who need additional support to experience success behaviorally, emotionally, or academically have multiple levels of support to work toward a healthy experience. Two teams that meet to collaborate around the needs of students who are identified as being AT-Risk are the Elementary and Secondary Intervention Teams. These teams have the ability to analyze the needs of a student and deploy resources or facilitate staff collaboration to meet the identified needs. Not only are proctors, teachers,

and administration available to counsel, support and guide students toward more productive decisions, the AAE also provides an excellent Counseling Department and a full-time School Psychologist on site.	

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

E2.3. Atmosphere of Trust, Respect, and Professionalism	Evidence
The AAE has had a long history of having a "family-like" atmosphere. Teamwork and collaboration abound in certain areas, especially for special events such as the "AAE Fun Run," "Knight's Kampout," and more. Parent organizations generously facilitate the annual Fall Festival, where over $20,000 is raised and donated to elementary grade levels and secondary clubs. Such events and the teamwork that leads to the execution of said events exemplifies professionalism, mutual trust, and respect. Being a "School of Choice" there is an inherent assumption that parents trust and respect the AAE, and it's staff and has thus selected to enroll their children here. From time to time, parents have concerns or need clarification on various matters. With this in mind, a monthly forum was created to facilitate dialogue between parents and staff. These events are known as Parents and Pastries. Though the administrative team prepares a presentation for each meeting, there is an open forum/question and answer component every time. The ability for staff and parents to dialogue and work through concerns works to build trust and respect. The relationship that administration has with staff is also very collegial and built on trust. The Academic Leadership Team shares responsibilities and is built on mutual respect while having clear and frank discussions. Those discussions can become very passionate, yet all adhere to agreed upon group norms and read at the beginning and end of each meeting religiously. The PLC process, led by the AAE's ALT, produced the AAE Mission, the AAE Vision, and the AAE Collective Commitments. These items took an immense amount of collaboration in various settings, debate, wordsmithing, and voting to solidify. That work has produced clarity of purpose for the school.	● ALT Agendas 2017-2018 ● Mission, Vision, Values Revision Documents ● AAE Financial Presentation- Board Report 2017 ● Principal's Cabinet Notes ● Principal's Cabinet Presentation ● Board Meeting Public Comments by Principal's Cabinet 2/5/18

Over the past four years, there has been a significant increase in the level of transparency based on the desire of school leadership. At staff request, Board Meetings are now held in the evenings and televised to each campus; staff is provided financial updates and communicated with regularly about operations.

One very notable development at the AAE over the last two semesters has been the development of the Principal's Cabinet. This advisory council to the principal has played a role in increasing student ownership, diversifying leadership opportunities, improving student life and providing students a voice. The Cabinet is diverse in the truest sense. Considerations for creating the group included student ethnicity, sexual identity, socio-economic background and even diversity about academic performance. This year the format has expanded to include a middle school cabinet and should include elementary in the near future.

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

E3.1. The school has available and adequate services to support students personal needs.	Evidence
In addition to the resources and supports mentioned in section E 2.2 (eg. full-time School Psychologist, extensive counseling and transition services, intervention teams, administrative support, assemblies and celebrations, etc.) the AAE offers a robust special education program with various levels of support and intensity for approximately 110 AAE students. Decisions are facilitated and upheld through the Rehabilitation Act of 1973 and 504 Plan. A partnership with the local SELPA, ensures adequate levels of support for students who qualify for modifications and accommodations through an IEP under IDEA. The Director of Special Education attends monthly Steering Committee meetings to stay abreast of the latest legislation, best practices and information related to building capacity in site level staff. In the case that in-house resources of service to students is exhausted, a periodic partnership with outside entities ensures ample levels of support. For example Apple Valley Unified School District was contracted to provide a current student whose needs required they be placed in a Life Skills class to prepare them for productive adult living as well as transportation	● Elementary Intervention Team Agendas ● Secondary Intervention Team Agendas ● DM SELPA Manual ● AAE 504 Protocol

provided to their facility. In addition, a teacher suddenly passed away this year and a partnership with AVUSD and DM SELPA ensured that students had ample mental health services through the grieving process. In relation to student suicide prevention, services of the county of San Bernardino's Crisis Response Team has been employed. The utilization of the aforementioned resources has been very successful in meeting the needs of AAE students TK-12.

Academically, there is a schoolwide focus of ensuring early literacy. This said, a full-time Reading Specialist was hired two years ago to support teachers and also works with small groups of students. Based on formative assessment results, students are grouped for intervention within elementary classroom to receive differentiated instruction. At the middle school and high school, the homeroom class period is designed to offer a flexible time of additional support to all students. Teachers are able to tutor students during homeroom and pull students from other class based on need. Secondary teachers also make themselves available for tutoring after school. The AAE's AFJROTC unit consists of approximately one-fifth of the high school population. One subgroup of the ROTC unit, the Kitty Hawk Air Society, has been conducting peer tutoring for students TK-12 for the past two and a half years in the library after school every school day, excluding Wednesdays.

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

E3.2. Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.	Evidence
The AAE is a full-seat academic program that is designed to prepare students for college after high school, or post-secondary success. In addition to this core function, a significant amount of choice is also offered in the student's high school experience. To start, students are able to select from multiple, auxiliary programs within the school setting. Students	• AAE Master Schedule • AAE-VVC Dual Enrollment MOU • AAE Parent-Student Handbook

desiring to pursue college level coursework while in high school have support in pursuing dual enrollment coursework through the AAE's partnership with Victor Valley College (VVC). One such example includes the pairing of the AAE's Environmental Science and VVC's AGNR 170, Environmental Science and Sustainability in the Fall and AGNR 173 Watershed Management & Restoration for a total of seven college units in addition the high school credits acquired. Per the AAE's latest Memorandum of Understanding with VVC which will impact the 2018-2019 offerings, the AAE will be adding ALDH 139 Medical Terminology and ALDH 80 Pharmacology. Considering these four offerings, one is able to see the vastly different pathway of interest students are able to select within dual enrollment offerings.

Within the high school program alone students exercise freedom in the selection of elective coursework aligned within their areas of need and interest. All AP Offerings are truly self-select and dependent on student initiative. Even with a high school population of only 400 students, the AAE offers ten sections of AP course work, and six sections of additional honors course work. Middle school honors courses are also available at the seventh and eighth grade levels, further offering classes that meet individual needs. Looking to the future, two high school English teachers are scheduled to attend the new AP Capstone training over summer, 2018. This training will prepare both teachers to implement AP Seminar and AP Research. Further, the upper division AAE Spanish teacher is also pursuing adding AP Spanish for the 2018-2019 school year. With these pursuits, the AAE is planning to add three additional AP offerings to it's already robust offerings.

The AAE also serves students who are in need of additional support and remediation. To be responsive to their needs and ensure student success, multiple intervention courses are offered at the middle school and high school levels within the special education setting and in addition to it. The total number of intervention course offered for the 2017-18 school year totals fourteen. A few of the general characteristics of these courses include smaller class sizes, appropriate pacing, curricular accommodations, and modifications. For students at-risk due to an insufficient number of acquired credits, the AAE utilizes an online learning tool, APEX, offering greater flexibility and meeting a-g requirements. APEX is also the tool utilized during summer school to most efficiently

- Illuminate Dashboard for Demographic Information
- AAE Course Catalogue
- AFJROTC Cadet Handbook
- Elementary STREAM Schedule
- Paraprofessional Schedule
- AAE Club Financial Records

meet the needs of the most at-risk students. The AAE's special education program includes 118 students or 8.23% of the school population. The AAE aims to serve students in the least restrictive environment. This occurs through a push-in model, where education support is provided in the general education setting, through mild/moderate classes with general education, as well as embedded paraprofessional support, self-contained classes with an Ed Specialist, and paraprofessional support.

In addition to meeting student needs through the academic program at the AAE, there is also the pursuit of individualizing each student's experience and allowing them to customize their pursuits based on interest through elective course work. Two of the largest areas of interest at the middle school and high school levels include participation in our Air Force Junior Reserve Officer Training program and visual and performing arts courses. Of 400 high school students, 116 are actively enrolled in the AAE AFJROTC. To meet the demand and allow for more flexibility within students schedules, a 7th period was created in the master schedule. The ROTC classes require classroom course work, a significant amount of hours dedicated to community service, practice for the various teams, and fundraising for various activities. The Visual and Performing Arts department services 252 students at the high school level and 151 at the middle school level. Offerings include various levels of sculpture, drawing, art, painting, guitar, strings, choir, digital movie making, video, piano, and band.

At the elementary level, namely grades K-5, students participate in the AAE Elementary STREAM Rotation for two hours each week. During these two hours, teachers participate in PLC collaboration, while colleagues provide enrichment. The enrichment classes in the rotation include Goldstone Apple Valley Radio Telescope (GAVRT), coding, art, music, and physical education. Additionally, elementary students take trips to Thunderbird campus where they engage in learning activities at the Lewis Center for Educational Research (LCER) Apple Valley Center for Innovation.

All high school students select and participate in their designated high school club each Friday during homeroom. Clubs are established each year based on student interest and advisor availability. Each club varies in its focus, intent, and function. For example, last year the Make-A-Wish club

raised $15,000 to grant three wishes to recipients. Geography Explorers on the other hand, work with the geocaching community and learn geography while exploring. The Chess Club and Ultimate Frisbee have more of a singular focus.	

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

E3.3. The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and schoolwide learner outcomes, e.g.	**Evidence**
All class offerings are aligned to relevant standards, namely the Common Core State Standards in English and math classes, Next Generation Science Standards in science, World Language Science Standards for Spanish offerings, and the school will be transitioning to the 2016 History-Social Science framework by next year. Further, Physical Education instruction is aligned to the Physical Education Education Model. In addition to being standards-aligned, our goal is to provide student learning experiences to ignite a greater depth of knowledge. Not only does the AAE have the reputation of being very rigorous, but feedback from Alumni would indicate that students graduate prepared to successfully complete university level course work. In addition to the traditional honors courses, the AAE created and embedded honors approach that allows for the creation of heterogeneous classes and the rigors of honors work and credit for those who self select the honor designation. Within the elementary classroom teachers implement differentiated instruction to meet the needs of all learners in math and ELA instruction. Ninety-nine percent of all AAE teachers possess a CLAD certification to	- AAE Course Catalogue - AAE Master Schedule - CA State Frameworks - Course Syllabi - Benchmark ELA Curriculum Sample - DM SELPA Manual - AAE 504 Protocol - Educator Effectiveness Expenditures - AAE Bell Schedule - AAE TK-12 Staff Meeting Presentations - AAE Professional Development Planning Document - Counseling Calendar - Transition Speaker Calendar - Elementary Intervention Team Agendas

meet the needs of English Learners through the use of SDAIE strategies. In addition, accommodations are provided for students on a Section 504 Plan. These accommodations are almost endless but can include students receiving more time on assignments, preferential seating, the use of supplementary aids and more. Students in middle school and high school may require informal supports, accommodations, and even modifications to meet their needs and help them experience success. The aforementioned items are regularly embraced by the AAE teachers and utilized liberally.

Many AAE students are academically and behaviorally supported under the provisions of IDEA. Special Education support is aimed at ensuring that each student on an IEP makes progress toward their goals as agreed upon by the team and through the IEP process. The free and appropriate education (FAPE) that a special education student receives at the AAE is designed to meet their specific needs and varies from student to student. Within the classroom the AAE offers paraeducator support through a push-in model, where the paraprofessional offers Specialized Academic Instruction (SAI) in the general education classroom to a small group of students or to one student as determined appropriate. At times it is more effective for a paraeducator to offer SAI in a special education class. If a student's needs exceed the AAE facility or the capacity of the staff, program services are subcontracted. This is done through the IEP process and is historically rare.

Outside of the classroom, teachers receive regular training. In the past three years, the AAE has spent over $114,000 in professional development. Professional development is targeted to meet legal requirements or specific needs of grade levels and departments to ensure that high quality lessons are delivered to students. Further, the AAE prioritizes staff collaboration through the PLC process. At elementary, grade level teams are provided a two hour block of time each week to collaborate, plan lessons and interventions. Strategically, the AAE bell schedule is designed to allow for collaboration time among staff on Wednesdays. The first Wednesday of each month the TK-12 staff comes together for ongoing professional development and collaboration. Trainings have included, but are not limited to topics in developing a growth mindset, John Hattie's work in *Visible Learning*, Love and Logic, Executive Functioning, the SAMR model, and the effective use of

- Secondary Intervention Team Agendas
- Teacher Credentialing
- Alumni Night
- Alumni Social Media

technology implementation. The second Wednesday of each month is designated for additional grade level collaboration (department time for middle school and high school). The third Wednesday of each month is designated for grade level collaboration (grade band collaboration for middle school and high school). During these meetings, teachers are able to continue the work of the PLC, including planning lessons, analyzing date and planning interventions. The fourth Wednesday of the month is set aside to provide teachers the opportunity to grade and plan individually.

The AAE has both an Elementary Intervention Team and Secondary Intervention Team. Members include administration, school psychologist, counseling, transition coordinator, reading specialist, teacher on assignment, education specialists, and general education teachers. These teams work with the classroom teacher(s) who make recommendations through the AAE Intervention Team referral process. The team discusses student needs, acquires additional data/information, determines appropriate supports, and works to ensure that specific students receive the necessary supports to experience higher levels of success. In addition, when deemed appropriate, said team will also recommend that students be assessed for Special education services.

Three years ago, the AAE focused much of it's intervention efforts to intervene early and ensure that elementary students were fluent readers. To ensure progress in this area, a full-time reading specialist was hired. This specialist performs DRA assessments, supports teachers with in-house professional development, works with the Elementary Intervention Team, and pulls students out of the classroom setting to perform small group reading interventions to ensure growth and proficiency.

Many elementary students also require additional, services in the area of speech and language pathology. These services, much like reading interventions, occur outside of the general classroom. The SLP regularly meets with students in the intervention classroom to support them making progress on their individual goals in the area of speech and language pathology.

The AAE has a number of older students who have diverse needs and require additional support, specifically in transitioning from high school to a

post-secondary setting, such as the local community college or the workforce. To meet these needs, there is a full-time transition coordinator on staff as part of the Counseling Department. Not only does this individual bring in high interest speakers to discuss post-secondary options with the students, they also interpret ASVAB data with students to help students determine the next steps for their future. The transition coordinator helps students complete resumes, fill out applications, drives them to interviews, and much more. The AAE has a very close working relationship with the local SELPA. When there are ongoing social-emotional issues that are interfering with a child's learning the AAE, the staff will partner with SELPA counselors to provide AAE students the support they need to experience growth and capacity for successful living. These SELPA staff members visit the AAE campus weekly and offer Educationally Related Mental Health Services (ERMHS). In addition, they also attend IEP's and offer insight to the team. Further, in the case of a tragedy or an event that creates a heightened demand for support, SELPA staff have been available to support AAE students. This level of support is very much appreciated and paired with the AAE School Counselor and School Psychologist, where there are ample levels of support to ensure student health and success. On very rare occasions, there have been students with needs that have exceeded the capacity of the AAE programs that were currently in place. In situations where this has been the case, the IEP process is enacted and the team discusses the best possible placement for that student. One partner the AAE has worked with to ensure an appropriate placement for students with unique needs has been the authorizing district, Apple Valley Unified School District. Though the AAE doesn't take such a transition lightly, the AAE has an obligation to offer FAPE and ensure student growth.	

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

E3.4. Through the use of equitable support all students have access to challenging, relevant and coherent curriculum.	Evidence
All of the curriculum found at the AAE is aligned to the Common Core State Standards and therefore guaranteed to include an appropriate element of rigor. Nearly every elementary teacher utilizes *Engage NY* to drive math instruction and differentiate in the classroom. Students on IEP's have accommodated or modified experiences. Elementary teachers utilize *Benchmark Advanced* ELA, a comprehensive curriculum that has embedded differentiation pedagogy to support students who are working on acquiring mastery of the English Language. Further, it includes lesson resources to take advanced students further into the content. The middle and high school math departments have a robust math curriculum by Carnegie Learning. This curriculum has three major components designed to meet the needs of all learners. The components include a textbook, skills practice workbook and the Mathia on-line adaptive component. That online component allows for differentiation and is tied to students specific needs. In addition, both the child and teacher receive actionable feedback related to the time on task, accuracy and proficiency. The middle school and high school English department offers a novel based curriculum that is balanced with much intensive writing to meet the rigors of the CCSS and also those of the College Board. To assist students requiring additional support, an English lab is offered which affords students additional time and support within the school day to help ensure success. The science department recently transitioned to aligning their instruction to the Next Generation Science Standards (NGSS) through the integrated science approach. Middle school students utilize the curriculum, *Project Based Inquiry* and experience a significant amount of learning through hands on experiment and observation. At the high school level, students enjoy heterogeneous classes with an embedded honors program. There are no formally adopted NGSS textbooks, but teachers utilize labs, online resources, thousands of dollars worth of Vernier equipment and more. Honors students in science self-select their honors designation. In doing so, they must select a field of scientific research and/or experimentation that has yet to be explored.vThey then design the research and/or experimentation and secure a mentor/expert in that field. They must then pursue the path with which they established and at a designated time in the the year, then share out their findings up to that	• 2017-2018 SARC (curriculum) • AAE Course Catalogue • Course Syllabi • UC Approvals • AAE Bell Schedule • Kitty Hawk Tutoring Sign-In Sheets

point. This share out is done in a TED like setting. The teacher is a resource to the honor student, but is not the sole source of knowledge as may be the case in many traditional settings. In addition to the self-selected honors program in science, all AP offerings are truly self-select and dependent on student initiative. Even with a high school population of only 400 students, the AAE offers ten sections of AP course work, and six sections of additional honors course work. Middle school honors courses are also available at the seventh and eighth grade levels further offering classes that meet individual needs.

All of the core classes at the high school level are a-g approved through the UC system. When considering the level of rigor at the AAE, even a more remedial class, Math 1A was approved as an a-g offering. Math 1A simply takes the 9th grade Math 1 curriculum, divides it in half and spans implementation over the course of two years as opposed to one year. Again, not changing the demands of the class, but slowing the pace to meet the needs of students with unique needs or situations.

Embedded in every school day is a 30 minute Homeroom Period. This period's number one purpose is to offer AAE students intervention support during the regular school day. Students are able to work on assignments, study for tests, prepare projects, and visit with various teachers as needed. Homeroom is simply a resource for each student, whether involved with honors coursework or a modified curriculum. In addition, teachers regularly hold tutoring sessions after school that are in addition to homeroom. To add an additional layer of support, the Kitty Hawk Air Society offers peer tutoring four days each week after school in the library. These sessions are open to students in grades TK-12.

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

E3.5. The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to	Evidence

the academic standards, the college- and career-readiness standards, and schoolwide learner outcomes.	
Inside the Classroom Inside of the classroom students at the AAE enjoy high levels of student agency in selecting their course, engaging in projects and participating in lessons. Each spring, the AAE counseling department meets with each grade level to review the course catalog, discuss course offerings and elective opportunities. In addition, individualized plans are established to meet the needs of individual students. Based on the demands of each grade level, students autonomy fluctuates (eg. students have much more flexibility as a Junior as opposed to the options afforded Freshman). As stated above, every AP student selects courses based on interest, goals and personal drive and ability. Honors classes offer a degree of student selection, but also include the particular department as well as the counseling department when finalizing the decision. Once enrolled in each course, students typically exercise a significant amount of autonomy within the classroom setting. Excluding high school math courses, students are regularly able to work independently and collaboratively in groups to complete assignments and projects. Though not a foundational part of the identity as a school, structured Project-Based Learning opportunities will continue to grow as a meaningful part of the student experience at the AAE. This is attributed to the partnership with Victor Valley College and the Ramp Up Grant funding a Winter Residency Trip in 2017 and the ongoing coaching development of two AAE PBL coaches in 2018. These coaches will be developing their leadership capacity, grasp of the PBL process, and designing PBL learning experiences with staff and students. As mentioned earlier, three major elective components that students voluntarily select is the top-ranked AFJROTC unit, the Visual and Performing Arts electives, and academic elective offerings. AFJROTC offers courses ranging from 100 level to 400 level and satisfy student demand each year that a student is in high school. AFJROTC offerings can satisfy a-g requirements related to PE and health. Within ROTC, there are innumerable opportunities to get more involved, grow as an individual, compete, and develop leadership skills. Some of the notable teams that exist within the unit include Armed Drill Team, Unarmed Drill Team, Saber	● AAE School Calendar ● Counseling Calendar ● Parent Square Announcements ● AAE-VVC Ramp Up PBL MOU ● AAE-VVC Ramp Up MOU ● Ramp Up Winter Residency Invoices ● AAE Master Schedule ● AAE Course Catalogue ● AAE Secondary Honor Roll List (Winter 2017) ● ASB Records ● Principal's Cabinet Notes ● Principal's Cabinet Presentation

Team, Aerospace Modeling Team, Awareness and Presentation Team, Cyber Patriot Team, Academic Team, Marksmanship Team, and Raider Team. Each of these teams have a specific focus and impact the school and the community in various ways. Further, there are multiple trips and extra-curricular events that students choose to be involved in to develop as an individual and meet AFJROTC academic standards. The VPA offerings at the AAE are also abundant and include multiple levels of rigor, from 100 level courses to 400 level advanced courses that meet a-g requirements. Although any college-bound student is required to take a number of VPA courses to meet a-g, AAE students are afforded the opportunity to select from offerings such as concert band, art, painting, sculpture, piano, strings, and digital movie making. Student selection is very important to retain engagement and motivation as students prepare for their post-secondary transition. Academic electives are also available for students to pursue greater mastery in content-specific areas. Students who are typically driven to compete for acceptance in high-demand universities often pursue such electives. The AAE offerings that would fit this criteria also offer smaller class size, which is an added benefit as students strive to meet the rigors of the course. A few examples of upper division content-based electives include Integrated Science 3, Spanish IV, AP Stats, Anatomy 2, Ed Intern, and AP Calc AB.

Outside the Classroom
The AAE and its staff attempt to live out its mission to "...prepare students for post-secondary success through a relevant, rigorous college-preparatory education." One very significant area of campus life that the AAE took a stance to further this mission is in athletics. Two years ago the AAE administration required its high school athletes to achieve a minimum grade point average of 2.4 in order to participate in athletics. This set the proverbial bar higher than that required by CIF.

At the end of the first semester of the 2017-18 school year, 51% of the AAE middle School and high school students were on the Honor Roll or Principal's Honor Roll. Students pursue post-secondary success not only through academia but also through extracurricular programs. Last year, Make-A-Wish raised $15,000 to grant three wishes. Not only are AAE club members contributing to the lives of others, they are also holding leadership and service roles and building their resumes for college and career aspirations. Much of the same could be said of the Christian Club

who is sponsoring a child in poverty in a foreign country, the Interact Club feeding the homeless, Ambassadors holding Blood Drives, and the countless service projects our various clubs engage in.

Two very notable groups that lead the campus toward inclusivity, connectedness and notoriety are the Ambassadors, ASB, and Principal's Cabinets. The Ambassadors are the most polished group of leaders in the High Desert region. They have built soft-skills that will not only benefit them now and further their goals, but also benefit them after high school. They are the face of the AAE to the community and provide in depth tours of the campus and the history of AAE to dignitaries and new families. ASB work collaboratively to fundraise and host amazing events that build school spirit and morale. The Principal's Cabinet is an advisory committee to the principal. They provide student perspective and insight to inform school-wide decisions related to culture and a continuous improvement.

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

In the last six years, the AAE has shown significant growth in the area of building school culture. It has made a concerted effort to inform stakeholders and acquire valuable feedback through traditional meetings, electronic correspondence, and systematic surveys. In addition to that acquisition of feedback, the AAE Administration has implemented many changes to improve culture and better prepare our students for post-secondary success.

In addition to stakeholder engagement and the curriculum and instruction relevant to the classroom setting, AAE offers an abundance of choice within the school day and in addition to the school day for students to pursue their interests and giftings. These include an extensive list of academic and enrichment electives and also countless clubs and event athletics teams. In addition to the leadership opportunities within clubs and teams, the AAE provides students with three official leadership groups in which to be involved; namely the AAE Ambassadors, AAE ASB, and the AAE Principal's Cabinets. The vast spectrum of extracurricular offerings appeal to the student body, builds school spirit and helps to ensure retention of high school students.

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

- Extracurricular opportunities for secondary students
- Electronic correspondence with stakeholders
- The acquisition of input from stakeholders, including students

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

- Development of a School Site Council to develop, annually review and update the Single Plan for Student Achievement (SPSA)
- Continue and increase student involvement with decision making

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

Summary of Identified Critical Learning Needs

In reviewing chapter II and analyzing areas of growth for all five categories of chapter III, the following conclusions need addressing in the schoolwide action plan.

❖ Math assessment data continues to show a need for improvement. A different CCSS-aligned curriculum is necessary for elementary students to achieve the conceptual understanding outlined by state standards and to meet the needs of all learners. Professional development, using the adopted curriculum, is needed for implementation and instruction in secondary along with the use of formative assessment to guide instruction.

❖ While local, state, and national ELA results show over 50% proficiency in grade levels 3-12, data from primary grades (K-2) show a decline in early literacy. Continued professional development in the areas of instruction, use of formative data to guide instruction, and fidelity of assessment administration, need to occur. Also, adding K-5 to the schoolwide writing process with a common rubric allows for vertical alignment of skills in the ELA writing standards.

❖ Decisions about funding, class placement, curriculum, and other schoolwide commitments need to be data-driven. The reliance on only one piece of data is not enough to inform decision-making. All five categories integrate data results in some way, but it would be remiss not to consider all sources of data. It is necessary to provide executive, administrative, and teaching staff the tools needed to use multiple data sources in decision-making.

- ❖ All five areas of chapter III discuss the need for professional development that is intentional and aligned with the goals of both the action plan and LCAP. It is essential for the school to develop a long-range plan to ensure these goals are addressed.

An area of growth to be addressed not in the action plan is the need for a School Site Council to promote increased stakeholder involvement.

Appendices

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- Timeline of self-study process
- Staff assignments

Appendix B
- Student Climate Survey
- Parent Climate Survey

Appendix C
- Teacher Survey
- Walk-through Observation Data

Appendix D
- Master Schedule

Appendix E
- Approved AP Course List

Appendix F
- UC a-g Approved Course List

Appendix G
- College and Career Planning Guide
- Course Catalog

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- School Quality Snapshot

Appendix I
- School Accountability Report Card

Appendix J

The Academy for Academic Excellence

SIX YEAR ACTION PLAN
PREPARED FOR WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
APRIL 9-11, 2018

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Goal 1: Increase the percentage of students meeting Math Achievement Standards
Mathematics is an essential area of learning. Increasingly, information is communicated through numerical means: charts, graphs, statistics. The ability to analyze and interpret numerical information is critically important to student success, both in school and later in life. A solid understanding of mathematical concepts allows individuals to operate responsibly and effectively in society.

The AAE recognizes the societal and personal importance of students attaining proficiency in mathematical skills. However, student proficiency in mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP) annual Smarter Balanced Assessment (SBA), has shown minimal overall growth across grade levels over the last three years. This, combined with site-based data results, led to identifying math as a critical area of need.

Goal 1:	**Increase the percentage of students meeting Math Achievement Standards.**
Rationale:	State and site-based assessment data for the last three years continues to show minimal growth toward proficiency in grade levels 3-8. Many students do not demonstrate the necessary skills for grade 9, Math 1, an a-g course and a current graduation requirement. High school math classes do not have an aligned formative benchmarks to analyze progress over the three years of math instruction, grades 9-11.
Supporting Data:	- In grades 3, and 5-8, students were 5% below the California State average for meeting the Math Achievement Standards on the CAASPP for the 2016-17 school year - End of Year Benchmarks, 2016-17, report the following percentage of students not meeting proficiency 3rd grade - 22% 4th grade - 29% 5th grade - 53% 6th grade - 68% 7th grade - 69% 8th grade - 82% - STAR Math Norm-Referenced Assessment shows the following averages by grade level of the AAE students performing below the 40th percentile compared to students nationwide for the last two years: 3rd grade - 22% 4th grade - 29% 5th grade - 28% 6th grade - 49% 7th grade - 40% 8th grade - 50% - California Accountability Dashboard indicator is at Low Status Level, 36.3 points below a level 3 - In the 2016-17 school year, 66% of students did not meet the Math Achievement Standards on the CAASPP. 3rd grade - 57% 4th grade - 51% 5th grade - 68% 6th grade - 72% 7th grade - 76% 8th grade - 73% 14% of 9th and 10th grade students were not ready for entry into Math I for the 2017-2018 school year—they were either retained or placed in remedial math classes because they required intervention.
Growth Targets:	Growth targets for the next three years, 2018-2021, are as follows:

	• Close the gap between the California State average and AAE students meeting the Math Achievement Standards on the CAASPP • End of Year Benchmarks for Math will show a 5% increase in students meeting proficiency levels in grades 3-4, 10% in grades 5-7, and 20% in grade 8 • STAR Math Norm-Referenced Assessment will show a 5% increase in grades 3-5 and 10% in grades 6-8 • Percentage of students ready for Math I will increase by 5% • California Accountability Dashboard indicator for math will increase, closing the gap towards the next indicator level • 5% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP
SLOs Addressed:	Academic Achievement, Analytical Thinking
Impact:	Increased acquisition of skills to improve student success, prepare students for the next level of math and real-life applications.

Monitor Progress Tools	Report Progress

• Annual CAASPP scores for all students
• site-based quarterly benchmark data
• site-based curriculum embedded assessments
• STAR Math screening data (3x's a year)
• Illuminate (SIS) enrollment for Math I
• Illuminate (SIS) enrollment in Math IA
• Illuminate (SIS) retention in Math 8
• California Accountability Dashboard reporting
	• Data Reporting
	   ○ Annual CAASPP assessments
	   ○ Quarterly site-based benchmarks
	   ○ Tri-annual STAR screening data
	   ○ Annual enrollment in Math I
	   ○ Annual California Accountability Dashboard report
	   ○ LCAP
	• Action Plan Progress
	   ○ Administrators will report progress to the Board, leadership team, parents, staff & students annually in October each year
	   ○ Action plan reviewed annually, modified when necessary

ACTION PLAN GOAL 1

Goal 1: Increase the percentage of students meeting Math Achievement Standards.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORT PROGRESS
1) Procure CCSS aligned math curriculum for grades K-5	❖ Principal ❖ Leadership Team ❖ Math Department ❖ Teaching staff	❖ Research math curriculum based on successful performance data from other school districts and states and state adoption guide ❖ Pilot curriculum - introduction to each from curriculum representative ❖ Plan for implementation of pilot - grade level classes rotating curricula for a period of time ❖ Utilize screening and ranking tool to narrow choices by eliminating curricula ❖ Analyze common benchmarks by grade level to determine success of piloted curriculum ❖ Reach consensus on choice for adoption ❖ Professional development embedded with curriculum **Funding:** General Apportionment	❖ Results of various assessments - teacher observation, unit exams, etc. ❖ Walk-throughs by TOA and Principal to determine pacing plan is being fully implemented ❖ Discussion of screening results with teachers	❖ 2018-19 pilot 3 curricula, survey, and analyze assessment data ❖ Spring 2019 determine curriculum to be adopted ❖ Implement CCSS chosen math curriculum grades K-5 for the 2019-20 ❖ Annual professional development supporting adopted curriculum beginning 2019-20 school year	❖ Monthly elementary department meeting ❖ Leadership team meeting once a quarter to report piloting progress ❖ Trimester review of the common benchmarks by elementary grade levels ❖ Report to executive team results to determine funding for new curriculum
2) Monthly vertical teaming 3-12 for math	❖ Principal ❖ TOA ❖ Math Department ❖ Teaching staff	❖ Schedule of planned meeting days and time for each school year ❖ CCSS for each grade/subject level ❖ Current data for each	❖ Calendar of scheduled meeting dates and times for vertical team meetings ❖ Sign-in roster of attendees for each	❖ Teacher work calendar for 2018-19 then annually ❖ Agenda for	❖ Leadership Team meeting once a quarter to report progress ❖ Assessment data

		grade/subject level analyzing proficiency by standard ❖ K-12 scope and sequence alignment over time	meeting showing ❖ Assessment data growth	meetings	reporting
3) Develop a long-range formative assessment for grades 9-11 to monitor progress on CCSS	❖ TOA ❖ Math Department	❖ 9-11 scope and sequence vertical alignment guide from Math 1, II, III ❖ List of standards to be assessed all three years ❖ Development of test and various versions to address standards to be assessed over three year period ❖ Analyze data from pilot test to determine proper standards alignment ❖ Adjust questions based on data received from pilot ❖ Assessment calendar defining time of testing	❖ Assessment being implemented ❖ Initial pilot test implementation data ❖ Review data from full implementation from Math I to Math III	❖ 2018-19 school year, vertical standards alignment ❖ 2019-20 develop assessment versions ❖ Spring 2020 implement pilot of test ❖ Fall 2020 full implementatio n twice a year	❖ Teacher work calendar for 2018-19 then annually ❖ Assessment data reporting
4) Strategically targeted coaching and professional development in grades 6-8	❖ Principal ❖ TOA ❖ Math Lead ❖ Teaching staff, Grades 6-8	❖ Curriculum based professional development ❖ On site coaching with TOA and/or Math Lead ❖ Video Reflection Exercises with Math Lead and/or administration **Funding:** General Apportionment	❖ Progress monitoring of implementation of best instructional practices ❖ Progress monitoring of student mastery ❖ Site based assessment scores	❖ 2017-18 begin implementatio n ❖ 2018-19 full implementatio n	❖ Assessment data reporting ❖ Walk-through data

ACTION PLAN GOAL 2: INTRODUCTION

Goal 2: Increase the percentage of students meeting ELA Achievement Standards focusing on early literacy.

Literacy is the foundational skill for all academic endeavors. Building strong reading skills early in life will form the basis for all future learning in all subject areas. This building block is essential for students to be successful throughout their school years and future undertakings.

The AAE recognizes that literacy is essential for success in school and beyond. It has become apparent that achievement gaps become more challenging to close in upper elementary and secondary grade levels. Data continues to show the same group of students perform consistently below grade level in spite of secondary literacy interventions. Implementation of universal screening in the primary grades reveals a critical need for early literacy intervention.

Goal 2:	*Increase the percentage of students meeting ELA Achievement Standards focusing on early literacy.*
Rationale:	State, norm-referenced and site-based assessment data for the last three years shows little growth with the achievement gap larger at grade levels 3-8, while high school students are achieving at a 92% proficient achievement level. The research is clear that early literacy skills such as phonemic awareness and phonics are critical for reading and future academic success.
Supporting Data:	- On average, 44% of students did not meet the ELA Achievement Standards on the CAASPP; this has been consistent for the last three years in grades 3-8 - STAR Reading Norm-Referenced Assessment shows the following averages by grade level of the AAE students performing below the 40th percentile compared to students nationwide for the last three years: 3rd grade - 36% 4th grade - 38% 5th grade - 47% - K-2 DRA End of Year levels show the two-year average of students below grade level is 33% - California Accountability Dashboard indicator is at Medium Status Level, 1 point above a level 3
Growth Targets:	Growth targets for the next three years, 2018-2021, are as follows: 3% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP 3% increase in grades 3-5, above the 40th percentile as reflected on the STAR Reading Norm-Referenced Assessment - DRA results in grades K-2 will show 3% increase in students readiness for the next grade level - California Accountability Dashboard indicator for ELA will increase, closing the gap towards the next indicator level
SLOs Addressed:	Academic Achievement, Analytical Thinking and Effective Communication
Impact:	Strengthened literacy skills will facilitate learning for all in all subject areas and grade levels beyond primary grades.

Monitor Progress Tools	Report Progress
- Annual CAASPP scores, grades 3-8, 11 - Site-based quarterly benchmark data, grades K-8 - Curriculum embedded assessments, grades K-5 - STAR Reading screening data, grades 2-5 (3x's a year) - DRA data, grades K-2 (3x's a year) - California Accountability Dashboard reporting	- Data Reporting - Annual CAASPP assessments - Quarterly site-based benchmarks - Tri-annual STAR screening data - DRA reporting - Annual California Accountability Dashboard report - LCAP - Action Plan Progress - Administrators will report progress to the Board, leadership team, parents, staff & students annually in October each year - Action plan reviewed annually, modified when necessary

ACTION PLAN GOAL 2

Goal 2: Increase the percentage of students meeting ELA Achievement Standards focusing on early literacy.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORT PROGRESS
1) Phonological Awareness Diagnostic Assessment to all students K-1 to identify students at risk for reading failure	❖ Teaching staff ❖ Reading Specialist ❖ TOA	❖ Staff Training on the importance of Phonological Awareness in grades K-1 for reading success ❖ Phonological Awareness assessment developed in Illuminate to track data ❖ "Two Peas Phonological Awareness Assessment" ❖ K-1 PD on Phonological Awareness **Funding:** General Apportionment	❖ Trimester benchmarks ❖ Progress monitoring by Reading Specialist ❖ Number (increase/decrease) of students needing phonological awareness intervention	❖ 2018-19 fully implement annually	❖ Grade level meetings/discussions ❖ Use Illuminate in order to interpret progress ❖ Report progress to Leadership Team
2) Host early literacy parent workshops	❖ Reading Specialist ❖ TOA ❖ Principal	❖ Research-based best practices in early literacy learning ❖ Parent survey of dates and times that work best	❖ Attendance rosters ❖ Certificate of Completion Rate ❖ Parent surveys ❖ Student progress (data)	❖ 2017-18 Develop training and schedule ❖ 2018-19 Implement workshops quarterly ❖ 2019-20 Implement workshops monthly	❖ Grade level meetings/discussions ❖ Report progress to Leadership Team
3) Provide ongoing support to TK-5 teachers with research-based, small group reading	❖ Teaching staff ❖ Reading Specialist ❖ TOA ❖ Principal	❖ Guided Reading Professional Development ❖ Reading Specialist provides coaching with feedback **Funding:** General Apportionment	❖ DRA ❖ STAR ❖ Benchmarks ❖ Teacher Observations	❖ 2018-19 fully implement	❖ Grade level meetings ❖ Data reported in Illuminate (DRA; Benchmarks)

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instruction					❖ STAR Reading ❖ Walk-through data
4) Provide additional support for consistency in the administration of the DRA	❖ Teaching staff ❖ Reading Specialist ❖ TOA ❖ Instructional Assistants ❖ Principal	❖ K-5 training on DRA testing procedures and guidelines for moving students forward in reading ❖ Grade-level meetings to discuss data and inconsistencies; calibrate administration **Funding:** General Apportionment	❖ DRA scores ❖ STAR scores ❖ Small group reading	❖ 2018-19 Begin to implement ❖ Continue annually for new teaching staff and for refresher for existing staff	❖ Grade level meetings/discussions ❖ Data reported in Illuminate
5) K-12 writing assessment in November and May each year	❖ Teachers ❖ Reading Specialist ❖ TOA ❖ Principals ❖ Leadership Team	❖ Benchmark Advance Writing Rubrics ❖ Benchmark Advance Writing components curriculum ❖ Annual Schedule for K-5 writing administration ❖ Professional development for K-5 scoring of writing assessments **Funding:** General Apportionment	❖ Rubrics used by teachers ❖ Writing Conferences with feedback ❖ Assessment schedule ❖ Professional development attendance	❖ 2017-18 grades 6-12 full implementation ❖ 2018-19 grades K-5 begin pilot implementation ❖ 2019-20 fully implement annually	❖ Data reported in Illuminate ❖ Report progress to Leadership Team

Goal 3: Triangulate multiple data sources to inform curricular, pedagogical decisions schoolwide.

Data is a powerful source of information to validate teaching and learning, identifying strengths within a program as well as weaknesses. When multiple measures of data are combined, the margin of error is diminished, allowing for a more accurate informed educational decision.

The AAE recognizes that triangulating multiple data sources is an effective means for a school to learn more about the effectiveness of its programs and practices and to systematically and strategically facilitate positive change both within the classroom and schoolwide.

Goal 3:	***Triangulate multiple data sources to inform curricular, pedagogical decisions schoolwide.***
Rationale:	When making decisions to inform purchasing of curriculum or changes in pedagogy, the AAE relies heavily on state testing data, such as the current CAASPP system. A single assessment could be influenced by a variety of factors and therefore does not provide enough data to make informed decisions. In the previous two years, data measurements at the AAE have evolved to include norm-referenced testing, quarterly benchmarks, and diagnostic assessments along with state assessments. While these assessments have been used to make informed decisions about individual student learning, they have not been combined to formulate change schoolwide. Triangulating data would diminish the margin of error, increasing the accuracy of data used in making educational decisions in classroom instruction and schoolwide.
Supporting Data:	● Adoption of CCSS ELA curriculum in 2016-17 was based on the implementation of the CCSS and CAASPP SBA data for one year and teacher input ● Adoption of NGSS middle school curriculum in 2015-16 was based on the introduction of NGSS, not assessment data ● Professional Development decisions have not been systematically based on multiple sources of data, rather on individual request and need ● Based on classroom grades, substantiated by state test data, the AAE hired a part-time math intervention teacher who serves at-risk students for three periods ● When considering retentions at the elementary middle school levels class grades, SBA data and schoolwide benchmarks are analyzed to inform discussions with families and arrive at a decision
Growth Targets:	Growth targets for the next three years, 2018-2021, are as follows: ● 3% increase in the percentage of students proficient in multiple ELA assessments: DRA, STAR Reading, CAASPP, and quarterly benchmarks ● 5% increase in the percentage of students proficient in multiple Math assessments: STAR Math, CAASPP, and quarterly benchmarks ● 100% of decisions made that affect student learning will be based on multiple data sources
SLOs Addressed:	Academic Achievement
Impact:	Educational decisions such as curriculum adoption or change in pedagogy will be informed by multiple data sources ensuring appropriate change that positively affects student learning outcomes.

Monitor Progress Tools	Report Progress
- Annual CAASPP scores for all students - site-based quarterly benchmark data - site-based curriculum embedded assessments - STAR Reading screening data (3x's a year) - DRA data (3x's a year) - Classroom assessments formative and summative - Bi-annual writing assessments (K-12) - California Accountability Dashboard reporting	- Data Reporting - Annual CAASPP Assessments - Quarterly site-based benchmarks - Tri-annual STAR screening data (1-8) - Annual California Accountability Dashboard report - DRA reporting (K-2) - Bi-annual writing assessments (K-12) - Meeting minutes outlining agenda, those present, data, and action taken - LCAP - Action Plan Progress - Administrators will report progress to the Board, leadership team, parents, staff & students annually in October each year - Action plan reviewed annually, modified when necessary

ACTION PLAN GOAL 3

Goal 3: *Triangulate multiple data sources to inform curricular, pedagogical decisions schoolwide.*

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORT PROGRESS
1) Develop guide for decision making assigning the appropriate assessment measures to be analyzed before making decisions	❖ Principal ❖ Leadership Team ❖ Teaching staff ❖ Executive Team	❖ List of assessments used currently ❖ Type of decisions affecting student learning outcomes	❖ Implementation of guide ❖ Annual review of decisions being made using developed guide ❖ More varied assessment measures utilized	❖ 2018-19 begin reviewing multiple measures in place already ❖ 2018-19 create list of decisions schoolwide that will based on multiple measures including what those measure should be ❖ 2019-20 pilot guide for initial decisions for 2019-20 school year ❖ 2019-20 review pilot information and make any necessary changes to	❖ Report of decisions made and the action taken to stakeholders ❖ Data reported in Illuminate (DRA; Benchmarks; STAR, CAASPP)

				guide ❖ 2020-21 fully implement guide for schoolwide decisions affecting student learning	
2) Targeted coaching for teaching staff to use multiple measures to make decisions affecting student learning	❖ Principal ❖ Leadership Team	❖ List of assessments used currently ❖ Type of decisions affecting student learning outcomes in the classroom ❖ PD for data analysis both site-based and outsourced ❖ Schedule for PLC data analysis time - all grade levels	❖ Attendance roster for professional development ❖ Data analysis from PLC meeting time and roster of attendees ❖ Completed guide of decisions and multiple measure used for each ❖ Scheduled dates for PLC data analysis	❖ 2018-19 review multiple measures already in place ❖ 2018-19 PD for teaching staff reviewing multiple measures in place; what measures to use for classroom decisions; how to use measures to affect student learning ❖ 2019-20 review effectiveness of multiple measures for decision making using new assessment data (EOY CAASPP, DRA,	❖ Report of decisions made and the action taken to stakeholders ❖ Data reported in Illuminate (DRA, Benchmarks, STAR, CAASPP)

				benchmarks, STAR)	
3) Targeted coaching for Leadership Team and Executive Team to use multiple measures to make schoolwide decisions affecting student learning	❖ Principals ❖ Leadership Team ❖ Executive Team	❖ List of assessments used currently ❖ Type of decisions affecting student learning outcomes schoolwide ❖ PD for data analysis ❖ Schedule for Executive Team to analyze data for decision making process **Funding:** General Apportionment	❖ Attendance roster for professional development ❖ Completed guide of decisions and multiple measure used for each ❖ Scheduled dates for Executive Team to analyze data	❖ 2018-19 review multiple measures already in place ❖ 2018-19 PD for Executive Team reviewing guide for multiple measure and decision making ❖ Spring 2019 implement use of guide with schoolwide decisions affecting student learning ❖ 2019-20 review effectiveness of multiple measures for decision making and make any changes necessary and/or determine necessity for further PD	❖ Report of decisions made and the action taken to all stakeholders ❖ Data reported in Illuminate (DRA, Benchmarks, STAR, CAASPP) ❖ Staff, parent, and teacher survey regarding decisions made

Goal 4: Implement Professional Development designed to increase learning and academic achievement for all students.

Whether a new teacher or seasoned teacher, continued learning is a necessity for effective instruction to meet the needs of the ever-changing education system.

John Hattie's *Visible Learning* research from 2015 indicates that traditional approaches toward teacher development has a medium effect size of 0.45. Therefore, it is important that our approach to professional development mirror the keys to educator success:

    1) effective administrator and teacher leadership
    2) job-embedded professional development
    3) professional learning communities

Source: "Teacher Development Research Review" *Edutopia*, 2015

While there are many components within these three broad areas that the AAE has in place, there are some aspects regarding the vision and design of professional development that need to be reformed in order to have a greater impact on student learning.

Goal 4:	*Implement Professional Development designed to increase student learning and academic achievement.*
Rationale:	In years past, the AAE has adopted curricula without a clear adoption process and without structures to assist teachers with implementation. Professional development has been limited to an initial workshop, if provided at all. This has resulted in wasted resources, inconsistent implementation, and little evidence of improved student outcomes. Although PD has been aligned with the AAE's schoolwide mission and goals, it has been fragmented and inconsistently provided. It is clear that the AAE needs to reform its approach to PD to include research-proven approaches and develop teacher efficacy in the areas of content standards, best practices, and adopted curricula.
Supporting Data:	- Teacher PD Effectiveness survey results 25% of teaching staff has not attended PD in the last three years 14% of staff has not participated in site-based PD in the last three years 64% of staff has participated in PD not paid for or initiated by the AAE 46% of staff feels that the combined PD from the last three years has had some impact on student achievement 75% of staff feels the combined PD from the last three years aligns with the AAE's mission and goals 36% of staff feels they have not had sufficient training to properly implement adopted curriculum; 20% have not adopted a new curriculum and are using their own materials without PD 39% of staff do not feel they've had sufficient training on the new content standards (CCSS, NGSS, etc.) - In the 2016-17 school year, 44% of students did not meet the ELA Achievement Standards on the CAASPP. 3rd grade - 49% 4th grade - 46% 5th grade - 36% 6th grade - 48% 7th grade - 44% 8th grade - 41% - In the 2016-17 school year, 66% of students did not meet the Math Achievement Standards on the CAASPP. 3rd grade - 57% 4th grade - 51% 5th grade - 68% 6th grade - 72%

	○ 7th grade - 76% ○ 8th grade - 73% - California Accountability Dashboard indicator for math achievement is at Low Status Level, 36.3 points below a level 3 - California Accountability Dashboard indicator for ELA is at Medium Status Level, 1 point above a level 3
Growth Targets:	Growth targets for the next three years, 2018-2021, are as follows: - Improve perception of PD effectiveness on annual teacher survey 3% increase in the percentage of students meeting the ELA Achievement Standards on CAASPP 5% increase in the percentage of students meeting the Math Achievement Standards on CAASPP
SLOs Addressed:	Academic Achievement, Analytical Thinking, Effective Communication
Impact:	Improve teaching quality through sustained and aligned professional development resulting in increased student learning and achievement.

Monitor Progress Tools	Report Progress
- Professional development request forms - Long-term professional development plan - Procedural professional development plan - Professional development budget and resources - Teacher observations - Assessment analysis of summative and formative data - Annual teacher survey - Performance Assessments that integrate evidence of teaching practice and student learning measured in a variety of ways	- Data Reporting ○ Annual CAASPP assessments ○ Teacher survey results ○ Budget report of PD spending ○ LCAP ○ Long-term professional development plan aligned with LCAP timeline ○ Observation analysis by Leadership Team presented to stakeholders - Action Plan Progress ○ Administrators will report progress to the Board, leadership team, parents, staff & students annually in October each year ○ Action plan reviewed annually, modified when necessary ○ Oversight Committee to review feedback to ensure fairness and consistency of professional development opportunities

ACTION PLAN GOAL 4

Goal 4: Implement Professional Development designed to increase student learning and academic achievement.

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORT PROGRESS
1) Use current research to analyze past approaches to PD	❖ CEO ❖ Principals ❖ Leadership Team ❖ PLC	❖ Educational research studies and articles ❖ Educator Effectiveness Plan report for the last three years ❖ LCAP ❖ Staff surveys	❖ Alignment with current research regarding PD	❖ Spring 2018	❖ Principals and CEO will report the revised vision and approach to the Board, leadership team and staff.
2) Identify top areas of academic need and establish priorities.	❖ Principals ❖ Leadership Team ❖ PLC	❖ Training for staff on adopted curriculum ❖ Annual assessment data to include multiple measures of student learning ❖ Annual teacher survey ❖ Administrator walk-through data ❖ PLC analysis of data to set priorities **Funding:** General Apportionment	❖ Increased participation in targeted PD ❖ Improved implementation of adopted curricula ❖ Improved student achievement in targeted areas ❖ Improved perception of PD effectiveness per annual survey	❖ 2018-19 pilot TK-5 math curriculum; determine needs for ELA in grades 6-12; determine needs TK-12 for Social Studies and Science ❖ 2019-20 begin TK-5 math curriculum-embedded PD to support priorities ❖ 2019-20 Pilot science curriculum for available grade levels	❖ Leadership Team to monitor curriculum adoption process ❖ Leadership Team and Administration to monitor the established needs and priorities. Make adjustments as needed.

3) Develop a long-range plan for ongoing, systematic PD in the identified areas of academic need	❖ Principals ❖ Leadership Team ❖ PLC	❖ Annual Teacher Survey ❖ Oversight Committee Annual Report on fairness and consistency of PD ❖ PLC data analysis identifying areas of academic need	❖ Improved perception of PD effectiveness per annual survey ❖ Improved implementation of adopted curriculum and supporting programs ❖ Improved student learning as identified on multiple measures	❖ Spring 2018 design PD plan document and decide categories supporting identified need ❖ 2018-19 develop PD plan for 2018-19 school year based on identified areas of need ❖ 2018-19 review PD plan and its implementation during the school year; make changes in plan's structure if needed ❖ Spring 2019 develop PD plan for the 2019-20, 2020-21 school years	❖ Annual stakeholder reporting on the LCAP and SARC ❖ Annual review in PLC
4) Develop a systematic approval process for PD to ensure alignment to growth targets as defined in the LCAP and WASC Action Plan	❖ Leadership Team ❖ Principal ❖ Purchasing Dept.	❖ List of items to be included on PD request form ❖ Flow chart of approval process ❖ Staff training on implementation of approval process ❖ Growth targets and action plan **Funding:** General Apportionment	❖ Monitoring by administration and leadership team shows alignment of additional PD to growth targets.	❖ Spring 2018 review prior approval process to determine what items to continue on new request	❖ Annual stakeholder reporting on the LCAP and SARC ❖ Annual report to Leadership Team and PLC

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| | | | | ◆ form
◆ 2018-19 develop flow chart with responsible persons implementing and fulfilling PD request form
◆ Fall 2018-19 bring new form to leadership team for review and approval
◆ Spring 2019 PLC staff training on implementing PD process including flow chart and new request form
◆ 2019-20 review processed request forms comparing with flow chart | |
| **5)** Develop a process for attendees to provide site-based training of knowledge gained from outside PD, when appropriate. | ◆ Principals
◆ Leadership Team | ◆ Calendar for PD attended
◆ Scheduled PLC in a timely manner providing time for site-based training
◆ Structure Wednesday PLC time to allow for the sharing of best practices amongst grade level teams, departments or whole staff | ◆ PLC meeting schedule and agenda
◆ Feedback provided by attendees to gauge the value and effectiveness of this practice
◆ Attendance rosters for site-based PD | ◆ Summer 2018 Principals and Leadership Team redesign structure of PLC to provide site-based training in a | ◆ Annual report to all stakeholders
◆ PLC dates and agenda
◆ Attendance rosters |

				timely manner ❖ 2018-19 PLC to inform staff of change in PD implementation ❖ 2018-19 use long term PD plan to schedule site-based training for PD attended	
6) Annually budget for professional development as outlined by long-term professional development plan and other specific needs	❖ Principals ❖ Director of Finance ❖ CEO	❖ Long-term professional development plan ❖ Annual budget planning ❖ Annual data results of multiple measures ❖ Teacher survey of observed needs	❖ Budget of funds designated for PD ❖ Teacher survey results	❖ 2017-18 budget for PD based on long-term PD plan and fund availability ❖ 2018-19 review needs assessment data and long-term PD plan compared to allocated budget for PD	❖ Annual LCAP ❖ Annual report to all stakeholders
7a) Analyze the effectiveness of the way that the five non-student days are allocated. **7b)** Calendar five non-student days to reflect an agenda centered on student learning outcomes	❖ Principals ❖ Leadership Team ❖ PLC	❖ Past agenda schedules ❖ Action Plan goals ❖ Leadership Team discussion ❖ Teacher input and consensus	❖ Teacher survey ❖ Leadership Team feedback ❖ Meeting agenda	❖ 2018-19 develop and administer teacher survey ❖ 2018-19 plan the 2019-20 calendar accordingly	❖ School calendar ❖ PLC

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