

ACADEMY FOR ACADEMIC EXCELLENCE

a Lewis Center for Educational Research School



CHARTER RENEWAL

JUNE 1, 2020 - JUNE 1, 2025

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Affirmations and Declaration

Academy for Academic Excellence (“AAE” or the “Charter School”), operated by the High Desert ‘Partnership in Academic Excellence’ Foundation, Inc., and authorized and overseen by Apple Valley Unified School District (“AVUSD” or the “District”), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
2. The High Desert ‘Partnership in Academic Excellence’ Foundation, Inc. doing business as the Lewis Center for Educational Research, declares that it shall be deemed the exclusive public school employer of the employees of the Academy of Academic Excellence for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
3. The Charter School shall, on a regular basis, consult with its parents, legal guardians and teachers regarding AAE's education programs. [Ref. Education Code Section 47605(d)]
4. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
5. The Charter School shall admit all students who wish to attend Academy for Academic Excellence. If the number of students who wish to attend AAE exceeds AAE’s capacity, admission, except for existing students of AAE, shall be determined by a public random drawing to be held by AAE. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
6. If a pupil is expelled or leaves AAE without graduation or completing the school for any reason, AAE shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to AAE within 30 days if AAE demonstrates that the pupil had been enrolled in AAE. [Ref. Education Code Section 47605(e)(3)]

7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
10. The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
14. The Charter School shall comply with any applicable jurisdictional limitations to the location of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
15. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
16. The Charter School shall comply with the Ralph M. Brown Act ("Brown Act").
17. The Charter School shall comply with the Political Reform Act.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
20. The Charter School shall comply with the Family Educational Rights and Privacy Act.
21. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
22. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Signature_____

Date_____

I. INTRODUCTION

FOUNDING GROUP

The High Desert ‘Partnership in Academic Excellence’ Foundation, Inc. was established in 1992 to bring community leaders into the educational process and to oversee the Apple Valley Science and Technology Center, an educational facility built primarily through community donations and located on the Mojave Mesa Elementary campus of Apple Valley Unified School District. In July of 1997, the Academy for Academic Excellence charter was approved by AVUSD. In April 1998, the Apple Valley Science and Technology Center was renamed the Lewis Center for Educational Research (“LCER”). The current High Desert “Partnership in Academic Excellence” Foundation, Inc. and LCER organizational charts are included in Appendix A.

SCHOOLWIDE SUCCESS AND ACCOMPLISHMENTS

- Graduation Rates have consistently been 95% or higher
- High School ‘a-g’ completion rates have raised from 51% in 2016 to 73% in 2019
- Attendance rates of 97%
- Victorville Daily Press “Best of the Desert”
- *US World & News Report* Best High School and Best Charter School
- WASC accreditation for 2018-2024, 6-year accreditation
- Strong waiting list of more than 2,400 students
- More than 600 active parent volunteers

PROGRAM SUCCESSES AND ACCOMPLISHMENTS

Athletics

AAE has a successful middle school and high school athletic program which includes: Cross Country, Volleyball, Cross Country, Tennis, Volleyball, Basketball, Cheer, Soccer, Baseball, Softball, Track and Field.

2018-19 (140 high school athletes)

- 102 3.0 or higher GPA
- Sportsmanship awards for:
 - Varsity Girls Volleyball
 - High School Girls Cross Country
 - High School Boys Cross Country
- 3 athletes signed to play at the college level
- Varsity Baseball and Softball took 3rd place in league

2017-18 (138 high school athletes)

- 91 3.0 or higher GPA
- Coach of the Year - Girls Soccer

	<ul style="list-style-type: none"> • Sportsmanship awards for Varsity Girls Volleyball, Varsity Girls Basketball • 1 athlete signed to play at the college level <p>2016-17 (191 high school athletes)</p> <ul style="list-style-type: none"> • 142 3.0 or higher GPA • Varsity Girls Soccer Cross Valley Champions • Varsity Baseball Cross Valley Champions • 2 athletes signed to play at the college level • School was recipient of CIF Champions for Character Award • 3 All CIF athletes • 3 athletes of the week with Daily Press • Coach of the Year – Girls Soccer • Coach of the Year – Baseball • Sportsmanship award for Varsity Girls Volleyball, Varsity Boys Basketball, Varsity Softball <p>2015-16 (172 high school athletes)</p> <ul style="list-style-type: none"> • 101 3.0 or higher GPA • Girls Track and Field Cross Valley Champions • 4 athletes of the week with Daily Press • 3 All CIF athletes • 2 future college athletes • Student was Recipient of CIF Champions for Character • #1 ranked high jumper in the state of California • Coach of the Year – Varsity Girls Volleyball • Coach of the Year – Varsity Baseball • Sportsmanship award for Varsity Girls Basketball
Air Force Junior ROTC	<p>AAE is only California charter school to be granted an Air Force Junior ROTC (AFJROTC) unit. This program has become a fundamental co-curricular offering at the high school. Approximately 30% of high school students enroll in AFJROTC each year.</p> <ul style="list-style-type: none"> • Awarded Distinguished Unit for 12 years straight • Awarded “Silver Star” Community Service with Excellence for 5 years (since inception of award) • Worldwide Instructor of the Year Award • Received AFJROTC Outstanding Instructor Awards in multiple years • Earned a combined 3.62 average GPA for all cadets in the most recent, available grading period
Visual and Performing Arts	AAE has built a well-rounded visual and performing arts

department which continues to grow to best serve students in elementary, middle and high school. AAE visual and performing arts programs, students and teachers have been recognized for their achievements at the local, state and national level.

- UC Approved Concert Band Honors course started 2019-2020
- AAE alumni featured guest performer with VVC Wind Ensemble
- AAE Band Director nominated for Grammy Foundation Outstanding Music Instructor Award
- AAE 11th grade student won second place award in the 2018-19 San Bernardino County Art Show
- AAE 9th grade student won first place ribbon for sculpture at San Bernardino County Fair
- Added Animation 1 to course offerings
- Hosts annual school-wide Art show to showcase student artwork

Knights Marching and Concert Bands Featured Performances:

- San Bernardino County Celebration of the Arts
- San Bernardino County Superintendent's Holiday Celebration
- Walt Disney World, Orlando Florida
- Disneyland, Anaheim
- California Adventure, Anaheim
- Knott's Berry Farm, Buena Park
- Los Angeles County Fair, Pomona
- Life Stream Recognition Banquet, High Desert
- High Desert High School/Junior High Honor Bands, multiple participants
- Hesperia Days Parade, Hesperia, "Spirit Award" recipient multiple years
- Pomona Christmas Parade, Pomona
- Adelanto Christmas Parade, placed in the top three bands every year of participation
- Silver Lakes Christmas Parade, 1st place

The AAE Digital Film Studio offers students the basic instruction of Digital Short Film Production in a creative environment. The studio offers HD Edit bays and Equipment as well as instruction in Screenwriting, Storyboarding, Producing, Directing, Acting, Camera Operation, Editing, Sound Reinforcement, Lighting, Set Construction, Special FX, Make-up and Costuming.

- Produced two community documentaries, *The History of Apple Valley* and *Remembering Victorville*, which are available at the Apple Valley Chamber of

	<p>Commerce</p> <ul style="list-style-type: none"> • Produced instructional student content for GAVRT program • Hosted a popular High Desert Student Film Festival at local theaters for 18 years • Alumni currently working in the film and television industry as well as producing independent film, events, and TV programs
GAVRT Radio Astronomy Project	<p>GAVRT is an ongoing educational partnership with NASA/JPL which has served students in 44 states, 3 US territories and 14 countries over the past 21 years. AAE offers GAVRT and Space Science opportunities in elementary, middle and high school. GAVRT has received a number of recognitions and has opened the door for several additional STEAM opportunities for AAE students.</p> <ul style="list-style-type: none"> • Featured in the Smithsonian National Air and Space Museum's "STEM in 30" episode, "How Do We Know What's Out There?"- May 2018 • Highlighted in NASA Science article, "10 Things: 2 Years of Juno at Jupiter," citing GAVRT as "The Ultimate Classroom"- July 2018 • AAE operates the 13th All Sky camera in NASA's Meteorite Tracking and Recovery Network in California. Students work with scientists at NASA's Ames Research Center and the SETI Institute to detect, plot the trajectory of, and eventually recover meteorites that make landfall- 2019 • Collection of data in partnership with Citizen Weather Observer Program (CWOP), via campus weather station • Installed Purple Air Real Time Air Quality Monitoring Sensor 2019
Local Outreach Program	<p>Local Outreach extends the classroom to the community and beyond with local science and social studies programs, which align with the State Standards. Students, teachers, and parents have opportunities to participate in field trips, clubs, and other hands-on educational activities.</p> <p>Field Trips:</p> <ul style="list-style-type: none"> • Mineral City field trips (Pioneer Kids, Trails West, Pumpkin Patch, and the California Gold Rush) • Apple Valley Center for Innovation STEM field trips <p>After School Programs:</p> <ul style="list-style-type: none"> • NASA's Beginning Engineering, Science and Technology

	<ul style="list-style-type: none"> ● GAVRT Radio Astronomy Project ● Aerospace Education Excellence Award Program (AEX)
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INDIVIDUAL AWARDS AND RECOGNITION
<ul style="list-style-type: none"> ● Three AAE teachers recognized by El Dorado Broadcasters and Victor Valley College as “Teachers ‘R’ Heroes” ● High School Math teacher recognized by Assemblyman Jay Obernolte as Extraordinary Teacher of the Month ● Two high school students have won the Mojave Water Agency Conservation Essay Contest and the middle school team placed 3rd in the Curiosity Quest division. ● UC Davis C-STEM Robotics Winners- Most Interesting Talk

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic

performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix D: CDE DataQuest/CAASPP Reports):

Analysis of AAE’s Student Academic Achievement (Education Code Section 52052(f))

AAE California Assessment of Student Performance and Progress (“CAASPP”) scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards for ELA and Math as measured by the Smarter Balanced Assessment (“SBA”).

AAE SBA Proficiency Results 2015-2019

Demographic	SBA Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	58%	58%	61%	57%	60%
	Math	36%	36%	36%	38%	41%
Hispanic/Latino	ELA	N/A	50%	54%	48%	48%
	Math	N/A	28%	30%	27%	34%
White	ELA	57%	61%	64%	61%	67%
	Math	34%	39%	40%	43%	46%
Economically Disadvantaged	ELA	52%	47%	52%	50%	50%
	Math	30%	27%	28%	30%	30%
Students with Disabilities	ELA	17%	19%	28%	16%	22%
	Math	6%	14%	13%	10%	17%

As demonstrated by student proficiency on the SBA over the last five years, academic achievement in both areas of ELA and Math show a general upward trend, including growth in nearly every subgroup.

Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

SBA Proficiency Comparison of AAE and Surrounding School Districts, County, & State

School	SBA Assessment	2015	2016	2017	2018	2019
AAE	ELA	58%	58%	61%	57%	60%
	Math	36%	36%	36%	38%	41%
AVUSD	ELA	39%	42%	39%	40%	40%
	Math	22%	25%	24%	25%	24%
Victor Elementary	ELA	28%	34%	32%	34%	33%
	Math	18%	21%	21%	23%	25%
Victor Union High School	ELA	37%	37%	41%	38%	38%
	Math	17%	17%	19%	18%	19%
San Bernardino County	ELA	37%	41%	42%	44%	45%
	Math	25%	28%	29%	30%	32%
State of California	ELA	44%	49%	49%	50%	51%
	Math	33%	37%	38%	39%	40%

SBA Proficiency Comparison of Schools That Are Demographically Similar in the District

School	SBA Assessment	2015	2016	2017	2018	2019
AAE	ELA	58%	58%	61%	57%	60%
	Math	36%	36%	36%	38%	41%
Rio Vista School of Applied Learning	ELA	56%	62%	61%	59%	51%
	Math	43%	45%	45%	44%	39%
Sitting Bull Academy	ELA	47%	53%	46%	54%	54%
	Math	32%	40%	37%	41%	42%
Apple Valley High School	ELA	52%	52%	54%	49%	51%
	Math	22%	21%	19%	22%	17%

Granite Hills High School	ELA	51%	55%	45%	48%	39%
	Math	15%	18%	10%	14%	10%

AAE continues to perform above or similar to comparison schools that AAE students would attend and schools demographically similar.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

AAE California Assessment of Student Performance and Progress (“CAASPP”) Scores by Subgroup, 2015-2019: Percentage of Students Meeting or Exceeding Standards for ELA and Math as measured by the Smarter Balanced Assessment (“SBA”). Subgroups represented are numerically significant (30 or more pupils).

AAE SBA Subgroup Proficiency Results 2015-2019

Subgroup	SBA Assessment	2015	2016	2017	2018	2019
Black/African American	ELA	62%	57%	46%	62%	56%
	Math	29%	19%	18%	27%	22%
Asian	ELA	74%	69%	76%	71%	78%
	Math	49%	66%	64%	65%	70%
Filipino	ELA	63%	56%	80%	64%	71%
	Math	50%	43%	47%	55%	36%
Hispanic/Latino	ELA	N/A	50%	54%	48%	48%
	Math	N/A	28%	30%	27%	34%
White	ELA	57%	61%	64%	61%	67%
	Math	34%	39%	40%	43%	46%
Two or More Races	ELA	57%	59%	60%	64%	66%
	Math	41%	45%	38%	39%	42%
Students with Disabilities	ELA	17%	19%	28%	16%	22%
	Math	6%	14%	13%	10%	17%
English Learners	ELA	N/A	N/A	N/A	9%	7%

	Math	N/A	N/A	N/A	5%	17%
Economically Disadvantaged	ELA	52%	47%	52%	50%	50%
	Math	30%	27%	28%	30%	30%

Most subgroups have made steady growth or remained constant over the last five years as demonstrated by both ELA and Math SBA results.

II. ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

MISSION

“Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education.”

Students graduating from AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. AAE maintains high academic and behavioral standards, and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining and deepening a connectedness between parents, students, and the Charter School.

EDUCATIONAL PHILOSOPHY

AAE is committed to meeting each student at his or her academic level and guiding him or her toward mastery of Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively, “State Standards”). AAE desires that all students graduate either meeting or exceeding Schoolwide Learner Outcomes (“SLOs”). Mastery of these SLOs will be assessed in the context of standards-based academic tasks, projects and assignments.

Mastery of Core Academic Standards will be demonstrated with a variety of assessment methods including:

- Smarter-Balanced Assessments [CAASPP and the California Science Test (“CAST”)] scores or other standardized tests adopted by the State

- Scholastic Aptitude Test (“SAT”)/American College Testing (“ACT”)
- Early Assessment Program (“EAP”)
- Norm-referenced Diagnostic Assessments
- Common Core State Standards (“CCSS”) aligned Benchmark Assessments
- CCSS, NGSS, History-Social Science Framework, and State Content Standards Aligned, Teacher Created Assessments

Schoolwide Learner Outcomes

AAE staff, faculty, parents and students have adopted the following SLOs:

Academic Achievement

- Use acquired knowledge and skills to connect school to life by being able to prioritize goals, access information, and use time effectively.
- Demonstrate academic excellence by achieving and exceeding State Standards.
- Identify academic strengths and career interests.

Analytical 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.

Effective Communication

- Articulate IDEIAS, opinions, and information clearly.
- Use verbal, written, technical, and creative expression.
- Develop individual and collaborative working skills.

WASC Accreditation

The SLOs are also part of the self-study for accreditation awarded to AAE by the Western Association of Schools and Colleges (“WASC”), the accrediting body for all California public schools. In April 2018, the WASC visiting team reaffirmed their accreditation through June 2024, awarding AAE a six-year accreditation with a midterm review (see Appendix B).

An Educated Person in the 21st Century:

Life-Long Learning Skills

Students will develop skills that will enable them to pursue their own path of learning throughout their adult lives. Students will develop the ability to plan, initiate, and complete a project, and then reflect on and evaluate their own learning.

Social/Interpersonal Skills

Students will demonstrate the ability to collaborate and work effectively with others in cooperative groups.

Life Skills

Students will demonstrate the skills necessary for a healthy adult life including:

- Financial management skills (budget development, understanding debt, etc.)
- Job readiness and career development skills (developing a resume, job internship skills, interviewing skills, etc.)
- Higher education continuance skills (college applications, financial aid forms, etc.)

Student outcomes are further divided into grade level skills and essential standards. These specific grade level skills and standards are based on the State Standards, and when applicable, national standards. Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at AAE that meets the “a-g” requirements for the University of California (“UC”) and California State University (“CSU”) campuses. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of benchmark performances each year. AAE will also administer the CAASPP (or other state mandated) tests, in accordance with state law.

In order to best serve the students and community, AAE will continue to examine and refine its list of student outcomes to reflect AAE’s mission and changes in standards.

It is the objective of AAE to enable students to become self-motivated, competent, lifelong learners.

HIGH SCHOOL PROGRAMS

Courses offered in AAE’s high school program will meet or exceed the California State High School Graduation requirements and their transferability to other public high schools is identified in a Course Catalog, which is available to students and parents annually. High school “a-g” courses are submitted to the UC system for approval. Advanced Placement (“AP”) Courses are approved through College Board and submitted for addition to the UC “a-g” Course List (see Appendix C). Courses eligible to meet college entrance requirements are also identified in the Course Catalog.

The methods and procedures for notifying parents of credit transfer to other schools will be published annually in the AAE Parent-Student Handbook. Access to the handbook is also available online and provided as part of the registration process (see Appendix F).

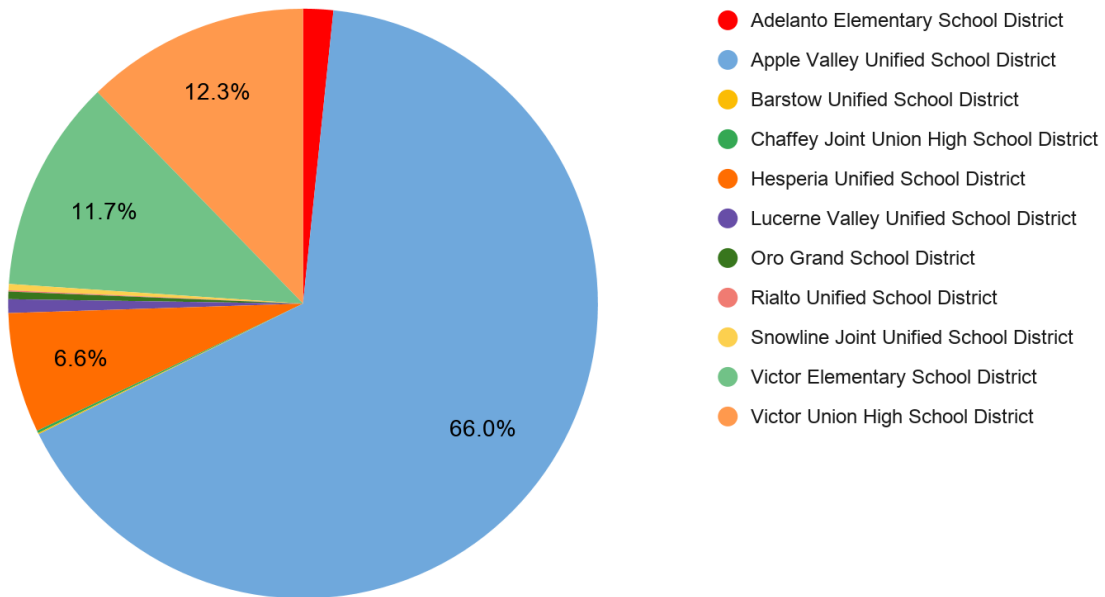
STUDENTS TO BE SERVED

AAE serves students in grades TK-12 in a traditional academic program. Currently, the student population is approximately 1,435 for grades TK-12. There is an increased emphasis on science and technology, including a one to one device program for all students in grades 4-12. The student population is at capacity due to facility limitations at the Mojave River Campus at 17500 Mana Road.

AAE serves students from eleven school districts with approximately 66% residing within Apple Valley Unified School District boundaries. The following chart illustrates AAE students by district of residency as of November 26, 2019.

Residency Breakdown of AAE Students by District

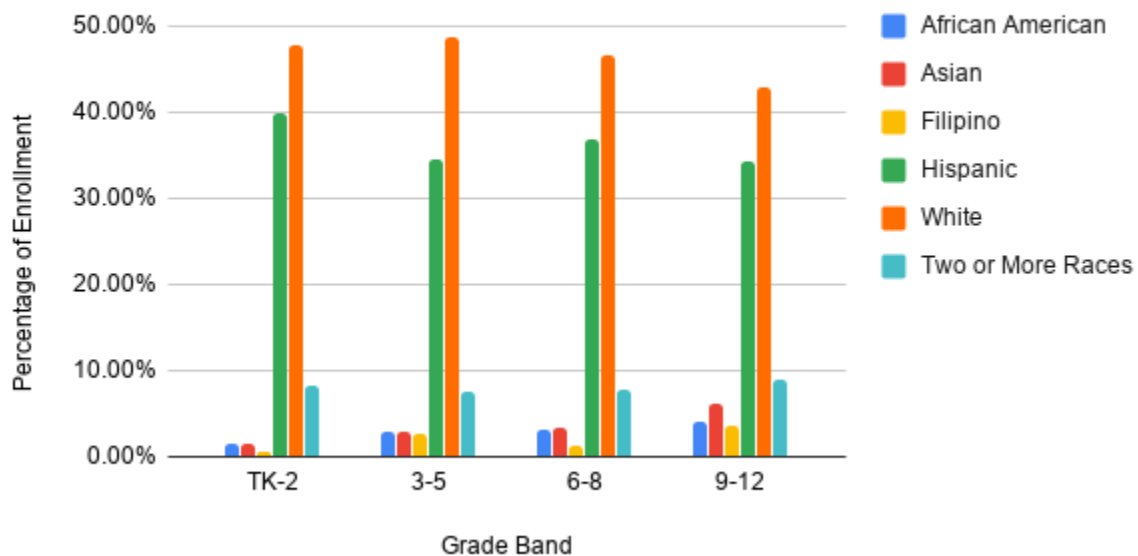
As of 11/26/2019



The following chart illustrates enrollment by ethnicity for the 2019-20 school year, measured in grade bands.

AAE Grade Band Enrollment by Ethnicity

As of 12/16/19



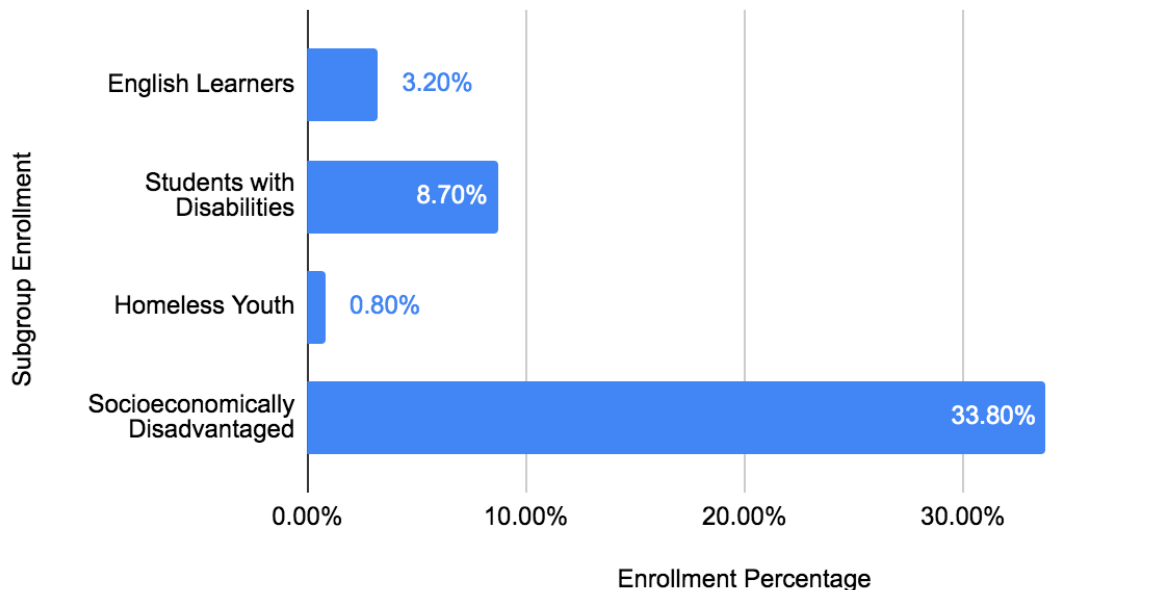
The following table shows current enrollment by grade level for the 2019-20 school year and anticipated future enrollment over the life of the Charter.

AAE Enrollment 2020-2025						
Grade Level	Current 2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK	25	25	25	25	25	25
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	101	100	100	100	100	100
3	113	112	112	112	112	112
4	112	112	112	112	112	112
5	112	112	112	112	112	112
6	125	125	125	125	125	125
7	126	125	125	125	125	125
8	126	125	125	125	125	125
9	117	119	120	117	117	117
10	110	112	115	114	114	114
11	99	100	101	104	103	103
12	69	92	91	93	95	95
Total	1435	1459	1462	1464	1465	1465

The following graph describes AAE’s enrollment by subgroup for the end of the 2018-19 school year.

AAE Enrollment by Subgroup

As Reported for 2018-19 on DataQuest



CURRICULUM AND INSTRUCTIONAL DESIGN – HOW LEARNING BEST OCCURS

Standards Based Content

The content of the TK-12 curriculum is aligned with State Standards. AAE offers a full range of courses including: Language Arts, Mathematics, History/Social Studies, Science, Visual and Performing Arts, and Physical Education/Health. Courses stress the application of content knowledge to solve real-life problems. This is accomplished by:

- Focusing on essential skills of reading, written and oral communications, mathematics, science, and history
- Emphasizing experiential learning by providing hands-on projects
- A focus on information literacy, giving students the tools necessary to access relevant information and apply it to specific situations
- Providing access to state of the art technology through partners such as: Apple Computers, National Aeronautics and Space Administration (“NASA”)/Jet Propulsion Laboratory (“JPL”), Mojave Water Agency (“MWA”), and the Department of Defense Education Activity (“DoDEA”)
- Research-based designed strategies that provide students with opportunities to implement projects using advanced technologies, such as:

- Goldstone-Apple Valley Radio Telescope (“GAVRT”)
- One to One Device Program
- Video Studio
- Technology courses (such as: coding, robotics, computer science, GIS elective)
- Technology tools (Venier probes, SETI Institute’s All Sky Camera, NOAA’s Science on a Sphere, NOAA’s Weather Station, Z-Space Augmented Reality Computers, Solar Observatory)

In addition, students are encouraged to participate in internships in the local community, mentoring programs and volunteer activities. AAE works closely with Victor Valley College (“VVC”) through the K-16 Bridge Program. Students are provided the opportunity to concurrently enroll in VVC in order to accelerate their college preparedness or to take advantage of courses not offered. AAE articulates with other institutions of higher learning including aligning courses with the UC “a – g” requirements and meeting College Board’s AP standards (see Appendix C).

Curriculum

AAE Curriculum List			
Subject/Course	Grade(s)	Curriculum	Notes
English Language Arts	K-5	<i>Benchmark Advance</i>	
Mathematics	K-5	<i>Ready Math (Curriculum Associates)</i>	
Science	K-5	<i>Mystery Science</i>	19-20 SY piloting NGSS aligned curriculum for 20-21 adoption
Social Studies	K-5	<i>TCI History Alive!</i>	
English Language Arts	6-8	Literature-Based Novels with instruction aligned to CCSS	
Mathematics	6-8	<i>Carnegie Learning</i>	
Science	6-8	<i>Project-Based Inquiry Science (National Science Foundation)</i>	
Social Studies	6-8	<i>TCI History Alive</i>	19-20 SY reviewing current History textbooks for piloting; adoption 21-22 SY
Intro to Literature World Literature American Literature British Literature English 12	9-12	Literature-Based Novels with instruction aligned to CCSS	
AP English Language	11	Literature-Based Novels with instruction aligned to CCSS and	

		College Board AP instructional materials	
AP English Literature	12	Literature-Based Novels with instruction aligned to CCSS and College Board AP instructional materials	
AP Capstone Seminar	11	Literature-Based Novels with instruction aligned to CCSS and College Board AP instructional materials	
AP Capstone Research	12	Literature-Based Novels with instruction aligned to CCSS and College Board AP instructional materials	
Integrated Math I, II, III	9-12	<i>Carnegie Learning Common Core Integrated Mathematics</i>	
AP Calculus	11-12	<i>Stewart's Calculus AP Ed. 7th ed.</i>	
Business Math	11-12	<i>Mathematics with Business Applications</i>	
AP Statistics	11-12	<i>Practice of Statistics, 4th ed.</i>	
Integrated Science I, II, III	9-12	Teacher-created curricula using a variety of online and printed materials aligned to NGSS	
Anatomy	11-12	<i>Anatomy & Physiology: Essentials of Anatomy and Physiology</i>	
Spanish I, II, III	9-12	Teacher-created curricula	
AP Spanish	12	Teacher-created curricula	
World History	10	<i>Modern World History: Patterns of Interaction</i>	
US History	11	<i>The Americans</i>	
AP American History	11	<i>The American Pageant, 12th ed.</i>	
American Government	12	<i>American Government: Government Alive! Power, Politics, and You</i>	
AP American Government	12	<i>Magleby Government by the People</i>	

Economics	12	<i>Econ Alive! The Power to Choose</i>	
Psychology	11-12	<i>Introduction to Psychology: Gateways to Mind and Behavior, 14th ed.</i>	
Health	7, 9 K-8	<i>Positive Prevention Plus Second-Step SEL</i>	
Visual and Performing Arts	6-12	Instrumental Courses: <i>Essential Elements 2000</i> Teacher-created curricula aligned to California Visual and Performing Arts Framework	
Physical Education	6-12	Teacher-created curricula aligned to California PE Framework	

Instructional Settings

Instructional activities occur in a variety of settings. AAE offers a traditional, full-time classroom program employing a combination of traditional and block scheduling in grades K-12. Students select from a full menu of courses and all programs meet applicable legal requirements. AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff and students are equally accountable for the success of each student in AAE.

Pursuant to EC 48000(c), AAE provides Transitional Kindergarten (“TK”). A child is eligible for Transitional Kindergarten if the child will have his or her fifth birthday between September 2 and December 2. The instructional program is taught by a highly-qualified, credentialed teacher. TK helps to bridge students from TK to Kindergarten, focusing on early childhood developmental skills. Students work on oral skills, social-emotional development, language development, mathematics, social sciences, the arts, and science. Much of the instruction is integrated, using play-driven learning. Teacher-created curriculum supports the California Transitional Kindergarten Implementation Guide.

AAE may use short and long term independent study programs, in compliance with Education Code Section 51745, *et seq.*, to meet the diverse needs of students.

Student learning not only occurs in the classroom, but instructional activities occur in other non-traditional settings. These include the Mission Control Center for the GAVRT program and outdoors in the rich biome of the Mojave River campus. AAE’s Mojave River campus is situated on 150 acres that include a 133-acre natural riparian environment and a freshwater marsh. The wildlands are used as a natural laboratory setting to study ecology, biology, geology, and natural and human history.

AAE is a member of the National Association of Laboratory Schools (“NALS”), and is an educational research laboratory for the LCER to include its university partners. Parents of students in the Charter School will be given information on studies to be carried out at AAE.

Academic Calendar and Instructional Minutes

In compliance with Education Code 47612, AAE calendars 180 instructional days for all grades, TK-12, for every calendar year (See Appendix L for student calendars, 19-20 & 20-21). In compliance with Education Code 47612.5, AAE provides the following minutes for each grade level annually.

Grade Level	Required Instructional Minutes	AAE’s Actual Instructional Minutes
Kindergarten	36,000	56,010
1st	50,400	56,010
2nd	50,400	56,010
3rd	50,400	54,960
4th	54,000	54,960
5th	54,000	56,340
6th - 8th	54,000	65,722
9th - 12th	64,800	65,722

Annual Goals and Actions in the State Priorities

Attached in Appendix K, please find AAE’s Local Control and Accountability Plan, which provides a reasonably comprehensive description of the Charter School’s annual goals and actions in the state priorities, schoolwide and for all numerically significant student subgroups.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW/HIGH ACHIEVING

AAE has implemented the Professional Learning Communities (“PLC”) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are academically low or high achieving. Assessments used to monitor progress are:

- Teacher-made formative mini-assessments
- Unit and/or end of study assessments both formative and summative
- Informal assessments for progress monitoring
- Benchmark assessments quarterly or tri-annually
- End of semester teacher-made final exams, summative
- Norm-referenced diagnostic assessments tri-annually
- CAASPP Interim Assessments, formative for ELA and Math

Teachers review these results in the PLC, at grade levels, and individually to align instruction based on the needs of students. Some elementary grades build in common instructional time to differentiate and flex across the grade level while other grade levels differentiate within the classroom. In middle school, differentiated instruction takes place within the classroom. For students who need more intensive instruction in math, one period of the school day is devoted to math intervention taught by a credentialed math teacher. This program is flexible as students make progress towards their goals.

All students in high school have the opportunity to take Advanced Placement (“AP”) courses in the following areas:

- Spanish
- English
- Mathematics
- History/Social-Sciences

(See Appendix C for a full list of AP course offerings)

In both the middle school and high school, students have the opportunity to take Honors level courses in the areas of Mathematics and English Language Arts.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, AAE will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English, will be assessed for English proficiency by the English Language Proficiency Assessment for California (“ELPAC”).

Students identified as an English Learner (“EL”), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments, assist in determining redesignation of English Learners.

AAE will comply with all applicable legal requirements, to include Senate Bill 75 and Education Codes 48985 and 52164, with regard to home to school communication and the completion of an annual census. Education Code 48985 applies if fifteen (15) percent or more of students enrolled at AAE speak a single primary language other than English, as determined from census data submitted to the California Department of Education. As of the 2019-2020 school year, AAE’s EL population is 3.2%. Although not yet required, AAE is currently developing an EL Master Plan.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

AAE, for purposes of providing special education services, is an independent local education agency ("LEA"). AAE will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights ("OCR"). Furthermore, AAE will comply with AB 602, AB 605, and all California laws pertaining to special education students. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education ("FAPE"). Special Education teachers are well qualified and possess the credentials required to meet the needs of their students.

AAE has established policies and procedures, including the development of an intervention team to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic support are referred to the intervention team.

AAE recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the SBCSS to ensure that a free and appropriate education ("FAPE") is provided to all students with exceptional needs.

As an independent LEA, AAE partners with the Desert Mountain Special Education Local Plan Area ("D/M SELPA") pursuant to Education Code Section 47641(a). A change in LEA status or

SELPA membership shall not require a material revision of this charter. As noted above, the NSLA has partnered with the D/M SELPA, where a variety of services are provided. These services include staff development, parental support through the Community Advisory Committee (“CAC”), compliance oversight, legal support services, financial management services, etc.

As an independent LEA, AAE will be solely responsible for providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413. AAE will provide special education services for students enrolled in the program to the extent required by law. AAE reserves the right to contract with agencies and vendors when appropriate to secure special education services, including administrative support services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of AAE, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending AAE is properly identified, assessed and provided with necessary services and supports.

AAE will meet all the requirements mandated within a student’s Individualized Education Program. The Charter School will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the IEP require a program other than inclusion, the Charter School will work with D/M SELPA to provide an appropriate placement and services.

AAE will work with D/M SELPA to make time and facilities available to meet the needs of the student’s IEP. AAE will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate educational supports and services.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to AAE. The Charter School will encourage open communication between the parents and AAE.

In order to comply with Child Find requirements as specified by law, AAE has established a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success at the Charter School. This process will entail search and serve, a Student Success Team, referral, assessment and IEP review.

Search and Serve

Through the Intervention Team process (formerly known as RtI), students are continually evaluated to determine appropriate educational needs. No assessment or evaluation will be used for admission purposes. Through collaboration within AAE’s Professional Learning Community, AAE will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the Student Success Team for that student.

Students possibly in need of special education are screened from available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the Principal, and AAE faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. AAE may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

When a student enrolls at AAE with an existing IEP, AAE notifies D/M SELPA within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, AAE will provide a comparable program consistent with the current IEP and in accordance with AB 605.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. AAE's internal method for referral for assessment is described above under "Search and Serve." The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by AAE within 15 days. Parents will be informed via the Director of Student Support Services that special education and related services are provided at no cost to them.

The parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The School Psychologist or designee will be responsible for gathering all pertinent information. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing

- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

AAE follows the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the areas of suspected disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. AAE is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

AAE ensures that all aspects of the IEP and school site implementation are maintained. AAE provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

The parent or guardian of the student for whom the IEP was developed:

- The Student, if appropriate
- LEA representative
- At least one special education teacher
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results

Others familiar with the student may be invited as needed. AAE views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and D/M SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the NSLA.

The IEP will include all required components and be written on D/M SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment

- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is ("ITP") required at the appropriate age
- When AAE seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, AAE will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. NAAE organizes monthly IEP days in which due IEPs are coordinated and conducted on a set schedule.

Staffing

AAE is committed to assuring all IEPs are properly implemented and all students requiring services are adequately addressed.

AAE currently employs five full-time teachers who possess the Special Education Credential and authorizations appropriate their assignment. Additionally, AAE currently employs a School Psychologist, Speech Therapist and Transitional Coordinator who provide services as outlined in the IEP. Together with the principal of AAE, these staff members are the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at AAE will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Director of Student Support Services and/or the School Psychologist have duties that include:

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights

- Consult at least quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines
- Provide a report of student progress on the same schedule as students in general education

Reporting

AAE collects and maintains the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from the NSLA of students with disabilities (i.e. attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the AAE Principal/School Psychologist or designee. The Director of Student Support Services will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Director of Student Support Services or Principal/School Psychologist or designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at AAE must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. AAE will utilize the Notice of Procedural Safeguards used by the D/M SELPA.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, AAE shall work together with D/M SELPA to defend the case. If legal representation is needed, AAE will partner with D/M SELPA. Since AAE continues to operate as an LEA in a SELPA other than SDUSD, AAE reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

Parents or guardians also have the right to file a complaint with D/M SELPA and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

Funding

AAE understands that it shall be subject to the allocation plan of the SELPA.

Special Education Strategies for Instruction and Services

AAE will comply with the federal mandate of the “least restrictive environment”, meaning that the Charter School will make every attempt to educate special education students along with their non-disabled peers. AAE will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for Special Education Department Staff

The CEO, Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SBCSS or D/M SELPA.

AAE also intends to seek professional development opportunities for staff through potential trainings facilitated by other local County Offices of Education, charter school associations, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

AAE shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

AAE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal/School Psychologist or designee and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient (IQ).
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by AAE's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

All students served under Section 504 will be afforded all of their due process rights. These rights include:

1. The right to be informed by the Charter School of specific due process rights
2. The right for the child to have access to equal academic and nonacademic school activities
3. The right for the child to have an appropriate education in the least restrictive setting, which includes accommodations, modifications, and related services
4. The right to notice regarding referral, evaluation, and placement
5. The right for the child to have a fair evaluation, and placement
6. The right to an administrative appeals process
7. The right to examine and obtain copies of all school records

Services for Students under the “Individuals with Disabilities Education Improvement Act (IDEIA)”

AAE functions as a local educational agency for purposes of providing special education instruction and related services under the IDEIA pursuant to California Education Code Section 47641(a). AAE pledges full compliance with IDEIA. AAE partners with the D/M SELPA. (See Appendix J for D/M SELPA Agreement.)

Assistive Technology Devices

On a case-by-case basis, pursuant to federal law, AAE will provide the use of charter school-purchased assistive technology devices in a student's home or in other settings if the student's IEP team determines that the student needs access to those devices in order to receive a free appropriate public education. AAE will comply with Education Code Section 56040.3 if such a student ceases to be enrolled at the charter school.

Hospitalized Students with Temporary Disability

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, located outside of the school district in which the student's parent or guardian reside, shall be deemed to have complied with the residency requirements for school attendance in the school district where the hospital is located.

AAE may continue to enroll a student with a temporary disability who is receiving individual instruction in a hospital or other residential health facility. Such a student may only be counted for purposes of computing average daily attendance for days on which the student is receiving individual instruction in a hospital or other residential facility, not to exceed five days per week.

PLAN FOR MEETING THE NEEDS OF STUDENT SUBGROUPS

Socioeconomically Disadvantaged Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act. Once identified, students will be monitored through the school's finance officer to ensure students receive appropriate monetary reductions for meals and any other school activities. The school's counseling department will work with outside agencies and the school to procure any necessary school supplies. The assessment department will monitor academic progress and work with teachers to help students receive any additional academic support needed.

AAE's counseling department is the identified Homeless/Foster student liaison. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are referred to the School Counselor. Enrolled students who are identified by staff as being homeless or at risk for becoming homeless will also be referred to the School Counselor. The School Counselor provides a variety of services including individual counseling, ensuring free/reduced lunch applications are completed, and ensuring students have access to necessary supplies to be successful at school through school supply donations and uniform assistance.

COMPLIANCE WITH ADDITIONAL LEGISLATION

AAE will comply with all applicable legislation to include the following recent updates:

- Pursuant to Assembly Bill 2015, commencing with the 2020–21 school year, the governing body of a charter school shall ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12. (Education Code § 51225.8.)
- Pursuant to Assembly Bill 2289, AAE complies with Education Code § 221.51 regarding educational programs and activities for pregnant and parenting pupils. Lactating pupils are entitled to reasonable accommodations in accordance with Education Code § 222. AAE will provide notice to pregnant and parenting pupils, and parents and guardians of rights and options consistent with Education Code § 222.5. AAE will comply with Education Code § 46015 regarding accommodations as rights of pregnant and parenting pupils to parental leave and return to school.
- Pursuant to Senate Bill 1375, AAE complies with Education Code § 221.61 with respect to posting required Title IX information in a conspicuous location on its website.

III. ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Attached as Appendix K, please find AAE’s Local Control and Accountability Plan, which provides a reasonably comprehensive description of the Charter School’s pupil outcomes aligned with state priorities.

MEASURABLE STUDENT OUTCOMES

AAE will work toward ensuring that students who graduate from the educational program are prepared for post secondary success. The following student outcomes will be sought to ensure success:

- Prepare all students for post-secondary success
- Create an engaging, well-balanced experience for all students

ACADEMIC ACHIEVEMENT

The results from the administration of the CAASPP will render standard met and standard exceeded rates for students in grades three (3) through eight (8), and also eleven (11). Each year’s data will serve as a baseline reference for future years. The AAE will expect to see a positive growth target to be determined by the Charter School’s PLC. The aforementioned goals are expected to be met with the school wide implementation of the PLC and Response to Intervention (“RtI”) models. These proven processes not only work to ensure that staff pedagogy is continually improved and refined, but also focus multiple resources around identified student need (see Appendix D).

METHOD(S) OF ASSESSMENT

- Statewide Assessments
 - Smarter Balanced Summative Assessments
 - California Physical Fitness Test (“PFT”)
 - California Assessment Science Test (“CAST”)
 - English Language Proficiency Assessments for California (“ELPAC”)

- Nationally-Normed Assessments
 - Advanced Placement Examinations (“AP”)
 - ACT
 - Armed Services Vocational Aptitude Battery (“ASVAB”)
 - Preliminary Scholastic Assessment Test (“PSAT”)
 - Scholastic Assessment Test (“SAT”)
- School Site Diagnostic and Formative Assessments, such as:
 - iReady for Math and Reading
 - Key Data System Items
 - Developmental Reading Assessment (“DRA”)
 - Phonemic Awareness Inventory
 - Words Their Way Spelling Inventory
 - Smarter Balanced Interim Assessments
- Teacher Created Assessments
- Informal Formative Assessments
- Data analyzed through Student Information System

USE AND REPORTING OF DATA

AAE is a Professional Learning Community. Following the PLC process, data is not only gathered, but is the foundation from which the academic program is continually improved to better meet student needs. With this said, the bell schedule itself, which governs each school day has been designed around the need for professional collaboration, disaggregation of student data and formulating specific interventions. Currently, all AAE Teachers have a weekly early release day for the purpose of professional development, collaboration and planning. The ongoing PLC collaborative process is generally as follows: a teaching team plans instruction, designs a common assessment, analyzes results, groups students based on need, and implements intervention tied to a specific skill during designated intervention time. These intervention times vary based on grade level. Students who do not adequately respond to the prescribed intervention may be referred to the AAE Intervention Team through the prescribed referral process. This team consists of Site Administration, Counseling Department, and Special Education Department.

On a macro level, summative data from the CAASPP, CAST, AP, SAT, ACT, and PSAT can be collected and analyzed by the LCER Assessment Department and made available to show trend data. Such data is available to review program effectiveness and student growth. Through analysis of this trend data, school wide improvement goals can be established to support AAE’s strive toward excellence.

IV. ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

GOVERNANCE

AAE is governed and operated by the Board of Directors of The High Desert “Partnership in Academic Excellence” Foundation, Inc., a California Nonprofit Public Benefit Corporation, pursuant to California law and doing business as the Lewis Center for Educational Research (“LCER”). LCER operates two charter schools, AAE and Norton Science and Language Academy (“NSLA”) as well as local and global programs.

LCER will approve a financial subordination on or before June 30, 2020 for each of its schools, AAE which is authorized by AVUSD and NSLA which is authorized by San Bernardino County Superintendent of School. This Financial subordination will indicate that each school will be responsible for a maximum of 12.5% of their unrestricted LCFF and Lottery revenue to cover all necessary back office oversight, identified as LCER administrative support. This fee will be charged at the end of each fiscal year on June 30th, once CDE releases the annual LCFF Snapshot for each school and all subsequent expenses are accounted for. It is recognized that 12.5% is below industry standard, but is a goal of the LCER Administrative Staff and Board to keep as much funding in the classroom as possible.

The LCER has opened two (2) Limited Liability Corporations (LLC) to account for each Charter School’s debt and liabilities associated with their operation. Each LLC secures the debt and liability associated with each school and removes the other school, LCER and Authorizer from any risk associated with the Debt and Liability incurred. Academy for Academic Excellence debt is accounted for in 17500 Mana Road LLC and as such, is responsible for all monthly debt payments earned through rent payments from the school.

The LCER Board’s major roles and responsibilities include: establishing and approving all Charter School policies, approving AAE’s annual budget and overseeing fiscal affairs, and selecting and evaluating the President/CEO of the LCER. The Board and any committee created by the Board receives annual training on the Brown Act, its legal obligations, and its roles and responsibilities with regard to the Charter School. The President/CEO of the LCER evaluates and reviews the work of the Charter School principal and administrators of AAE.

LCER complies with the Political Reform Act and Government Code 1090. LCER Board Policy 9270: Board Bylaws Conflict of Interest Code and the Conflict of Interest Code for the Lewis Center for Educational Research provided in Appendix E detail LCER practices.

When the District carries out its oversight obligations, AAE shall provide the District access to LCER’s budget, financial documents, or other relevant records.

LCER BOARD COMPOSITION

The LCER Board is comprised of not less than five (5) or more than nine (9) members unless changed by an amendment to the bylaws. LCER makes every effort to balance membership

between the AAE and NSLA communities. Up to four (4) Board members may be a parent of a child currently enrolled in AAE or NSLA, and one Board may be a representative of the Apple Valley Unified School District, in accordance with Education Code Section 47604(c). The Charter School is governed pursuant to the LCER bylaws (see Appendix E).

Directors of the LCER Board represent the community in which the LCER and its businesses operate. As such, they demonstrate high moral character and integrity. Directors are nominated by other Directors or by the President/CEO of the LCER and are approved by a majority vote of the Board at the annual December Board Meeting. Directors shall be elected to a three (3) year term, and may serve two (2) consecutive three (3) year terms at the pleasure of the Board. A director may be re-elected after a one (1) year term off the Board. The members of the LCER Board may not be employed or compensated by the AAE, NSLA, or LCER other than normal reimbursement for meals or lodging associated with a scheduled meeting of the Board away from the principal offices. The LCER maintains insurance policies for general liability and board errors and omissions (see Appendix E).

PARENTS' ROLE IN GOVERNANCE

Parents are an important component of the Charter School governance process. Administration actively works at including parental representation and input in governance. Parents can serve as LCER Board members and also have access to the LCER Board to address concerns publicly at each Board meeting. Parents have an opportunity to serve on the School Site Council which is comprised of parent members, classroom teachers, principal, classified school personnel, and student representatives.

Parents of students are invited to complete family surveys throughout the school year to provide the Charter School with current data. AAE administrators use these results as important input in the ongoing operational and policy-making activities of the Charter School administration and the Boards. All parents are encouraged to attend regularly scheduled open-forum and PTC meetings, and have access to appropriate representatives of the Charter School to assure successful communication among parents, students, and the Charter School. Parents and students are given access to the AAE Parent-Student Handbook, which establishes procedures and guidelines for the means and methods of engagement among staff, parents and students in the Charter School and which must be read and acknowledged by both parent and student.

V. ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

AAE recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. AAE believes that all of its employees play a key role in creating a successful learning environment and fulfilling the school's mission. As such, AAE will continue to recruit qualified employees.

Offers of employment are extended contingent upon successful completion of current fingerprinting and background report to include clearance through the Department of Justice and Federal Bureau of Investigation. Further, at least three references are a prerequisite for all candidates for employment.

Additionally, all employees, and volunteers who have frequent or prolonged contact with students, must submit a certificate showing that within the last 60 days the person has submitted a tuberculosis risk assessment and if tuberculosis risk factors were identified, has been examined by a physician, nurse practitioner, registered nurse or local health department and has been found to be free of infectious tuberculosis, as required by Education Code Section 49406.

QUALIFICATIONS OF SCHOOL EMPLOYEES

Principal

Minimum Qualifications

- Bachelor's Degree
- Current California Teaching Credential

Desired Qualifications

- Current California Administrative Services Credential
- Minimum of five (5) years of successful teaching experience
- Four years of successful administrative experience in a school setting

Job Requirements (Skills, Knowledge and Abilities)

- Knowledge of WASC accreditation process & implementation
- Knowledge of conflict resolution, facilitation skills & shared decision making
- Knowledge of teaching & learning strategies for all learners
- High academic standards
- Ability to be flexible, adjust easily to change, work under pressure and meet deadlines
- Ability to recognize and support the parent as an integral partner in the student's total educational experience
- Ability to establish and maintain effective organizational, public and community relationships

- Ability to manage personnel while demonstrating sensitivity to individual differences and promoting mutual respect of others
- Ability to promote teamwork, trust and a cooperative work environment.
- Ability to adapt to a collegial model, in which the AAE teachers, parents and students are partners and accountable to the academic success of each student
- Ability to work confidently, with discretion and make skillful decisions
- Ability to organize and present IDEIAs effectively in oral and written form
- Ability to operate a computer, copier, and other office machines
- Knowledge of applicable aptitude, interest and achievement appraisal instruments, techniques and procedures
- Knowledge of appropriate curriculum and instructional programs and strategies pertaining to students with a variety of aptitudes and interests. (GLAD, WRITE, differentiated instruction, guided reading, cooperative learning, etc.)
- Knowledge of special education laws & timelines
- Knowledge of electronic media, computer programs and laptop technology
- Knowledge of public school reform efforts

Teachers

Required Qualifications

- Bachelor's degree
- Appropriate California teaching credential, permit or other document required for the teacher's certificated assignment
- English Learner Authorization
- Demonstrated core academic subject competence

Credentialing

AAE shall comply with Education Code Section 47605(*l*), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate permit or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Education Code Section 47604.5.) AAE makes every effort to hire teachers with Cross-cultural Language and Academic Development ("CLAD") certification.

Experience and Desired Qualifications

AAE, whenever possible, prefers to hire teachers with three or more years of experience working as a teacher in a public school. In addition, an AAE teacher should possess:

- High academic standards with an emphasis on project-based learning
- Ability to teach subject area in which they are assigned
- Ability to be flexible and adjust easily to change
- Ability to recognize and support the parent as an integral partner in the student's total educational experience
- A desire to continue growth as an educator within a standards-based education reform model using a variety of progressive and innovative teaching strategies
- Ability to adapt to the collegial model, in which the AAE, teachers, parents, and students are partners and accountable to the academic success of each student
- Ability to implement technology into classroom instruction
- The knowledge of the applications from Apple iLife and iWork, as well as the use of Interwrite pads, iPods, MacBooks, and iPads is preferred
- Ability to design lesson plans using California State Standards; i.e. Common Core.
- Ability to organize and present IDEIAs effectively in oral and written form
- Ability to make skillful decisions
- Ability to work under pressure and meet deadlines
- Regular attendance and punctuality required

Education

AAE seeks to hire teachers and administrators with advanced coursework in education: e.g. a masters or doctoral degree.

Other Key Employees

Qualifications for other key employees—classified and certificated—are compliant with human resource guidelines and are available upon request. These positions include, but are not limited to: instructional assistants, character development officers, office staff, facilities, and food service workers.

VI. ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.) Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, AAE has adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts.

AAE personnel will provide notification at least twice during the school year to students and parents or guardians of students regarding available mental health services pursuant to Education Code 49428.

The LCER Board and AAE Administration maintains and approves Health and Safety policies (see Appendix J).

AAE employs a school nurse who:

- Assesses and evaluates the health and development status of pupils to identify specific disorders relating to the learning process
- Assures immunization status of pupils and screenings are in compliance with state health and education codes
- Refers pupils and parents or guardian to appropriate community resources for necessary services
- Consults with and conducts in-service training to teachers, appropriate staff and administrators in implementing health care for students
- Teaches classes on health, as requested

The following is a brief summary of some of the health and safety policies of AAE:

Medication in School

AAE adheres to Education Code Section 49423 regarding administration of medication in school. AAE will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Students and staff with

insurance are referred to their health care provider/clinic for required or recommended immunizations. Those without insurance are referred to clinics that are free or low cost.

Vision, Hearing and Scoliosis

AAE adheres to Education Code Section 49450, et seq., as applicable to the grade levels served. Students are screened for vision, hearing and scoliosis. Female students in grade seven and male students in grade eight are given scoliosis screening unless a written exclusion is provided in advance of the scheduled screening.

Diabetes

The school nurse provides an information sheet regarding Type 2 diabetes to the parent/guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to the following:

- Description of Type 2 diabetes
- Description of the risk factors and warning signs associated with Type 2 diabetes
- Recommendation that students displaying or possibly suffering from risk factors or warning signs associated with Type 2 diabetes should be screened for Type 2 diabetes
- Description of treatments and prevention methods of Type 2 diabetes
- Description of the different types of diabetes screening tests available

Blood-borne Pathogens

AAE meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. AAE conducts annual infectious disease control training to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

AAE functions as a drug, alcohol and tobacco free workplace.

Procedures for Background Checks

Employees and contractors of AAE are required to submit to a criminal background check and a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. AAE shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The Director of Human Resources shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws. AAE shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Facility Safety

AAE complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. AAE agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The AAE shall conduct fire drills as required under Education Code Section 32001.

AAE Parent-Student Handbook

AAE annually updates the AAE Parent-Student Handbook for distribution to families. The handbook is accessible on the school website. At a minimum, the handbook includes detailed expectations for student attendance, behavior and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. Amendments to the handbook by AAE may be made throughout the year (see Appendix F).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

AAE is committed to providing a school that is free from sexual harassment, as well as any harassment based upon actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. AAE has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at AAE. Misconduct of this nature is very serious and will be addressed in accordance with LCER Board Policy.

Suicide Prevention Policy

The LCER Board shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Additionally, in accordance with Education Code 215.5, AAE will print the National Suicide Prevention Lifeline on the student identification card, along with the Crisis Text Line and campus security telephone number. AAE will also include the National Domestic Violence Hotline on the student identification card commencing October 1, 2020.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. AAE will comply with state and federal mandates regarding food services.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Bullying Prevention

AAE shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

VII. ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

AAE seeks to achieve a racial and ethnic balance among its student population that is reflective of the general population residing within the territorial jurisdiction of AVUSD by working with various groups in the community to educate parents about the Charter School and its admission process. AAE does not discriminate in any way in its recruitment or admissions policies on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). As a public school and in accordance with charter law, AAE admits students based on the capacity of the school. Enrollment at AAE is optional for all students and no student can be compelled to attend AAE by any other school authority or entity.

AAE provides information about the school and its programs to the widest possible audience whenever there is new capacity for admission. Families and community groups are encouraged to visit AAE's campus and tour its facilities. Applications and informational materials are available in English and Spanish as requested.

VIII. ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

AAE admits all students who wish to attend. No test assessment shall be administered to students prior to acceptance and enrollment into AAE. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Section 49011 and 47605(d)(2)(b)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

- AAE requires all parents who desire admission to AAE to complete an application. Applications and informational materials are available in English and Spanish as requested. Only completed applications will be considered.
- AAE accepts applications throughout the year for all existing grade levels. However, admission periods for any semester will be determined by AAE.
- In the event that any grade level has received more applications than availability, the Charter School will hold a public random drawing (or "lottery") three times a year to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:
 1. Siblings of students admitted to or attending AAE or students currently attending NSLA.
 2. Children of LCER salaried-regular employees and LCER Governing Board Members.
 3. Children of all other LCER employees (employed in the position for a minimum of two consecutive school years).
 4. Students residing within the boundaries of AVUSD.
 5. Students from San Bernardino County and contiguous counties only.
 6. All other applicants.

AAE and AVUSD agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv), including that each admission preference shall be approved by the District at a public hearing.

Whenever the number of applicants in any of the priority groups exceeds the grade level capacity, students will be admitted by public lottery as required by state and federal law. Applicants are held in abeyance until the lottery is conducted. Applicants are considered according to the priorities described above only, and not by date of application except that applications must be completed by published deadlines for consideration during any lottery period.

The LCER President/CEO, or designee, will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the LCER President/CEO) in a single location. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. When no vacancies are available in a grade level, students from the lottery are placed on a wait list

Any wait list for an existing grade level will roll over to the following school year. Applications for Transitional Kindergarten (“TK”) and Kindergarten for the upcoming school year will be accepted for students who will be school age eligible for those programs. This policy allows AAE to support its pre-enrollment Kindergarten program, Knights-in-Training (“KIT”). All previously accepted applications for TK and Kindergarten will have grandfathered rights. Parents will be informed of AAE’s policies, programs, and agreements through the standard enrollment process.

Pursuant to Education Code 234.7, AAE will not collect information or documents regarding citizenship status of pupils or their family members. AAE’s Principal will report to the respective governing board or body of the local educational agency in a timely manner any requests for information or access to a schoolsite by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information.

If an employee of a school is aware that a pupil’s parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil’s care in the emergency contact information it has for the pupil to arrange for the pupil’s care. A school is encouraged to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the pupil’s care unless the school is unable to arrange for care through the use of emergency contact information or other information or instructions provided by the parent or guardian.

The LCER Board of Directors shall do both of the following:

- 1) Provide information to parents and guardians, as appropriate, regarding their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information relating to "know your rights" immigration enforcement established by the Attorney General and may be provided in the annual notification to parents and guardians pursuant to Section 48980 or any other cost-effective means determined by AAE.
- 2) Educate pupils about the negative impact of bullying other pupils based on their actual or perceived immigration status or their religious beliefs and customs.

VIII. ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent fiscal audit of the books and records of AAE is annually conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of AAE are kept in accordance with generally-accepted accounting principles, as required by applicable law. The audit employs generally-accepted auditing standards. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The LCER Board selects an independent auditor. At a minimum, the auditor will be a certified public accountant, have educational institution audit experience, and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is to be completed and forwarded to AVUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The President/CEO or designee, along with the budget/audit committee, if any, reviews any audit exceptions or deficiencies and reports to the LCER Board with recommendations on how to resolve them. The LCER Board submits a report to AVUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of AVUSD along with an anticipated timeline for the same. Audit appeals or requests for summary review are submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent fiscal audit of AAE is public record to be provided to the public upon request.

X. ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the AAE Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AAE. In creating this policy, AAE has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AAE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the AAE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AAE staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AAE administration shall comply with Education Code Sections 49005.4, 49005.6, and 49005.8 regarding use of restraint and seclusion of students. AAE administration shall comply with Education Code Section 49006, 49006.2, and 49006.4 regarding the collecting and reporting on the use of behavioral restraints and seclusion for pupils enrolled at AAE.

AAE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the AAE Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AAE has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AAE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by AAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, AAE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AAE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Pursuant to Senate Bill 419, AAE shall not suspend or recommend expulsion for a student unless a charter school administrator determines the student has committed a specified act, including among other acts, disrupting school activities or otherwise willfully defying the valid authority of teachers, supervisors, administrators, school officials, or other school personnel engaged in the performance of their duties.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive, and remain in compliance with Senate Bill 419.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social networking Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to

disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social networking Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AAE employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or AAE personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AAE officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AAE officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when AAE has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial LCER Board of Directors following a hearing before it or by the LCER Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a member of the AAE Staff or LCER Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the LCER Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AAE may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AAE or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AAE.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

AAE shall maintain records of all student suspensions and expulsions at AAE. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from AAE as the LCER Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AAE shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from AAE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AAE for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AAE's capacity at the time the student seeks readmission.

O. Notice to Teachers

AAE shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

AAE shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that AAE or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward

meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AAE, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If AAE, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AAE, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that AAE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and AAE agree to a change of placement as part of the modification of the behavioral intervention plan.

If AAE, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then AAE may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AAE believes that maintaining the

current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AAE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and AAE agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if AAE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or AAE may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

AAE personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated AAE's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AAE had knowledge that the student was disabled before the behavior occurred.

AAE shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AAE supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other AAE personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AAE supervisory personnel.

If AAE knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If AAE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AAE shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by AAE pending the results of the evaluation.

AAE shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

XI. ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Annually, AAE conducts an in-house compensation survey with AVUSD to offer wages and benefits sufficient to attract, hire and retain the most qualified individuals.

The AAE endeavors to offer employees similar types and amounts of retirement benefits that they would receive in most school districts:

- California State Teachers' Retirement System ("CalSTRS"): Eligible employees
- California Public Employees' Retirement System ("CalPERS"): Eligible employees
- Social Security: Eligible Employees
- Alternate Retirement System ("APLE"): Part-time, non-STRS/PERS eligible employees.

The Director of Finance shall be responsible for ensuring that the required contributions are made equivalent to current and future regulations.

XII. ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend the Charter School. Students who opt not to attend AAE may attend other school district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in AAE will be informed that their student has no right to admission in a particular school of any LEA as a consequence of enrollment in AAE, except to the extent that such a right is extended by the LEA.

XIII. ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No AVUSD employee shall be required to work at AAE. All staff members at AAE shall have no automatic right to employment or reemployment in the AVUSD except as might be allowed under AVUSD policies and procedures and applicable collective bargaining agreements. Absent agreement with the AVUSD to the contrary, staff of AAE shall not continue to earn service credit (tenure) at the AVUSD while employed by the LCER.

XIII. ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes Arising from Within the School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the Charter School, shall be resolved pursuant to the policies and procedures developed by the LCER and AAE, approved by its governing Board, and provided to parents, students, volunteers, Board members, and staff (see Appendix G). AAE shall maintain a Uniform Complaint Policy and Procedures as required by state law.

The AVUSD shall not intervene in any such internal disputes without the consent of the governing Board or its designee, the President/CEO, and shall refer any complaints or reports regarding such disputes to the President/CEO within a timely manner for resolution pursuant to the LCER's policies. The AVUSD agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of the charter or related laws or agreements has occurred, or unless the governing Board of the LCER has requested AVUSD to intervene in the dispute.

Disputes between the LCER Board and Apple Valley Unified School District

In the event that the LCER Board representing AAE is found to be in dispute with the AVUSD regarding the terms of this charter or any other agreements or issues regarding the Charter School and District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the LCER and AVUSD, the staff and governing board members of the LCER and AVUSD agree to first frame the issue in written format and refer the issue to the Superintendent of the AVUSD and LCER President / CEO. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The President/CEO and the Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and President/CEO and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and President/CEO shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and President/CEO, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Charter School and the District jointly agree to bind themselves. If mediation does not resolve the dispute either party may pursue any other remedies available under the law. All procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

AAE agrees to respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District pursuant to Education Code Section 47604.3. Additionally, AAE agrees to the right of the District to visit annually to carry out the District's statutory oversight duties pursuant to Education Code Section 47604.32.

XV. ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of AAE will be documented by official action of the LCER Board. The action will identify the reason for closure. The LCER President/CEO, or other entity selected by the Board, is the entity responsible for closure-related activities.

The Charter School will promptly notify parents and students of AAE, AVUSD, the County Office of Education, its SELPA, the retirement systems in which AAE's employees participate, and the CDE of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. Notification to the CDE will take place no later than 10 days after closure, and will also include a description of the circumstances of the closure and the location of student and personnel records.

The LCER Board will ensure that the notification to the parents and students of AAE regarding the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the LCER Board's decision to close AAE. Parents will be provided with a certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information. This will facilitate transfer to another school. High school students will receive specific information on completion of college entrance requirements.

The LCER Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, AAE will provide parents, students and AVUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. AAE will ask AVUSD to store original records of AAE students. All records of AAE shall be transferred to AVUSD upon closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably feasible, AAE will prepare final financial records. AAE will also have an independent audit completed within six months after closure. AAE will pay for the final audit. The audit will be prepared by a qualified certified public accountant selected by the LCER and will be provided to AVUSD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations,

loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to AAE/LCER.

AAE will complete and file any annual reports required pursuant to CA Ed. Code section 47604.33.

On closure of AAE, all assets of AAE, including but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending AAE, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, a political subdivision of a State, or agency or instrumentality thereof. Any assets or property acquired from AVUSD will be promptly returned upon Charter School closure to AVUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the LCER shall remain solely responsible for all liabilities arising from the operation of AAE.

As AAE is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of AAE, the LCER Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H, AAE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVI: MISCELLANEOUS PROVISIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

BUDGET

The current fiscal plan and budget for the AAE is provided in the Appendix H.

FINANCIAL REPORTING

AAE shall annually prepare and submit the following reports to AVUSD along with any additional reports as requested by the Superintendent:

1. On or before June 15, an LCER Board approved budget
2. On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
3. On or before December 1, a first interim financial report reflecting changes through October 31st
4. On or before March 1, a second interim financial report reflecting changes through January 31st
5. On or before September 1, a Charter School Unaudited Actuals Financial Report for the prior fiscal year
6. On or before December 15, an annual audit for the prior fiscal year

INSURANCE

AAE has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size and location, with AVUSD named as additional insured (see Appendix I).

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The LCER provides the business/administrative services for AAE. LCER has personnel and procedures in place to offer a full range of business services. Services include: Human Resources, Payroll, Accounts Payable, Instructional Technology, and Finance. The President/CEO serves as the liaison to AVUSD.

LCER may contract with outside companies to fulfill AAE's needs that are not serviced in-house. These services may include, but are not exclusive to:

- School lunches for students which meets the National School Lunch Program requirements
- Legal services regarding labor issues and the nonprofit organization

- Legal services dealing with charter schools and charter school law
- Auditing services for annual audits of AAE
- Architectural and construction services for campus building projects
- Cleaning and/or janitorial.

FACILITIES

Governing Law: The facilities to be utilized by the Charter School. The description of the facilities to be used by the charter school shall specify where the Charter School intends to locate. Education Code Section 47605(h).

AAE is located at 17500 Mana Road, Apple Valley, California. Transitional kindergarten through twelfth grade classes are held at this campus, as well as Special Needs classes, sports fields, and gymnasium facilities. In addition, the LCER Administrative/Business Services, GAVRT, and Local Outreach programs are headquartered at this location.

The Thunderbird Campus (TBC) located at 20702 Thunderbird Road, Apple Valley, is also operated by the LCER. This campus houses the Luz Observatory, a fighter jet trainer, the signature mounted T-38 jet (on loan from the United States Air Force to the LCER and Town of Apple Valley), and other instructional facilities. LCER operates Local Outreach programming and field trips at TBC, such as: NASA's Beginning Engineering, Science and Technology Classes, GAVRT programming, STEM field trips, and High Desert Astronomical Society ("HiDAS") events.

The TBC Campus is also the location of the Apple Valley Center for Innovation which is a jointly operated program between the LCER and AVUSD. This partnership is defined in a separate MOU between the LCER and AVUSD.

TRANSPORTATION

With the exception of special education students whose transportation is mandated by their IEP, AAE shall not provide transportation of students to and from school.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The California nonprofit public benefit corporation, the High Desert "Partnership in Academic Excellence" Foundation, Inc., doing business as LCER, shall operate AAE. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701d. Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of AAE or for claims arising from the performance of acts, errors or omissions by AAE if the authority has complied with all oversight responsibilities required by law. AAE shall work diligently to assist the AVUSD in meeting any and all oversight obligations under the law, including meetings, reporting, or other AVUSD-requested protocol to ensure that AVUSD shall not be liable for the operation of AAE.

The corporate bylaws of the LCER shall provide for indemnification of the LCER Board, officers, agents, and employees, and the LCER will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the AVUSD and AAE's insurance company for schools of similar size, location, and student population. The AVUSD shall be named an additional insured on the general liability insurance of AAE.

DISTRICT OVERSIGHT

AVUSD will charge one (1) percent of ADA revenue of AAE to perform its supervisory oversight tasks and duties pursuant to Education Code 47613.

AAE welcomes the right of the District to visit annually to carry out AVUSD's statutory oversight duties pursuant to Education Code 47604.32.

DISTRICT INDEMNIFICATION

AAE shall be wholly responsible for AAE's operations and shall manage its operations efficiently and economically within the constraints of AAE's annual budget. The AVUSD shall not be liable for the debts or obligations of AAE, for claims arising from the debts or obligations of AAE or for claims arising from the performance of acts, errors, or omissions by AAE, and AAE agrees to indemnify the AVUSD against any such claims as set forth in this section without regard to whether the AVUSD has performed the oversight responsibilities described in Education Code Sections 47604.32. However, AAE shall not be required to indemnify AVUSD for the debts or obligations of AAE, for claims arising from the debts or obligations of AAE or for claims arising from the performance of acts, errors, or omissions by AAE if any said debt, obligation, or claim results, in whole or in part, as a result of the negligence or misconduct of the AVUSD.

AAE shall not have the authority to enter into a contract that would bind the AVUSD, nor to extend the credit of the AVUSD to any third person or party. AAE shall clearly indicate to vendors and other entities and individuals outside the AVUSD with which or with whom AAE enters into an agreement or contract that the obligations of AAE under such agreement or contract are solely the responsibility of AAE and are not the responsibility of the AVUSD.

AAE shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the AVUSD, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "AVUSD" and "AVUSD Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against AVUSD and/or AVUSD Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, AAE's performance under the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by AAE, its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought against the AVUSD arising out of any intentional or negligent acts of the AVUSD and/or AVUSD Personnel or solely out of any acts or omissions of the AVUSD and/or AVUSD Personnel that are not otherwise related to or connected with AAE and/or its Personnel.

XVII: CONCLUSION

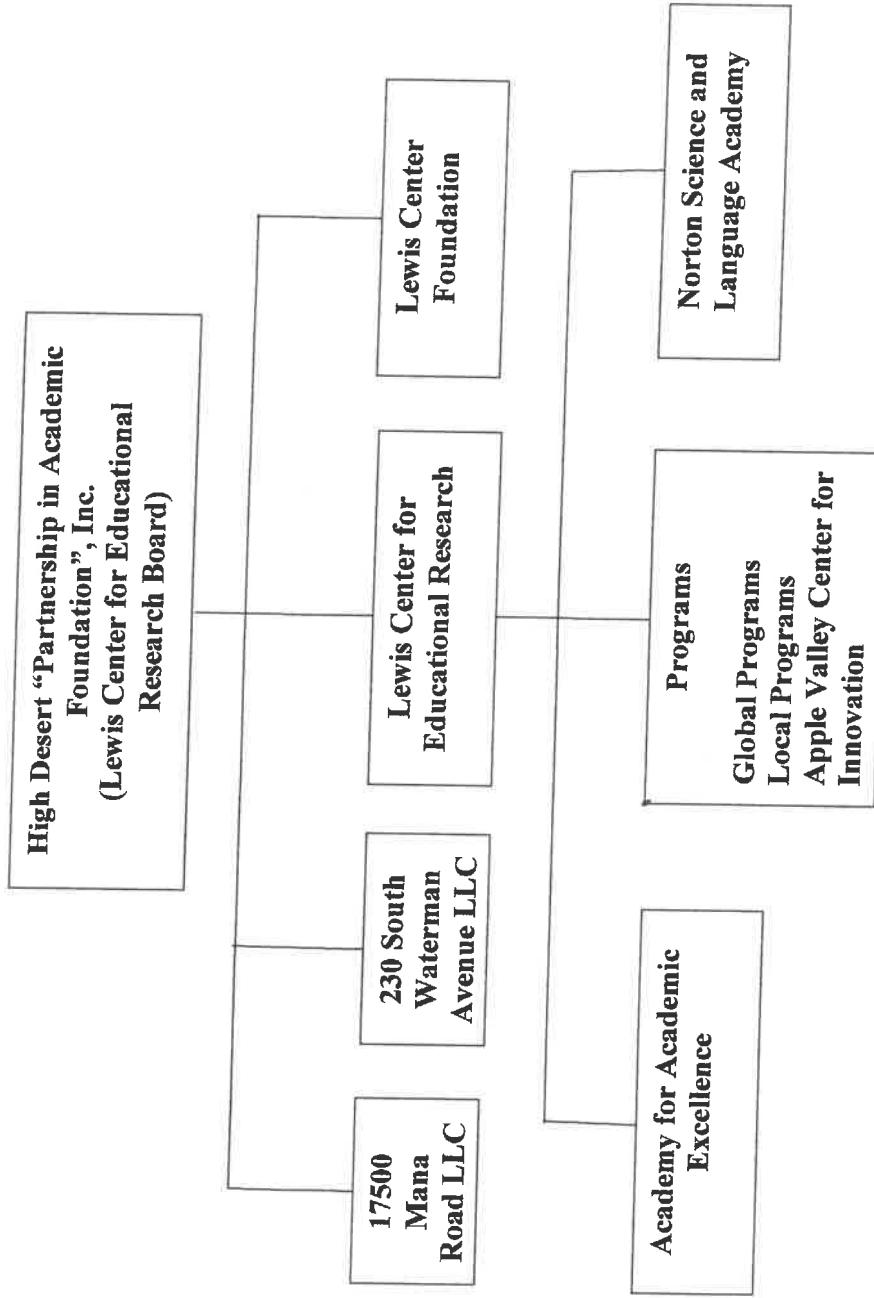
By renewing this charter, the AVUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. AAE is eager to work independently, yet cooperatively, with the AVUSD to establish the highest bar for what a charter school can and should be. To this end, AAE pledges to work cooperatively with the AVUSD to answer any concerns over this document and to present the AVUSD with the strongest possible proposal requesting a five-year renewal term from June 1, 2020 through June 1, 2025.

Any and all AAE written policies and procedures referenced in this charter will be provided to AVUSD upon written request.

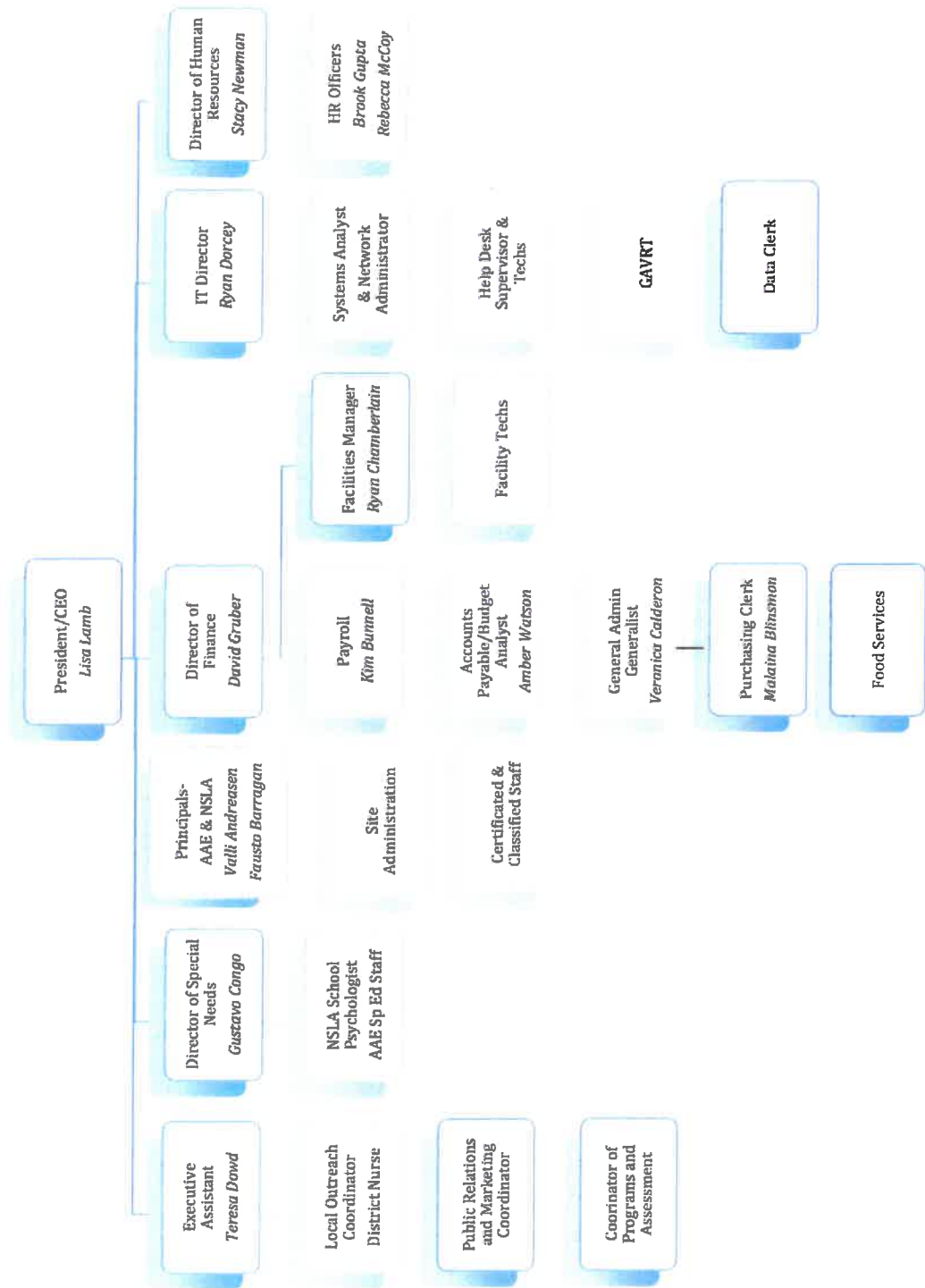
Appendix A

A.1 High Desert “Partnership in Academic Excellence” Foundation, Inc. Organizational Chart

A.2 Lewis Center for Educational Research Organizational Chart



Lewis Center for Educational Research Organization Chart



Appendix B

WASC Accreditation



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 › Burlingame, California 94010

(650) 696-1060 › Fax (650) 696-1867
mail@acswasc.org › www.acswasc.org

MISSION MEMBERS

STEPHEN CARTERS

Chairperson
East Asia Regional Council of Schools

GREGORY FRANKLIN

Vice Chairperson
Association of California School Administrators

THOMAS ADAMS

California Department of Education

MICHAEL ALVAREZ

Western Catholic Educational Association

SAMANTHA BENNETT

California Federation of Teachers

GRANT BENNETT

Association of California School Administrators

RON CARROLL

Association of California School Administrators

NANCY COONE

Western Catholic Educational Association

ERIKA CRUZ

Pacific Islands

MICHELLE D'OLIVER

Public Member, Hawaii

ODIE DOUGLAS

Association of California School Administrators

LISE DUNCAN

Association of Christian Schools International

JUAN A. FERRER

Association of California School Administrators

KA FUKUMOTO

All State Department of Education

DAVID GAUGH

Hawaii Association of Independent Schools

MELISSA HANLEY

Hawaii Association of Independent Schools

LAURA LERMAN

Charter Schools

DEREK MINAKAMI

Hawaii Government Employees' Association

JOE MITCHNER

Public Member, California

SUZANNE MULLALLY

Hawaii State Department of Education

BARBARA NUNES

California School Boards Association

DORRIN OLSON

California Association of Independent Schools

MATTHEW RUSCO

Postsecondary Education

LAUREL SALERNO-WHITE

California Teachers Association

MARSHA SHRAPIN

California Association of Private School Organizations

KIMBERLY SHIELDS

Western Catholic Educational Association

SALLY TODD

Western Catholic Educational Association

BERT VON POELLE

Pacific Union Conference of Seventh-day Adventists

JOHN WALKERS

Lutheran School Accreditation

LA WALKERS

Association of California School Administrators

SCOTT WAUGH

California Congress of Parents and Teachers, Inc. (PTA)

DAVID YOSHIMURA

Association of California School Administrators

BARRY R. GROVER, Ph.D.
President

MARLYN S. GORCHE, Ph.D.
Vice President

June 28, 2018

Mr. Wesley Kanawyer
Principal MS/HS
Academy for Academic Excellence
17500 Mana Road
Apple Valley, CA 92307

Dear Mr. Kanawyer:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Summer 2018 Commission Meeting. The ACS WASC Commissioners have determined Academy for Academic Excellence (K - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle Two-day Visit through June 30, 2024.

Academy for Academic Excellence is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

- › Addressed the critical areas for follow-up through the schoolwide action plan;
- › Made appropriate progress on the implementation of the schoolwide action plan; and
- › Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Academy for Academic Excellence's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

June 28, 2018
Academy for Academic Excellence
Page 2

The Commission looks forward to Academy for Academic Excellence's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Cathers". The signature is fluid and cursive, with the first name "Stephen" and last name "Cathers" clearly distinguishable.

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

ACADEMY FOR ACADEMIC EXCELLENCE

17500 Mana Rd.

Apple Valley, CA 92307

Apple Valley Unified School District (Authorizer)

April 9-11, 2018

Visiting Committee Members

Richard J. Hansberger, Chairperson
Hansberger & Klein, PLC

Dr. Sucari Epps
Special Education Department Chair/Lead Teacher, CalPac

Mr. Phillip Gedeon
Education Consultant

Ms. Jaime Hahn
Assistant Principal
Alliance Ouchi-O'Donovan 6-12 Complex

Ms. Kerry Kletter
Village Charter Academy

Ms. Ligia Salazar
Value Schools

NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at www.acswasc.org/document-upload/.

Preface

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
 1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
 2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
 3. **The gathering and analyzing of data about students and student achievement**
 4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
 5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**
- **Include a copy of the school's schoolwide learner outcomes.**

Evidence demonstrates involvement and collaboration of all staff and stakeholders to support student achievement. Below are the school's schoolwide learner outcomes that clarify what students should know, understand and be able to do. It is clear to the visiting committee that these outcomes guide the measurement of student achievement in this regard.

Data gathering and analysis drives decision making at the school, and the Board and administration are committed to continual reflection on data. As evidenced in the visiting committee's report, there is ample evidence that the Board, Administration, staff and stakeholders are committed to the assessment of the entire school program to support student learning in relation to schoolwide learner outcomes, academic standards and the WASC/CDE criteria.

The school has developed a comprehensive long-range action plan to address the school's areas of need, and there is a clearly articulated accountability system to monitor progress toward achieving the action plan.

Regarding the school's self-study process, which began in the spring of the 2016-17 school year, the school utilized early release days on Wednesdays to allow the Professional Learning Communities to gather information and data and share this material in Google Docs. The timeline for development of the self study is clearly articulated in the Preface to the self study and provides evidence of a thorough and thoughtful process.

The School'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.

Analytical 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.

Effective Communication

- Articulate ideas, opinions, and information clearly.
- Use verbal, written, technical, and creative expression.
- Develop individual and collaborative working skills.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

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 school completed construction to add twenty additional portable classrooms to the MRC, improved ingress and egress routes, new parking lot and playground during the summer of 2015 before the start of the 2015-16 school year. Consolidation of all grades on the single campus supports greater participation by all stakeholders at the school.

Since the previous WASC self study in March of 2012, the Academy for Academic Excellence (the "school" or "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 subsequently 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.

The school has also established set times for staff to meet during regular work hours as a result of the PLC research, and the school calendar was changed to reflect an early release time of an hour each Wednesday beginning in 2015-16, which allows instructional staff to meet after school regularly.

The PLC approach led to the development of a refined mission, vision and collective commitments, which drive reflection and analysis of data and progress toward schoolwide learner outcomes and the school's long term action plan.

Progress Toward Action Plan Goals

The last self study recommended a process for administering and monitoring assessments with emphasis on analyzing data aligned with the current California State Standards. During the 2015-16 school year, the school began implementation of Illuminate. At the beginning of the 2016-17 school year, the administration tasked the current TOA to oversee all assessments at the school, and an assessment calendar was shared and implemented, which included diagnostic, formative, and summative assessments K-12 including state and national assessments.

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.

While the most recent 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. The original growth target of 5% was only met by 5th grade and 11th grade, not schoolwide. In comparing state results to the school 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.

Through the development of ALT, the school's PLC is helping ensure all learners achieve success. This forum provides a setting for vertical articulation to occur between grade levels, K12, 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. Professional development opportunities to implement the CCSS, have taken place across all grade levels.

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 school explored several options for a student database system that would include an assessment module. Illuminate Education was selected to replace the previous SIS and assessment system. Illuminate was fully implemented with both SIS and data and assessment in 2014-15, and the system provides a method to create CCSS aligned diagnostic, formative, and summative benchmark assessments. An assessment coordinator now develops and streamlines assessments for the school, and an assessment calendar is created and delivered to staff at the beginning of the school year. Evidence shows that data driven conversations at PLC, ALT, and other meetings in the organization have helped all stakeholders focus on student learning and success, including the redistribution of resources focused on math improvement, the decision to hire a part time math teacher focusing on intervention instruction, the need to strengthen phonemic awareness in primary grades which led to the decision to reassign a classroom teacher as a reading specialist. 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 are able to make instructional decisions based on data.

In 2017, the administration decided to change Apple 1to1 laptops to iPads beginning with 4th and 5th graders. Each new 4th grade class will receive an iPad, eventually replacing the laptop in grades 4-12. This change has helped to fulfill the demand from teachers to move to Google Classroom and the expectation is that this new platform will make communication and instruction more accessible.

In 2014-15, grades K-2 implemented Pearson's Developmental Reading Assessment ("DRA") to accurately measure student progress in literacy. 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, the school acknowledges there is more work to be done to close the achievement gap and is providing 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 the implementation of the Benchmark Advance curriculum for ELA in 2016-17, due to an

identified need to increase phonemic awareness, brought about another change in reading instruction differentiation.

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 obtained approval, including 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 coursework.

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. Additionally, students are assisted in utilizing the community college system to acquire a-g coursework. These improvements to the master schedule and graduation requirements produced a 26% increase in the last four years.

Additional Goals Not Identified in the Action Plan

1. 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 school 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 fullstudy.

2. Programmatic Plan for Review and Evaluation of Curriculum

The midterm review and the planned purchase of CCSS aligned curriculum prompted the ALT to create refined process for review and evaluation of curriculum, including needs assessment, selection, adoption, implementation, monitoring and review.

Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Demographics

The school draws students primarily from the Town of Apple Valley. 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. As of 2016, the population is 74,656. 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.

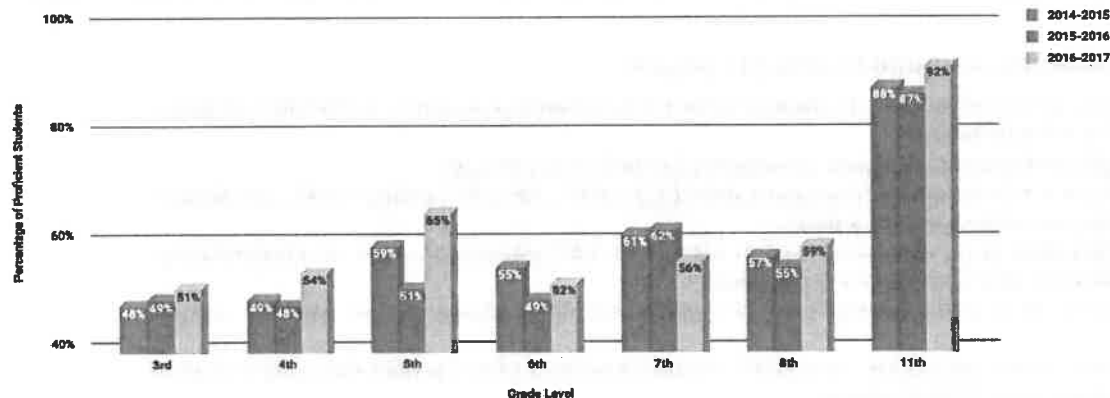
40% of AAE parents are college educated compared to the overall population of Apple Valley where 15% are college educated. College graduate levels have consistently increased since 2014 from 31% to 40%. Free and reduced lunch counts have consistently risen since 2014. The AAE is currently in the process of applying for Title I funding due to the increase and the expectation of reaching over 40% for the 2018-19 school year.

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. 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 overall. 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.

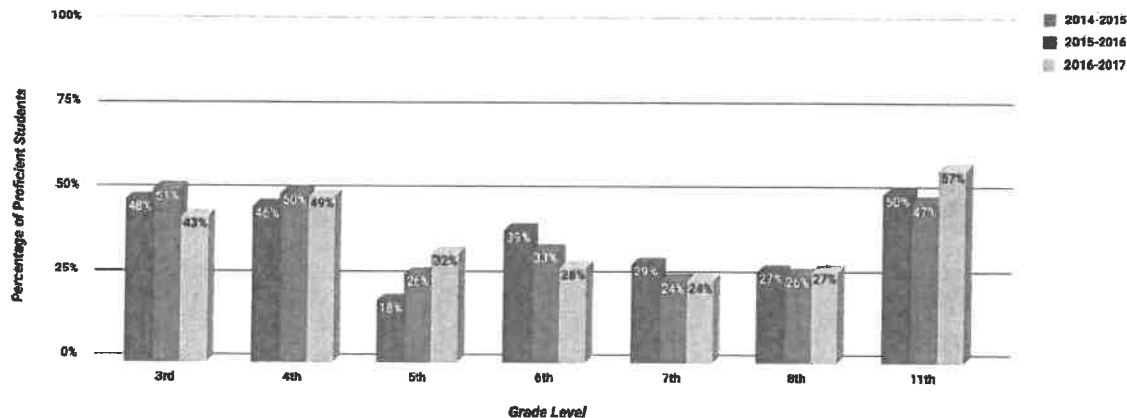
Data

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 were proficient; 2015-16, 57% were proficient; and in 2016-17, 61% of students were proficient. The school's scores are higher in this area than state, county, and local district averages.

3 Year ELA Comparison of CAASPP SBA Proficiency (2014-2017)



AAE's ELA 3 Year CAASPP SBA Data Percentage of Proficient Students

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

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. Review of instructional strategies and professional development are being considered to improve math results in middle school.

Subgroup CAASPP SBA data shows stability and moderate growth for most groups.

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

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

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.

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 math. Students participating in AP exams has decreased 29% from 2016 to 2017. The school has investigated this decline and reports that both cost and credit acceptance are factors.

The English Learner 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.

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.

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 Q2 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 be 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 Schoolwide Learner Outcomes (“SLOs”) 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.

Chapter III: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth
 - Summarize an analysis of what currently exists and its impact on student learning
 - Highlight the areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS WASC/CDE Accreditation Status Determination Worksheet).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: 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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: 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.

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

The evidence demonstrates a focused effort by the Lewis Center for Educational Research (“LCER”) board and administration to develop, reflect on and continually refine its vision, mission and schoolwide learner outcomes for the Academy for Academic Excellence (the “school” or “AAE”).

In 2015, LCER began working with a board consultant who 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.

The school has implemented an annual strategic planning process wherein the Board meets collectively with all Administration to analyze areas of strengths and needs.

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

Further, the school's mission, vision, and goals developed by the Professional Learning Community (PLC) are intentionally aligned with overall organizational goals. The

Administration participated in a two year PLC training centered around *Learning by Doing* by DuFour et al.

To ensure alignment, progress monitoring, and accountability at all levels, the principals sit on the Lewis Center Executive Team and participate in all strategic planning sessions. Intentionally focusing on clarifying the mission, vision, and goals to encourage and facilitate greater stakeholder participation and increased buy in from staff, parents and students.

The four organizational goals with stated objectives are:

Goal 1

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.

Goal 2

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 20172018 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 goals and objectives stated above were identified using multiple sources of student achievement data and parent, teacher and student input. Evidence demonstrates the school is also addressing these goals and objectives, as necessary, in the school's LCAP, WASC Action Plan and Educator Effectiveness Plan.

At the school site level, the mission, vision, and goals are established and monitored by an Academic Leadership Team ("ALT") through input and collaboration with the entire PLC. The ALT meets bimonthly, 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.

ALT considers input from school departments and grade levels and analyzes it using current educational research. Staff established the following mission to guide decision making:

The Academy for Academic Excellence exists to prepare students for postsecondary 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 redefined use of technology.

Evidence demonstrates that the 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 inform decision making. Evidence demonstrates that participation at the various forums in which input is sought is high and stakeholders have given positive feedback about the options available to provide input.

Evidence demonstrates that the school ensures that students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes and the district LCAP.

LCER's work with its organizational development consultant, the adoption of the PLC approach

at both LCER schools and the statewide implementation of LCAP related requirements for stakeholder participation have all laid the foundation for a revised approach to organizational leadership and decision making at the school. This is evident in current board practices, as well as the ALT and PLC.

The evidence shows a continuous cycle of stakeholder engagement, development, progress monitoring, and recalibration around the school's mission, vision and s. Additionally, the LCAP, LCER Strategic Plan, WASC Self Study, AAE Charter, and all other plans/reports are aligned. 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.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Policies, Procedures and Clarity of Roles

To introduce greater efficiency in decision making and oversight responsibilities, the size of the board has been reduced from 17 directors to 9. Prior to this recent reorganization, most of the board's work was done in standing committee, and the full board met quarterly, which the board believed was not conducive to strong oversight of the full board and staff 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 worked together to update the bylaws to reflect these changes. Per the regular Board Calendar, the bylaws are reviewed annually each July and on an as needed basis. Additionally, all board policies are under review and being revised if necessary to ensure that they are current regarding legal compliance, practice, and charter. Evidence demonstrates a commitment by board members and staff to keep policies and procedures compliant and transparent.

Role of Board and Staff

Through the strategic planning process described in the self study, defining the role of the board has been a critical topic of concern. The board has engaged a law firm to conduct annual board workshops, focusing on the Brown Act and Conflicts of Interest.

Most recently, the board convened a special meeting on April 10, 2017, to discuss these matters and commit the board to carefully review and revise the board's job descriptions and code of ethics. This work has strengthened the working relationship between the current CEO and board and provided clarity of roles and responsibilities for all parties.

Community Engagement

Evidences demonstrates that AAE maintains robust community engagement. The school's former Thunderbird campus represents an active partnership with AAE's authorizing District and the Apple Valley Center for Innovation. AAE provides regular STEM nights at the campus and invites different schools from the community each time to utilize the STEM resources at the facility, including hands-on science demonstrations and a working observatory. Local high school students from AAE, Apple Valley High S and Granite High School, called "Explainers," guide visitors through the hands on laboratories and other resources/exhibits. The school regularly has 200-400 attendees at these STEM nights.

In addition, AAE participates and organizes joint field trips with its authorizing District to encourage STEM activities and leverage AAE's partnership with JPL and GAVRT.

AAE participates in the community Chamber of Commerce and other community groups and is the fourth largest employer in the community.

AAE's CEO maintains a regular relationship with the authorizing District's Superintendent. Recently, AAE's CEO was asked to serve as the MC for the local "State of Education" meeting for its authorizing District.

AAE also maintains ongoing industry partnerships with GE, the Mojave Water Agency, NASA, and the California Department of Fish & Game

The CEO provides an ongoing "Parents and Pastries" monthly meeting, which is also livestreamed via Facebook. The implementation of this meeting occurred prior to LCAP but serves an important purposes of supporting effective parent engagement for purposes of the LCAP.

AAE will start a School Site Council in the 18-19 school year and will add active discussions regarding the finances of the school to the Council.

Finally, the school's supporting organization, the LCER Foundation Board, participates in ongoing fundraising and fosters community involvement to support AAE.

Board Oversight

The administration reports to the board regarding LCAP development and adoption, CAASPP SBA test results and analysis, career and college readiness indicators and 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.

Complaints

The board has established policies and procedures for handling various complaints and encourages informal and early resolution when possible. The policies and procedures ensure appropriate individual privacy and confidentiality is maintained.

The school complies with applicable federal and state laws and regulations governing complaints, including 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 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. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

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

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: 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.

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

Staff Actions/Accountability to Support Learning: 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.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Broad Based, Collaborative Planning Process

The school reports that 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 and 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, the TOA/Assessment Coordinator leads the development of standards aligned benchmark assessment development and curriculum adoption across grade levels.

The school also reports that vertical teaming is a key component of the Academic Leadership Team (ALT). Through crossgrade 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.

Single Plan for Student Achievement

Currently the AAE does not complete the SPSA. It is anticipated that AAE will begin receiving Title I funding next year.

Shared Decision Making

After goals have been developed by the PLC, these goals are included 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.

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, the school focuses on grades 5-8. 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.

Internal Communication, Planning and Resolution

The school reports that effective internal 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 invite input from all stakeholders.

Communications are distributed/conveyed through a variety of resources, including but not limited to staff email, electronic media and regularly scheduled face to face planning meetings, which occur on a daily, weekly, monthly and annual basis. Internal and external complaint procedures and Universal Complaint Procedures allow complaints to be filed in a manner that ensures timely investigation and resolution.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: 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.

Defining and Understanding Practices/Relationships: 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.

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

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Staff Qualifications

The school reports that all employees must possess the 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.

The principals and administration of the school work with teachers to provide professional development opportunities, leadership and mentoring to assist 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 and the Center for

Teacher Innovation Induction Program 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, 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 and additional matters as needed. Most teachers also participate annually in some form of offsite professional development, attending trainings, conferences, and seminars relevant to their subject taught.

Staff Member Assignment

All new teaching staff is provided support from the onset and beginning teachers are required to partake in the RCOE Center for Innovation's induction program. New Teachers are assigned a master teacher coach while completing the program. Teachers are also trained in technology needed to support individualized learning (e.g., Google Docs, Google Classroom, MyMentor, Apple Certified, Microsoft Office Suite). Academic Leadership Team members are in place in each grade band (elementary) and each academic area to work to develop curriculum and guide other teachers who may need support.

Teacher on Assignment, Common Core/Technology will work with teachers and students in grades 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, selecting and adapting reading instruction materials, planning and conducting staff development, assessing student progress and monitoring student achievement in reading, providing direct reading intervention work with students and developing and coordinating reading programs at the school.

Staff Policy Dissemination

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 developed in a collaborative manner. Policies are first brought forward by the appropriate department requesting the change (e.g., the 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.

A Parent-Student handbook is provided to parents and students and updated annually.

All staff are trained at an annual 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.

Professional Development

The school reports that staff 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 for principals with an emphasis on staff to engage in PD that suits their students' areas of need.

Evidence that the professional development plan is working is monitored through data in the following areas: graduation rate, staff/student retention, benchmark assessment data, and student achievement.

Supervision and Evaluation Procedures

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. 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, which may include supervisor/employee counseling sessions, written notice of unsatisfactory performance, suspension without pay or release from employment.

The school reports that 30% of teachers have been at AAE for more than 11 years with half of those serving AAE students for 16-20 years. Additionally, the school reports turnover of less than 5% of certificated staff each year.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: 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.

Practices: 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.

Facilities: 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.

Instructional Materials and Equipment: 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.

Well-Qualified Staff: 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.

Long-Range Planning: 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.

Resource Allocation

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, schoolwide learner outcomes and student critical needs. 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.

Budget Development

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.

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.

An annual audit is currently 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.

Facilities

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 emailing fixit@lcer.org, which creates a work order in the Facilities Department queue. The LCER contracts janitorial services with a private company who completes their work each weekday evening.

Instructional Materials

The midterm WASC review and the planned purchase of CCSS aligned curriculum prompted the ALT to create a six-step process for review and evaluation of curriculum: needs assessment, selection, adoption, implementation, monitoring and review.

The AAE TOA/Assessment Coordinator, acting as liaison to the teaching staff, drives the adoption of technology tools and software. 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. A help desk ticketing system is used to ensure support for staff.

The Instructional Materials Specialist develops an order list of library materials 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, which is the largest item in the AAE Library’s annual expenditure. Book donations are another important source of materials.

Electronic textbooks are circulated through the course instructor who is furnished with a list of access codes given to students.

Development of Well Qualified Staff

Staff recruitment occurs at local recruitment fairs and recruitment efforts at several local universities. The school has internship agreements with the following institutions: Grand Canyon University, Brandman University, University of Redlands, University of California Riverside and California State University San Bernardino. As noted above, the school allocates adequate resources to support the New Teacher Induction Program and professional development opportunities to support the greatest areas of student need. Professional development resources are intentionally aligned with the LCAP and Action Plan goals. In addition, professional development resources are allocated to support the implementation of new curricula or programs.

Long Range Planning

For the past three years and as a deliberate departure from past practice, school leadership has

conducted an audit of each area of resource allocation, including programs, personnel, technology, infrastructure, business practices, curriculum and professional development. The audits have led to cuts in some longtime programs with reallocation to goals identified in the LCAP. The school reports that the LCAP is closely aligned to the organization's annual strategic planning, WASC Report and Charter Petition and relevant data.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: 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.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Long Range Financial/Resources Planning and Stakeholder Involvement

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 public 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.

Accounting and Audit Procedures

The school reports that it continues 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 reimplemented so that existing practices match best practices, including strengthened internal controls and accounting practices.

Each year an independent auditor, approved by the California State Controller's Office, is retained to perform the required annual audit. The most recent audit revealed found some issues that have now been addressed and will be followed up on the next year audit.

Processes for Implementation of Financial Practices

Examples of key internal controls include:

- 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 that position's interactions with IT and the bank.
- Other than payroll, there is no other release of funds other than electronic transfer of long-term debt service payments on the facility.
- 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.
- Bank reconciliations are prepared by the custodians' of the funds using the software on the accounting software and cross-checked by the Director of Fiscal Services.
- Usage of credit cards has been significantly curtailed in the last two years, including limiting the number of approved users, multiple approvals and controls, and a strengthened credit card usage policy.\
- Advances on the school's line of credit require initiation by the Director of Fiscal Services and counter signature approval by the CEO.
- The Board reviews all expenditures more than \$10,000 at its monthly meetings.

Transparency of Budgeting Process

Preliminary approval of the budget occurs through the review of the staff budget proposal by a select number of financially astute Board members Final approval requires approval by the full board in open session.

Monitoring of the budget occurs at both an operational level where partial budgets are managed by the staff most affected by that particular piece of the budget and an administrative level where overall monitoring is accomplished by the Directors on a monthly basis by financial statements prepared in a format designed to facilitate such monitoring. A more detailed analysis is performed on certain portions that require greater scrutiny. Administrative monitoring is also supported by monthly review of the budget at board meetings.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Board oversight is effectively implemented through a comprehensive set of policies and procedures.
- Fiscal controls are effectively implemented by a comprehensive set of internal controls that are properly monitored by the Administration and Board.
- The implementation of Professional Learning Communities and the Academic Leadership Team will lay the foundation to support high achievement for all students.
- The TOSA/Assessment Coordinator position can continue to play a pivotal role in refining instructional practices across grade levels and subjects by emphasizing data-driven achievement of schoolwide learner outcomes.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

(if any):

- 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 by and through the PLC.
- Continued refinement of the ALT possibly integrating classified staff and other stakeholders.
- Development of a School Site Council to provide increased fiscal oversight and shared decision making.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

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 B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

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

Integration among Disciplines: 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.

Articulation and Follow-up Studies: 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.

1.1 CURRENT EDUCATIONAL RESEARCH AND THINKING

All students at the Academy for Academic Excellence (AAE) participate in a rigorous, relevant college-preparatory curriculum programs or teacher- designed standards-based units and lessons. Outside curriculums are a core for curriculum used for mathematics in grades 6-12 and both mathematics and English language arts (ELA) in TK-5. They provide teachers with a toolbox of lesson plans, teacher resources, student resources, and supporting materials that help all students meet high academic expectations.

With the implementation of the Common Core State Standards (CCSS), rigorous and relevant curriculum aligned to them. Before piloting possible curriculum, the AAE leadership team determined the need for a planned, systematic approach. They developed the following plan for the adoption of a curriculum.

The transition to the CCSS began with secondary (6-12) and provided the opportunity for the AAE to transition from a traditional pathway of Algebra, Geometry, and Algebra II, to an integrated pathway of Mathematics I, II, and III in high school. They provided a blend of Algebra, Geometry, and Statistics each year, which is a more common approach internationally. During the curriculum selection process, *Carnegie Learning* was adopted in grades 9-12 and then grades 6-8 in order to implement the 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 math curriculum. Recent assessment results show growth in grades 3-5 in both in-house benchmarks and the CAASPP. Also, *EngageNY* does not provide materials for English language learners (ELL) and is not state adopted. Therefore, the leadership team and elementary instructors agree a different CCSS aligned curriculum needs to be made. Using the AAE's curriculum review process, the selection will be made in the next 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 has been implemented since the 2016-17 school year and is currently in its second year of implementation in 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 have implemented the Common Core Curriculum Standards since 2010, using units that incorporate CCSS as a framework. The curriculum is primarily literature-based, using rigorous novels selected from the Department of Education Recommended Literature list. This framework is also embedded in the Schoolwide Writing Program. High school ELA courses are the University of California approved. Advanced Placement (AP) courses are developed using course standards integrated into the course alongside Common Core State Standards. All AP courses are College Board courses. Other courses are also developed using CCSS supplemented with specific advanced course standards to meet the needs of the courses.

Other grades and subjects use many professional tools and unique instructional elements at their discretion to meet learning goals. The Science department has been a forerunner in the transition to Next Generation Science Standards. Analysis and planning have resulted in successful implementation of NGSS at the secondary level. With the 2016 Social Science Framework, the curriculum was aligned to the new standards. In discussion with school leaders, the elementary is in the awareness phase, and science is addressed through integration with Benchmark. They will implement the standards with fidelity and, provide sufficient and ongoing training and follow up with leadership walkthroughs.

1.2 COLLEGE AND CAREER READINESS

The AAE uses the CCSS and the California Curriculum Framework to ensure that students are prepared for college and the pipeline that provides the instructional foundation for high school. Goals include that all students' reading proficiency at 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. Career readiness begins in the elementary grades, coursework intensifies in high school.

1.3 CONGRUENCE

Teachers and school leaders ensure that there is alignment between the actual concepts and skills taught, the academic and career-readiness standards, and the schoolwide learner outcomes. In curriculum focus group discussion, this being outlined in collected scope and sequence documents, observed in walkthroughs, assessed using benchmarks and chats with the TOSA. These data chats look at identifying gaps in standard mastery, examining test questions for validity and looking at materials and instructional practices. Course content in Math and ELA is planned and organized with Core State Standards. Summative assessments are designed with individual test questions tied to specific standards (essays) are scored using standards-based rubrics. Secondary science units, lessons and assignments are described and assessed using NGSS Performance Expectations.

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

INTEGRATION AMONG DISCIPLINES

Reading, writing, and language are used as tools to acquire knowledge in all content areas and to express their understanding of that knowledge.

In elementary classrooms, teachers have the ability to make connections between multiple subjects with their students. *Advance* ELA curriculum integrates social studies and science instruction. In 5th grade, teachers compartmentalize ELA and math with science. Teachers design projects that are multidisciplinary.

In secondary, teachers are encouraged to collaborate with their colleagues in other disciplines. A structure was developed for collaboration. The first Wednesday of the month, the K-12 staff meets as a whole group. The second Wednesday, the departments meet. On the third Wednesday, grade levels meet to discuss interventions, and on the fourth Wednesday of the month, there is the opportunity to meet to address individual needs. This would be an opportunity to expand cross-curricular articulation identified by school leadership. ELA teachers often sequence their curriculum to parallel History/Social Science content. Eleventh grade ELA studies utilize text that study history and politics. Twelfth grade, whether in AP English Literature or AP English Language, does not fit as an integration course; therefore, the course study is a concentrated survey of how classic literature shapes students' worldview based on the historical and cultural significance of past literature.

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

1.5 ARTICULATION AND FOLLOW UP STUDIES

The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school tracks the 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 and secondary school grade levels. A partnership with Victor Valley Community College (VVC) provides students with the opportunity to enroll in college courses in high school and to have priority college registration. The school counselor annually attends the UC Conference and UC Counselor Conference for the latest information about admissions, policies, and practices. Student data is collected to determine reasons for disenrollment. Students continue to communicate informally with school staff after graduation and are invited back to share their college and career experiences as guest speakers during homeroom.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

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

[iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: 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.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: 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.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

2.1 VARIETY OF PROGRAMS- FULL RANGE OF CHOICES

The school's mission statement affirms 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 coursework that provides preparation for college entrance and eligibility for admission to the University of California and California State University or other options such as military service or entering the workforce. Elective coursework is chosen by the student. Students can customize their course of study if a career pathway is identified. The scheduling system also allows for students to take a variety of courses covering multiple disciplines.

The school works with VVC to access the community college system to acquire a-g coursework provide dual enrollment offerings that more effectively prepare students for post-secondary success.

Academic Leadership Team (ALT), the school's governing leadership body comprised of Administration and Department Leads meets bi-weekly. The school principal or counselor updates ALT on graduation requirements, which 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.

The master schedule is developed through coursework evaluations conducted each fall by department Lead Teachers with all teacher input, departmental review with principal in the spring, student surveys regarding elective interests, and trends in occupational opportunities, which are then 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.

2.2 ACCESSIBILITY OF ALL STUDENTS TO CURRICULUM, INCLUDING REAL WORLD EXPERIENCES

There are several support systems for students to ensure that every student receives the time and support to learn at high levels, including support personnel, intervention and special education teams, professional development on differentiation, and technology.

A strength noted is an Apex Learning homeroom in high school that 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.

Evidence shows that instructional support tools are provided by the school, and include 6-8 iPads in each TK-3 classrooms, one-to-one iPads for 4th-5th grade students, and one-to-one MacBook Airls in 6th-12th grade. Students were observed using these devices to enhance their learning in a variety of ways including practicing skills through online programs, quiz taking, and completing graphic organizers. 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.

2.3 STUDENT-PARENT-STAFF COLLABORATION

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 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.

2.4 HIGH SCHOOL TRANSITIONS

The school prepares students for post-secondary success through a rigorous, relevant college-preparatory curriculum. Families are provided with the *College Planning Guide* in order to 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 for assistance in college applications completion, entrance exam resources, and other pertinent questions.

Grade level personnel conduct parent/student meetings in the evenings 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 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

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- The school has developed an effective curriculum selection process to continue the adoption of CCSS aligned materials.
- There is evidence of alignment in K-12 practice in using CCSS-aligned curriculum and implementing the practice of examining assessment data.
- Structures for ongoing articulation by grade level and content area using a Professional Learning Community model through the structure of dedicated Wednesdays.
- Equitable technology access for all students.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Provide 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 and facilitate professional development on implementing adopted secondary math curriculum.
- Add additional language support for EL students
- Develop a school-wide definition of College and Career Ready

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

The AAE leadership team determined the need for a planned, systematic adoption process for new curriculum and developed a plan that includes needs assessment, selection, adoption, monitor, and review to ensure the successful implementation of Common Core State Standards school-wide. School leaders articulated the structure of dedicated Wednesdays for Professional Learning Communities. During classroom visits, students were observed utilizing technology devices.

The structure of the dedicated Wednesdays for Professional Learning Communities provide a foundation for the opportunity for cross-level grade and content areas to better articulate and collaborate. The school has identified a need for the adoption of elementary math curriculum aligned to the CCSS that addresses the needs of all learners and facilitate professional development on implementing adopted secondary math curriculum. The school's definition of College and Career Ready needs to include all grade spans, including secondary.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

The visiting committee observed direct instruction as the primary instructional strategy for delivering content. Students worked independently on procedural problems post lecture. AAE has teachers within their family (secondary science, AFJROTC, Gavrt & Film Production) that can serve as models of using instructional strategies to engage in student-centered instruction that leads to higher ordered thinking, discourse and problem-solving skills.

School administrators cited that the TOA/Assessment Coordinator as being instrumental in providing student data performance results on Benchmarks and CAASPP to identify areas of success and growth on mastery of standards. Student work and academic progress is regularly discussed and/or examined by admin and staff in TK – 12 during professional learning communities. Once a month after school, protected time for teachers is provided for grade level teams to meet for targeted professional development.

The school has identified the need to establish more formalized school-wide instructional strategies for delivering content that engages the variety of student performance levels within all classrooms in order to reach higher order thinking skills. During classroom observations the visiting committee observed a multitude of missed opportunities for students to understand the standards/expected performance levels of the lesson, engage in rigorous work targeted at the DOK levels 3 & 4, and complete assignments that are targeted to their ZPD.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

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

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

AAE provides to all students the ability to extend learning inside and outside the classroom such as AFJROTC, Gavrt, JPL, AVCI, RoboPlay Competition, Film Production, and etc. The hands-on nature of these opportunities and the integration of technology results in students being engaged in higher-ordered cognitive thinking and analytical thinking. All students interviewed expressed appreciation and gratitude in having the opportunity to participate in these extended learning inside and outside the classroom. The access and integration of 1-to-1 technology results in increased levels of engagement in the content and opportunities for differentiation.

Related to this, the Visiting Committee recommends that the staff selects and implements school-wide student engagement strategies to be used in all classrooms to release ownership of learning from teacher to student. During the daily instructional period the school should further develop school-wide differentiated supports for academically at-risk students, Special Education students and other special populations.

The students, teachers, staff and leadership team members all confirmed that the school enables students to demonstrate applying acquired knowledge and skills at higher cognitive levels to extend learning opportunities in the following courses: secondary science, AFJROTC, Gavrt & Film Production. During focus group interviews, staff and students discussed with enthusiasm the growing opportunity for students to participate in dual enrollment with the local community college, Victory Valley Community College, which allows students to earn high school and college credits simultaneously. Ambassador students raved about the opportunity to serve as a docent at the Apple Valley Center for Innovation where they engage visiting students in a variety of hands on lessons and activities. Students also experienced excitement on the development of the upcoming courses within the health Occupations Program.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

Strength: AAE has opportunities to extend learning outside the classroom (AFJROTC, Gavrt, JPL, AVCI, RoboPlay Competition, Film Production, and etc) that can serve as models of using technology to support and increase the cognitive levels of students.

Strength: AAE has developed and implemented vertical teaming in TK-5, ELA & Math in grades 6-12 to increase the integration of effective instructional strategies to deliver high-quality standards-based instruction to students at the AAE.

Strength: AAE has approved A-G course of study for each high school student. Given the fact that the A-G entrance requirements are the de facto curriculum of AAE grades 9-12, they expect that the vast majority of students will be college-ready, tested, prepared, and supported to apply/attend schools within the CSU and UC systems.

Key issues for Standards-Based Student Learning: Instruction (if any):

Growth: During the Direct Instruction portion of the delivery of instruction the school should refine and further develop differentiated supports for academically at-risk students, Special Education students and other special populations.

Growth: AAE is encouraged to refine and communicate the renewed purpose of core instructional practices (delivery of student feedback, checking for understanding, daily technology integration, instructional coaching for all teachers, posting and referencing content standards and objectives, criteria for success) to invest students and teachers in value of closing the achievement gaps of all students.

Growth: The staff needs to continue to develop increased opportunities (academic discourse, rigor of assignments, analysis, etc) for students to engage in higher cognitive levels to self-direct and extend their learning.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Classroom observations
Staff focus group discussion and interviews
WASC self-study
Student interviews

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Monitoring and Reporting Student Progress: 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.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' 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 students' grades are determined and monitored.

AAE uses a variety of assessment data from both the state, national, and local sources to analyze student performance. 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
- Summative and formative teacher-created assessments

Data from these assessments is used to inform stakeholders of academic progress and facilitate decision making.

CAASPP data is shared with teachers and members of the school board 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

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). AAE uses both to report academic progress, attendance, and behavior. Results of

student progress are shared with the leadership team on a quarterly basis to ensure that schoolwide goals are being met.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Student Feedback: 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.

Teachers at AAE use both summative and formative assessments to inform instruction across all grade levels and curricula. The TOSA/Assessment Coordinator works in collaboration with administration to design and administer quarterly benchmarks for ELA and Math in grades K-8. In grades 9-12, the ELA department implements quarterly SBAC-aligned benchmarks, pre and post teacher-created assessments using the Illuminate itembank, and common rubrics when evaluating student performance. The secondary ELA math department has also implemented common assessments to assess student progress in comprehension and analysis through argumentative writing. In grades 9-12, the Math department designs and implements teacher-created assessments and meets as a professional learning community to discuss global trends in mathematical domains and cluster standards.

Across the TK-12 curriculum, most assessments are designed and administered at the teacher level (i.e. unit assessments) and data is analyzed and teachers determine the reteaching plan based on lowest performing standards. AAE has also made an effort to identify teachers with strong practices and leveraged teachers who are performing well on certain standards by giving teachers the option to observe what successful teachers are doing. The assessment and data inquiry cycle is less formalized in Social Sciences and Science at the secondary level. The TOSA/Assessment Coordinator has indicated that the next phase of assessments will include these two departments. The TOSA/Assessment Coordinator has begun to implement data chats with teachers to review data and help develop action plans for teachers to re-teach low performing standards.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

School Assessment and Monitoring Process: 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.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

With the re-organization of the school board, AAE has streamlined the decision-making process to align to student learning needs based on student achievement data. The mission of AAE is to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. The school's successes in student learning are evident in the JROTC program, Gavrt Program, Film course offerings, and the secondary ELA program. All stakeholders can articulate the strengths and areas of growth in the schoolwide academic program. All stakeholders have a voice in the decision-making process to include curriculum decisions, staffing, the LCAP process, and professional development.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Development of an assessments framework towards schoolwide use of SBAC and district-created benchmark assessment data to identify needs around student learning and teacher development
- Allocation of dedicated time for grade level and departmental analysis of data to meet student learning needs
- Utilization of TOSA/Assessment Coordinator to work collaboratively with administration on assessment design, implementation of quarterly benchmarks, and data-driven instruction

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- TOSA/Assessment Coordinator in collaboration with principals will continue to refine the instructional leadership team (ALT members to be representative of all departments including Special Education) to drive student achievement

- Leadership will continue to assess the impact of Professional Learning Communities for teachers to regularly engage in standards-based assessment design, data analysis cycle, and data-driven instruction
- Engaging students in understanding success criteria, monitoring their learning and progress towards mastery of Common Core State Standards
- Develop common expectations around standards-based grading and train teachers for successful implementation

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

With the re-organization of the school board, AAE has streamlined the decision-making process to align to student learning needs based on student achievement data. The implementation of the PLC is still in its early stages and much work remains. The use of assessment data across all grade levels to drive the schoolwide program is still fragmented and requires greater focus both across grade levels and vertically to ensure that assessment and accountability drive more effective instruction.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Findings

Evidence shows that The Academy for Academic Excellence fosters effective strategies for involving family, business, industry and the community as active partners in the learning/teaching process. One key strategy that Academy for Academic Excellence has implemented to maintain regular involvement of families on campus is Parents and Pastries

Clear evidence demonstrates Academy for Academic Excellence has created effective meaningful community partnerships to support and extend learning.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: 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.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Findings

The evidence demonstrates that Academy for Academic Excellence provides a safe, clean, and orderly environment that nurtures a safe, progressive, familial community.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning: 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.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: 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.

Findings

Clear evidence demonstrates that Academy for Academic Excellence values student differences and honors those differences through a variety of policies, programs and procedures.

The evidence shows that students have access to a system of personal support services, activities, and opportunities at the school and within the community, including individualized learning plans.

Evidence demonstrates knowledge of and support for special education. As mentioned in the report, AAE students are academically and behaviorally supported under the provisions of IDEA.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

The Academy for Academic Excellence has made strong attempts to redesign their infrastructure in a manner that shapes and molds young people to be prepared to transition into adulthood.

Evidence demonstrates that Academy for Academic Excellence implements a comprehensive school-counseling program that addresses the academic, career, and personal/social needs of each student, including the utilization of a Transition Coordinator

Staffing is developing area of strength for AAE.

Community participation and partnership is both fluid and blossoming.

Lastly, student voice and advocacy are strong.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

Prepare for a changing and shifting student demographic that is more representative of the global community will need to be re-addressed.

- Students do not appear to have ample opportunities for exposure to broader and more varied experiences with belief systems, characteristics and knowledge of a more diverse group of people, world languages, religion, cuisine, social habits, music and arts outside of the incorporated area of Apple Valley (78 square miles with a sphere of influence that encompasses 200 square miles).
- Language and Communication are expanding. AAE will need to consider how social media are handled with the growing varying communication needs (multiple languages

other than English, closed caption/interpreter, blind/visual impairments).

Meetings/Outreach appears to also be an area growth.

- There are multiple opportunities for parents, students, and staff to come together to either celebrate school successes or to discuss and resolve school related concerns. However, the message about school goals, grading policies, procedures for access to student data (parent portal), and other important school related changes needs further clarification for all stakeholders.

Lastly, AAE will need to ensure equity of voice in all student groups.

- AAE may want to consider a slight restructuring of the Middle School Principal's Cabinet for effectiveness. AAE can utilize a comparison to the manner in which student input is received in the High School Principal's Cabinet.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

AAE has made great strides to celebrate student achievement, support, and promote academic growth. The self-study highlights a few key successes:

- High school outperforms in ELA when compared to state averages. AAE is meeting target growth with some, but not all groups (yet).
- 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
- There are 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.
- Award ceremonies recognize attendance, leadership, and improvement. There's a culture of catching students doing something right rather than being punitive in their approach to mold and shape student behavior.
- AAE has developed and implemented a New Family Orientation. This New Family Orientation provides organization and continuity to the school's parent involvement initiatives, responding to the needs and concerns of parents and families upon enrollment, while also creating ongoing mechanisms for parents to play significant roles at school and home.
- AAE also provides parents with a series opportunities that give parents the opportunity to meet with other parents and staff to discuss strategies that aid their students in school and in college including, but not limited to a Parent Teacher Committee (PTC), Back to School Night, and a Parent Square messaging system.
- AAE hosts award ceremonies, a Science Night, and other informational assemblies that all parents are encouraged to attend. These meetings are an opportunity for parents to speak directly with school personnel and discuss any issues regarding academics, discipline, school activities or any other concerns parents may want addressed.
- AAE has established a wide range of community partnerships in a variety of industries: automotive, healthcare, military, local governance, aerospace, and other science related fields.
- Other strategies include employing social media platforms and sending out frequent surveys for data collection.

- By teaming with the Desert Valley Medical Group that donated \$10,000 in AED units, AAE has been able to further ensure the safety of all individuals on campus.
- Through a partnership with the school district and the Academy for Academic Excellence the Apple Valley Center for Innovation that developed a hands on science center. 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.
- Moreover, Academy for Academic Excellence participates in a collaboration with Victor Valley Community College to offer students a wider ranges of course offerings as well as an opportunity earn college credits.
- Academy for Academic Excellence has created several other community partnerships such that brings in guest speakers that include but not limited to successful AAE alumni.
- The school culture is grounded in a rigorous and relevant college preparatory educational program that honors the individual differences and needs of its constituents. The AAE noted the need for ongoing professional development for staff in keys areas that would further enhance the ability of personnel to effective deliver services and fulfill their roles and invested approximately \$114,000. Data is collected and analyzed at nauseum weekly and/or monthly. There is also annual follow up on critical areas of need. Students are viewed as a whole group while individual differences and needs are acknowledge/recognized and addressed.
- The school has created two cabinets or student led groups at the middle school and high school level who serve as a voice for students needs to the administrative leadership.
- Teachers participate at all levels in decision making. Teachers were included in the ALT, Elementary and Secondary Intervention teams, and have begun to fully engage in PLC participation (PLC provides time for vertical teaming to collaborate between teachers and share best instructional practices).
- Academy for Academic Excellence provides several avenues to facilitate effective stakeholder participation in decision making processes at the school. These include, but are not necessarily limited to student governance groups, ALT, Principals' cabinets, and board meetings.
- In addition, the school has moved towards pre-assessing students before entry into Kindergarten in order to employ key strategies that will help bridge existing educational gaps.
- The AAE has a very close working relationship with the local SELPA. 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. Students with social/emotional or behavioral needs also receive in school supports from AAE School Counselor and School Psychologist.
- Academy for Academic Excellence has established a college bound culture that is well reflected among students and staff.
- Recently, the school has introduced the concept of having teachers reteach grade level

standards to mastery and pre-teach specific skills for the following school year.

- Academy for Academic Excellence also provides opportunities to work directly with leaders in the a variety of fields: aerospace, military, healthcare, and education.
- The school also hosts a series of guest speakers and workshops geared towards the exposure of job and employment opportunities.
- The school has implemented the 'Knights in Training' program as a way to support incoming Kindergarten students' ~~get acclimated~~ acclimation to the school and instructional practices. This program which is done in three parts, allows parents and new kindergarten students to meet the staff and showcase the school. Through this program, kindergarten teachers are able to asses these future students and offer parents resources and support to get their child ready for the start of their school career.
- 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.
- The school designs these services in two different ways, the first is within the classroom, where an AAE offers paraeducator support through a push-in model, the paraprofessional offers Specialized Academic Instruction. The second way is found in the general education classroom to a small group of students or to one student as determined appropriate. As mentioned in the report and confirmed by the school leadership, if a student needs exceed the AAE facility or the capacity of the staff, program services are subcontracted.
- Academy for Academic Excellence services a 2.3% population of English Language Learners. As a result, the school has 99% percent of all AAE teachers possess a CLAD certification to meet the needs of English Learners through the use of SDAIE strategies. As the EL population continues to grow, AAE should consider finding additional support strategies to meet the needs of these students.
- Within the framework, there is a strategic use of staff strengths (i.e., TOSA, part-time Math teacher, Reading Specialist, Transition Coordinator, Speech Pathologist, Nurse, and School Psychologist) which are all important roles on a campus to help facilitate the development on the whole child/student.
- These partnerships range from the donation of gift certificates and scholarships to opportunities to take community colleges courses, work in with medical institutions and other vendors
- Mental health services and supports , math interventions, and writing interventions are mentioned throughout the self-study as critical target areas warranting continued development and attention.
- Deeply embedded in the culture of the school is a safe and secure environment. Student needs are at the forefront of the minds of the ALT. There are a plethora of opportunities to participate in sports, ROTC, or other students groups to help all students feel like the belong and are part of the AAE family.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Areas of Strength (list numerically)

1. Ample opportunities, including clubs and curricular programs, for students of all levels to explore a broad and varied range of interests are woven into the fabric of the school and are unique and demonstrable evidence of the school's focus on doing everything it can to support high achievement for all its students.
2. Community involvement and partnerships are demonstrable evidence of a school that informs and is informed by parent participation and stakeholder involvement that is broad and varied.
3. The budding commitment to making instruction a priority via the PLC and ALT and the emphasis on data-driven instruction is evident in the reflective practice of the school's leadership.

Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.

- Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. The Academic Leadership Team, through the implementation of an effective professional learning community, must increase the percentage of students meeting math achievement standards.
2. The Academic Leadership Team, through the implementation of an effective professional learning community, must increase the percentage of students meeting ELA achievement standards.
3. The Academic Leadership Team, through the implementation of an effective professional learning community, must continue to use multiple data sources to inform curricular, pedagogical decisions schoolwide.
4. The Academic Leadership Team must continue to provide effective professional development opportunities that will support the implementation of an effective professional learning community and increase learning and academic achievement for all students.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. The Academic Leadership Team, through the implementation of an effective professional learning community, should continue its focus on improving the educational outcomes at all grade levels, with an emphasis on math and ELA.

2. The Academic Leadership Team, through the implementation of an effective professional learning community, should continue to develop core instructional practices across grade levels (TK-12) that are non-negotiable and /informed by multiple sources of data and constant reflection and research-based leveraging the instructional leadership team's direction.
3. The Academic Leadership Team, through the implementation of an effective professional learning community, should continue the development and implementation of a comprehensive coaching and teacher effectiveness framework that focuses on high achievement for all students.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan
- Comments on the following school improvement issues:
 - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - Do the action plan sections address the critical areas for follow-up?
 - Will the action plan steps enhance student learning?
 - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?
 - Is the action plan feasible within existing resources?
 - Is there sufficient commitment to the action plan, schoolwide and systemwide?
 - Existing factors that will support school improvement
 - Impediments to improvement that the school will need to overcome
 - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The school’s action plan was developed as a part of the self-study and focuses on four major goals. These goals and rationale for each are:

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 sitebased data results, led to identifying math as a critical area of need.

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.

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.

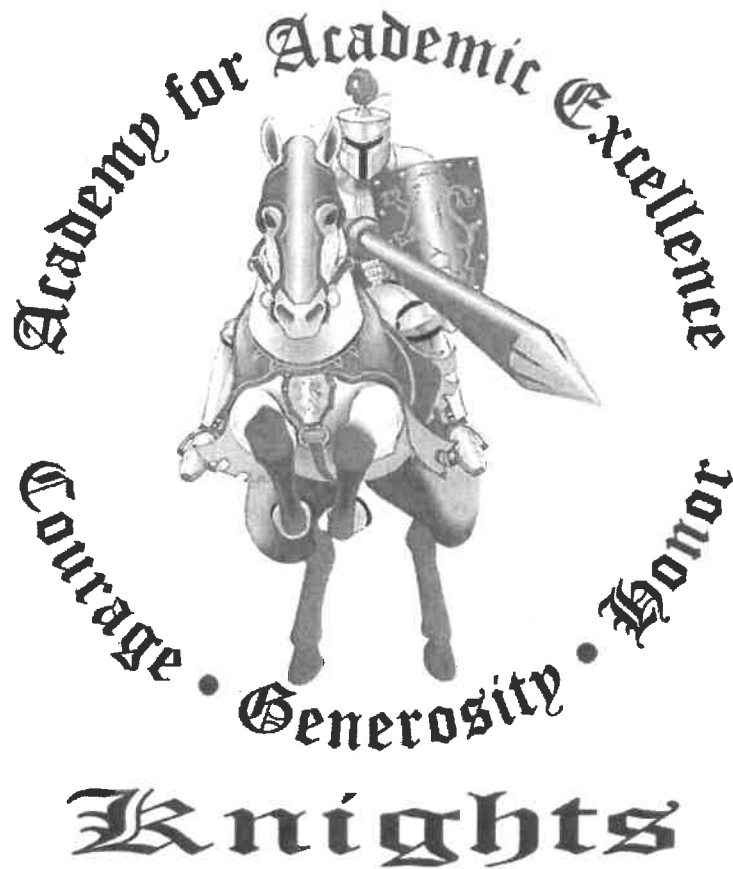
4. Implement Professional Development designed to increase learning and academic achievement for all students.

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, AAE understands that their approach to professional development mirror the keys to educator success, including 1) effective administrator and teacher leadership; 2) job-embedded professional development; 3) professional learning communities. 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.

The school's action plan is student centered, achievable, and is likely to have a positive impact on student success. The plan is supported schoolwide by staff and leadership. Many of the tasks delineated have already begun to be implemented.

Appendix C

High School Course Catalog



**HIGH SCHOOL
ACADEMIC POLICY and
CATALOG OF CLASSES
2019-2020**

Dear AAE High School Students and Parents

It's time to choose classes for next year!

Thank you for entrusting you child's education to the AAE. We take this trust very seriously, and work every year to refine our offerings to best meet the needs of our students.

We will once again use the Illuminate program to communicate course information, and choose classes electronically. The following information will guide you through the upcoming steps.

1. During the week of April 22nd, students will meet in grade level assemblies for specific information regarding the course work for next year.
2. The course selection window will open in Illuminate on May 3rd and close on May 13th. Students are expected to make choices during this time frame.
3. The following pages will provide all the details of course offerings in the High School program.

Additionally, there will be a High School Orientation for all current 8th grade parents and students on Tuesday, April 16, 2019 at 5:00pm in A101. This meeting is designed to introduce students and parents to opportunities and expectations of High School. Please mark your calendar; you don't want to miss this valuable hour of information!

Sincerely,

Mrs. Cook

School Counselor

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Typical Course of Study for AAE High School Students

Grade 9 Intro to Lit Integrated Science I Math Language other than English (LOTE) 1 Physical Education Elective/VPA	Grade 10 World Literature World History Integrated Science II Math Language other than English (LOTE) 2 Physical Education
Grade 11 American Literature American History Integrated Science III Math LOTE or Elective Elective	Grade 12 British Literature Government-Economics Science or Elective Math or Elective LOTE or Elective Elective

- Electives provide opportunity for visual and performing arts, upper division math, science, and language other than English.

Preparation for Four-Year Colleges

Four-year college-bound students must fulfill college entrance requirements for specific colleges in addition to high school graduation requirements. While the specific requirements differ among institutions, many private schools and all University of California and California State schools require a certain number of approved courses from categories called A-G pattern courses which include: A. History, B. English, C. Mathematics, D. Laboratory Science, E. Foreign Language, F. Visual and Performing Arts, and G. Electives.

University of California 'a-g' SUBJECT AREA REQUIREMENTS

WHAT IS THE PURPOSE OF THE a-g SUBJECT AREA REQUIREMENTS?

The purposes of the a-g subject area requirements are to ensure that entering students...

- ◆ Can participate fully in the first year program at the University in a broad variety of fields of study;
- ◆ Have attained the necessary preparation for courses, majors and programs offered at the University;
- ◆ Have attained a body of knowledge that will provide breadth and perspective to new, more advanced studies;
and
- ◆ Have attained essential critical thinking and study skills.

WHO IS RESPONSIBLE FOR ESTABLISHING THE a-g REQUIREMENTS?

The Board of Admissions and Relations with the Schools (BOARS) establishes the subject areas and pattern of courses required for minimum eligibility for freshman admission to the University of California. BOARS is a committee of the University's Academic Senate and includes faculty representatives from each campus of the University. The Academic Senate has been given the responsibility from the UC Regents to set the conditions for admission, subject to final approval of the Board of Regents.

The California State University system has agreed to accept courses certified by the University of California to meet its subject area requirements, which, beginning with students entering in the fall of 2003 are the same as California State University's requirements.

WHAT ARE THE GENERAL CRITERIA FOR COURSES USED TO SATISFY THE REQUIREMENT?

- ◆ Be academically challenging
- ◆ Involve substantial reading and writing
- ◆ Include problems and laboratory work, as appropriate
- ◆ Show serious attention to analytical thinking as well as factual content
- ◆ Develop students' oral and listening skills

VALEDICTORIAN / SALUTATORIAN

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

- 1) Academic Rigor – has the student engaged them self in academically challenging coursework (i.e. at least 2 Advanced Placement courses)?
- 2) Total Academic Weighted GPA – is the student in the top 10 of the class when ranked according to a cumulative weighted GPA based on the first seven semesters of high school otherwise defined as through the first semester of the student's senior year of high school?
- 3) School Involvement – has the student been involved in leadership capacities within the school in one of the following areas:
 - a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or
 - b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or
 - c. Visual and Performing Arts performance groups (two years or two different groups)
- 4) AAE Code – has the student demonstrated Courage, Generosity, and Honor
- 5) Additional consideration will be given to students who complete all high school core classes at the AAE.

Recommendations and Announcement of students being honored will be brought forward as follows:

- 1) School Counselor will bring possible names forward to Department Chair team for recommendation to the Academic Team.
- 2) Academic Team will then determine the Valedictorian(s) and Salutatorian(s).
- 3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student's senior year.
- 4) The Principal will have final say as necessary.

ACADEMIC AWARDS

Graduates of each graduating class will be honored as follows:

- Valedictorian and Salutatorian will have specially designated cords or ribbons.
- Students with a cumulative GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Principal's Honor Roll = 3.6 GPA or above
- Honor Roll = 3.3 to 3.59 GPA
- An academic letter can be earned when a student earns a Principal's Honor Roll for two consecutive semesters. A chevron will be earned for each semester they are on Principal's Honor Roll thereafter.

A weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the school registrar.

GRADING / UNIT STRUCTURE

All classes (on campus and independent study) are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are a permanent record on the student's transcript.

For the purposes of calculating a grade point average the following applies:

1) Unweighted GPA

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0

2) Weighted GPA

Same as above with the following academic courses given extra weight as indicated:

(a) Honors (b) Advanced Placement (c) VVC courses that are UC/CSU transferable.

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Note: Core academic classes (English, Math, Science, Social Science) and all other courses on the AAE University of California Course Approved list the grades will be as follows: A, B, C, & F. There will be no D grades given.

RANK IN CLASS

Rank in class will be determined based on the student's total GPA.

SCHOLARSHIPS

We are committed to keeping up to date information regarding scholarships, grants, and loans. Students and parents need to start their scholarship search early in the senior year. Local scholarships are sent to the school with applications, eligibility and deadlines. Students need to check for new scholarships throughout the year. The Counseling Department can help guide you through this process.

WORK PERMITS

The State of California mandates Work Permits for all minors seeking employment. The student's grades, attendance, and good standing with the school determine the issuance of a Work Permit. A student's age is the determining factor in the amount of hours and how late he/she may work. Applications are available in the Registrar's Office, extension 225. During summer months, work permits can be picked up from the Lewis Center for Educational Research Administration Office.

VICTOR VALLEY COLLEGE

CONCURRENT ENROLLMENT PROGRAM (CEP)

What is Concurrent Enrollment?

Concurrent Enrollment is a system provided by the Community College System that allows students to be concurrently enrolled in college courses, while still attending high school. Concurrent Enrollment is a privilege and a wonderful opportunity provided to AAE students and must be handled responsibly. The purpose for the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for transition into the college atmosphere

What are the advantages and concerns of Concurrent Enrollment?

Concurrent Enrollment has many advantages for the motivated student. Some advantages are:

- Challenging coursework above the high school level
- Earning college credits before high school graduation
- Earning high school credits in addition to college credits for each college course
- Cost for college coursework is very reasonable

Some issues of concern would be:

- Grades achieved through CEP are permanently part of the student's college transcript
- College coursework for concurrently enrolled students is not modified for content and is created for "adults"
- The college campus is an "adult" atmosphere
- CEP students are last to receive classes/ difficult to get desired courses

What courses may be taken at VVC?

Subject to change per VVC

- All academic courses eligible for transfer to the CSU or UC systems (provided student meets course prerequisite).
- All vocational/technical courses that are associate degree applicable (provided student meets course prerequisite).

What does the AAE expect?

Student Responsibilities

The AAE and Victor Valley College have a wonderful partnership that includes the concurrent enrollment program. VVC is excited to be helping students' transition into college. However, this program is a privilege and the AAE student wishing to participate will be expected to:

- Represent the AAE in "Courage, Generosity and Honor." (Please see the Student/Parent Handbook for the definitions and expectations)
- Attend all classes
- Complete all assignments on time!
- Write all class times, study times and assignment due dates in the student's "Student Success Planner"
- Write the grade or percentage of all returned assignments on the course syllabus provided by the college instructor
- Spend adequate time studying (3 hours of study for each unit of college coursework is recommended by VVC)

- If the class does not meet the student's need, the student will **drop** the course by the drop date

Parent Responsibilities

Yes, even your SENIOR needs guidance! Parent, please understand that your child's attendance at VVC does not mean that you are no longer responsible as *Primary Facilitator* to keep informed of your child's progress in college courses. There are several recommendations that are encouraged for parents to consider:

- Be supportive and **guard** your student's VVC class and study time. (Check your student's planner before scheduling events)
- **Weekly** review the student's work for progress
- Check course syllabus to see that grades for assignments are being recorded

Help your student understand that the decisions he/she is making **today** can have **repercussions** for the rest of his/her life. The college transcript will follow your student forever!

How do I enroll in the Concurrent Enrollment Program?

The student must schedule a meeting with an AAE Counselor. A student's participation in CEP depends on:

- VVC Assessment test
- Past performance in VVC courses
- Past performance in AAE classes
- Signed "Confirmation of Concurrent Enrollment Program Responsibilities" form (both parent and student signature must be on the form)

These items must be verified before a concurrent enrollment form can be issued. The counselors will give the student all information and forms needed to begin the concurrent enrollment process. Please, **do not** ask for a concurrent enrollment form without scheduling this appointment. The process takes time, so please schedule early and do not wait until the last minute. It will be difficult enough to get the desired classes without being late in the process. To receive a concurrent enrollment form, bring the signed "Confirmation of Concurrent Enrollment Program Responsibilities" form back to the counselor along with any other required paperwork. Be prepared to complete the concurrent enrollment form at that time. A counselor will then sign the form and, at that time, the student will begin the VVC Registration process.

Class Limitations and Credit

CEP is designed to give students the challenge of **college level** coursework. AAE issues high school credit for **college level** coursework at the following rate:

VVC Units	=	AAE Credits
1	=	3.3
2	=	6.7
3	=	10
4	=	13.3
5	=	16.7

To preserve the integrity of the program only those classes that are UC or CSU approved in the VVC catalog will be accepted for GPA "weighting."

VVC College Textbook Procedure

The concurrent enrollment tuition and parking permit fees are not paid by the AAE. The cost of the books is the student's responsibility and will encourage the responsible choice of classes.

**Comparison of The Lewis Center for Educational Research /
Academy for Academic Excellence Graduation Requirements with
a-g Entrance Requirements for the UC and CSU Systems**

SUBJECT AREA	AAE GRADUATION REQUIREMENTS	ENTRANCE REQUIREMENTS FOR UNIVERSITY OF CALIFORNIA (UC) AND CALIFORNIA STATE UNIVERSITY (CSU)
SOCIAL SCIENCE <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">a</div>	3 Year-long courses World History 1 year US History 1 year Amer. Government ½ year Economics ½ year	2 years: World History 1 year US History 1 year or World History 1 year US History ½ year Amer. Government ½ year
ENGLISH <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">b</div>	4 year-long courses Intro to Lit World Lit American Lit or AP Eng Lang British Lit or AP Eng Lit	4 years: Intro to Lit or Honors World Lit or Honors American Lit or English Language AP British Lit or English Literature AP
MATHEMATICS <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">c</div>	3 year-long approved courses including: Integrated Math I OR Algebra I and Geometry	3 years: College-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement 4 years recommended
SCIENCE <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">d</div>	3 year-long approved courses Including: Integrated Science I, 2, and 3 OR Three years including: Physical Science 1 year Biological Science 1 year	2 years: 2 years Lab Science 3 years recommended
LANGUAGE OTHER THAN ENGLISH (LOTE) <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">e</div>	2 year-long courses 2 years of a language other than English	2 years: Must be same language for both years. 3 years recommended
VISUAL OR PERFORMING ART (VPA) <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">f</div>	1 year-long course 1 year of UC approved Visual or Performing Art	1 year: Visual and Performing Arts: Art, Drama/Theater, Music or Dance Class
SPECIFIED ELECTIVES <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 10px auto;">g</div>	5 year-long courses (50 credits in 4 years)	1 year: Any additional courses on the current UC Approved Course list
PHYSICAL EDUCATION	2 years	None
OTHER	Above total = 23 year- long courses	Minimum 15 year-long courses required 18 year-long courses recommended

COLLEGE ENTRANCE EXAMS

UC: SAT or ACT with writing **CSU:** SAT or ACT *without* writing

Writing requirement varies for independent colleges. Check websites for specific requirements.

It is strongly recommended that college entrance (SAT Reasoning and ACT) exams be taken by the end of the student's junior year. UC and CSU typically will not take test scores, if dated later than December of their senior year.

- ◆ Please refer to the most recent copy of AAE UC Approved Course list
- ◆ UC and CSU require a "C" or better in all required subjects
- ◆ Always check for additional information. Please ask your counselor for details

Credit acceptance for transfer or summer school work from other institutions is based on PRIOR APPROVAL from the Counseling Office. Please make an appointment with your counselor prior to enrolling in outside courses to meet graduation and/or A-G requirements.

Add/Drop Process

A two-week window is provided at the beginning of each semester for students to adjust their schedule of classes. All AAE classes are considered year-long in nature, therefore, second semester changes are for the purpose of correcting problems only. Students should follow the established procedure for schedule change requests through the Counseling Office. A course dropped after four weeks of the semester will result in a failing grade for that course.

Participation in Commencement Exercises requires that all Graduation Requirements have been satisfied prior to the graduation ceremony.

Senior students who have not completed all of the necessary coursework for graduation, upon administrative approval, may be granted an extension. This extension will expire on the first day of the following fall semester.

STUDENT SERVICES PROGRAM

SERVICES	ACTIVITIES
1 ACADEMIC COUNSELING	<p>High School Planning and Implementation Each new student will develop an education/career plan with the help of the homeroom teacher and counselor and the cooperation of his/her parent Assist students with their post high school plans and decisions and advise them of options available</p> <p>Scheduling Scheduling and orientation of new students Annual course selection(individual appointments and/or group conferences) 8th grade parent/student orientation</p> <p>Communication with Parents Phone / email contacts Grade checks as requested – progress reports Letters of recommendation for employment, college entrance, and scholarships Graduation status reports</p>
2 COLLEGE COUNSELING	<p>Post-High School Planning College fair information Help students learn the sources and types of financial aid Provide scholarship applications for seniors Provide a post high school/College Awareness Workshop Provide articulation with colleges and universities</p>
3 CAREER DEVELOPMENT COUNSELING	<p>Help students develop an awareness of career opportunities through vocational information and planning Develop awareness of the student's interests, abilities, and aptitudes Provide students with opportunities for career awareness</p>
4 PERSONAL COUNSELING	<p>Personal Assistance and Academic Achievement Support Students will be encouraged to seek counselor assistance to further interpret and clarify topics covered in the guidance program Counseling by student request Personal/social problems Address issues of life when they become an obstacle to learning Class/school problems Drugs and alcohol-related problems Referral to the School Psychologist as necessary</p>
5 ACADEMIC ASSESSMENTS	<p>Academic Assessment SBAC EAP – Early Assessment Program through California State University The PSAT is given to each student in grades 9th – 11th ASVAB career exploration for grade 10 Inform students of the SAT, SAT Subject Tests and ACT</p>

LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

Every student should graduate from high school with communication skills that enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading and critical thinking skills. With these skills and appreciation, a student may realize a greater capacity for future success.

GOALS

Members of the English Department strive to assist students in improving their ability to use written language effectively and enhancing their academic success through better reading and critical thinking skills. These skills will enable the student to communicate in a variety of means while increasing their knowledge and appreciation of literary works.

COURSE OFFERINGS

University College Preparatory/General Education

Grade 9: Introduction to Literature and Composition or Intro to Lit Honors
Grade 10: World Literature and Composition or World Lit Honors
Grade 11: American Literature or English Language AP
Grade 12: British Literature or English Literature AP

Elective: Yearbook
Journalism – UC Approved Elective

COURSE DESCRIPTION

71150 INTRODUCTION TO LITERATURE AND COMPOSITION		**UC APPROVED
<i>* Required for all Freshman Students</i>		
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of 8 th grade English		
<p>Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres.</p>		

71160 INTRODUCTION TO LITERATURE AND COMPOSITION HONORS		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in 8 th grade English		
<p>Course Description: This course is for students entering the ninth grade. It will help students' understanding of literature. They will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically or culturally significant works. Students will read at least two novels and respond with a compare/contrast essay and character analysis. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will respond orally to the literature in all genres.</p> <p>Although this honors course guides students to develop the same skills as <i>Intro to Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71250 WORLD LITERATURE AND COMPOSITION		**UC APPROVED
<i>*Required for all Sophomore students</i>		
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 9 th grade English		
<p>Course Description: This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft.</p>		

71260 WORLD LITERATURE AND COMPOSITION HONORS		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 9 th grade English		
<p>Course Description This course will guide students through a progression of reading, analysis, and writing skills, building on the foundation of Intro to Literature (9th grade) and preparing students for the challenges of future coursework both in high school and in college. Systematic, progressive writing projects sharpen students' writing skills as they focus on structure, unity, coherence and the logic/psychology of effective argumentation. The study of culturally significant literature, both fiction and non-fiction, provokes both contemplation of the essential questions literature asks and comprehension of reading itself as we explore each author's purpose and craft.</p> <p>Although this honors course guides students to develop the same skills as <i>World Literature</i>, here the pace of the work, the sophistication (and thus difficulty) of literature studied, the need for independent learning, and the expectation of work quality (depth and breadth) increase.</p>		

71350 AMERICAN LITERATURE		**UC APPROVED
*Required for all Junior students unless taking AP English Language & Composition		
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 10 th grade English		
<p>Course Description Students will study works by American authors from Puritan times to the present. Literature will include fiction and nonfiction selections, including works seminal to American history. Student compositions will be based on the readings and will encourage students to make precise, knowledgeable assertions about the readings, establishing the significance of the claims and substantiating them with evidence. Students will refine their use of research skills, which will be put to use in writing essays and making oral and electronic presentations. Students will work to develop and strengthen writing by planning, revising, editing, and rewriting. Students will write routinely over extended time periods.</p>		

71360 AP ENGLISH LANGUAGE & COMPOSITION		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 10 th grade English		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
<p>Course Description: Students will read a variety of fiction and non-fiction works of literature. They will identify and explain an author's use of rhetorical strategies, speculating about authorial purpose in employing them. Students will increase their ability to apply effective strategies in their own writing; they will create and sustain arguments based on readings, research, and/or personal experience; they will demonstrate understanding and mastery of standard written English, as well as stylistic maturity in their own writings; they will write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; they will produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and they will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. The AP exam will be offered in the Spring.</p>		

71450 BRITISH LITERATURE		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of college prep 11 th grade English		
Course Description: This course will follow a historical progression from the first writings of early England through the present day, covering a survey of important genres, including essays, poetry, novels, and dramatic literature from the important authors, as well as experimentation of these forms by the student. This class will prepare students to work at a college level in all aspects of reading, writing, speaking and listening. Students will produce several research papers, in addition to in-depth analysis of various literary genres of British literature.		

71460 AP ENGLISH LITERATURE & COMPOSITION		**UC APPROVED
Grade Level: 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep 11 th grade English		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
Course Description: This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Such reading is accompanied by thoughtful discussion and writing about those books in the company of classmates. Writing is also an integral part of this course. Assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. The AP Exam will be offered in the Spring.		

79320 YEARBOOK		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Familiarity with various computer design programs would be helpful, but not required. Students must be self-motivated, committed to excellence, able to follow directions, meet deadlines, and support out-of-class projects and activities.		
Course Description: This is a year-long elective course. Students will learn and experience cutting edge Desktop Publishing, Graphic Design, and Typography using the latest publishing software. Students will research a market, create a product (yearbook), and produce and sell their product. Students will also learn photography, journalism, sales, advertising, public relations and teamwork. Students of advanced skills will be selected to serve as editors and thus assume additional time/commitment responsibilities. These students will be required to meet twice weekly for an editorial staff meeting, in addition to attending regular class meetings. Participation in additional fund-raising activities may be required.		

71910 JOURNALISM		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This is a year-long elective course that introduces students to media studies where they will learn principles and develop knowledge of Journalism including investigation and research, evaluating information, writing news, editing and editorializing, formatting, fonts, and feature writing. It will help students become more affluent in their analytical reading, expository writing, and oral communication.		

LANGUAGE OTHER THAN ENGLISH DEPARTMENT

PHILOSOPHY

The world is rapidly changing, especially in terms of technology, communication, politics and culture. Clearly, language is the connection that better enables us to identify, express, tolerate cultures, and share our ideas and self with each other. At the Academy for Academic Excellence, the study of a second language allows students to successfully compete in an ever-changing world.

Two years of study of a second language are required starting with the class of 2020. The California State College system, and the University of California system recommends three years of the same language.

GOALS

The study of a second language allows students the opportunity to prepare themselves to successfully compete in today's world. We will assist your son or daughter to accomplish the following goals:

Develop an understanding and appreciation (oral, written comprehension, listening) of the second language. Various forms of technology will be employed including CD ROM language programs, the Internet, tapes, E-mail contacts and multi-media to refine these skills.

Encourage insight and appreciation of the second language as well as an understanding of the history, culture and people of that land.

Prepare your child to be successful in a dynamic world of the 21st century where communication, acceptance, and tolerance of others are necessary for success and a peaceful co-existence.

COURSE OFFERINGS

Spanish I
Spanish II
Spanish III Honors
AP Spanish Language

COURSE DESCRIPTIONS

75110 SPANISH I		**UC APPROVED
Grade Level: 9,	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: Spanish I is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.		

75120 SPANISH II		**UC APPROVED
Grade Level: 10,	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish I		
Course Description: This course is designed to teach students listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a basic level in present and past tenses. Additional emphasis will be focused on reading comprehension and verbal expression in Spanish.		

75132 SPANISH III HONORS		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish II		
Course Description: Spanish III Honors is an advanced course that is intended to prepare students for success in AP Spanish Language. In this course, students move towards fluency in the Spanish language by continuing to expand their vocabulary and making a more in-depth study of language structure. Spanish language literature is introduced and students demonstrate their mastery through various assessments that include; but are not limited to, presentations, writing, skits, and summative assessments. Students are required to complete an end of the year project and communicate effectively, with this said, this course will be delivered primarily in the target language.		

75144 AP SPANISH LANGUAGE		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Spanish III		
Course Description: The AP Spanish Language and Culture is a course designed for highly motivated students and for students who have completed Spanish 3, and/or have been recommended by his/her teacher for the AP level. Following the AP College Board Curriculum this class will focus on both grammatical accuracy and communicative fluency. Grammatical knowledge and vocabulary will be refined and expanded so that, as a student, you will be able to more easily comprehend written and spoken Spanish, and express your own ideas when writing and speaking. This class will allow you to continue to build proficiency in the areas of reading, writing, listening, and speaking through a variety of interactive and non-interactive activities such as compositions, oral presentation, skits, in-depth studies of Spanish and Latin American literature, history, and geography. Students are required to complete a binder, an end of the year project and/or take the AP exam.		

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

1. To help the student perform and master mathematical skills and algebraic processes.
2. To encourage students to seek precise solutions and use logical thinking.
3. To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Foundations Math
Integrated Mathematics 1A
Integrated Mathematics 1B
Integrated Mathematics I
Integrated Mathematics I Honors
Integrated Mathematics 2
Integrated Mathematics 2 Honors
Integrated Mathematics 3
Integrated Mathematics 3 Honors
Trigonometry Honors
AP Calculus AB
AP Statistics
Business Math – UC Approved Elective

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in college prep math courses must maintain at least a C average in order to advance to the next level. Any grade lower than 70% indicates deficiencies that have been observed to cause failure in subsequent math courses.
4. It is recommended that 9th grade students take only one level of advanced math during their freshman year. If a student wishes, however, to petition for two levels of math coursework during the first year of high school then the student must request approval from Department Chair.

COURSE DESCRIPTIONS

72117 INTEGRATED MATHEMATICS 1A		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
<p>Course Description: Integrated Mathematics 1A is the first year of the Mathematics 1 A/B four semester course which builds and strengthens students' conceptual knowledge of functions, linear functions, equations, inequalities, sequences, and basic exponential functions.</p> <p>The purpose of this four semester course is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. The course builds upon the basic algebraic and arithmetic knowledge that students gained in middle school. Students continue reviewing and developing skills to understand and apply concepts graphically, numerically, algebraically, and verbally. The essential topics covered in this course will deepen students' understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students' knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The course will tie together algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.</p>		

72118 INTEGRATED MATHEMATICS 1B		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 1A		
<p>Course Description: Integrated Mathematics 1B is the second year of the Mathematics 1 A/B four semester course which builds and strengthens students' conceptual knowledge of functions, systems of linear equations, systems of linear inequalities, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.</p> <p>The purpose of this four semester course is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. The course builds upon the basic algebraic and arithmetic knowledge that students gained in middle school. Students continue reviewing and developing skills to understand and apply concepts graphically, numerically, algebraically, and verbally. The essential topics covered in this course will deepen students' understanding of linear relationships by comparing them with exponential and quadratic relationships by allowing them to utilize skills that deal with data collection, graphical representations, and analysis of numerical relationships. Additional critical areas will provide students with a formalized view of mathematics by extending students' knowledge of geometrical figures that were learned in prior grades. Students will apply properties of theorems of congruence to geometrical figures in order to develop skills that deal with justifying steps and communicating logically when solving a problem independently or cooperatively. The course will tie together algebraic and geometrical concepts so that students experience mathematics as a comprehensible, logical, and applicable topic that will be a useful tool when solving problems in the real world.</p>		

72110 INTEGRATED MATHEMATICS 1		**UC APPROVED
Grade Level: 9, 10, 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 or equivalent		
Course Description: Integrated Mathematics 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college curriculum. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts using the Eight Mathematical Practices and meets all of the California Common Core State Standards. Units of study include relationships between quantities, linear and exponential relationships, reasoning with equations, descriptive statistics, congruence proof and construction and connecting Algebra and Geometry through coordinates. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.		

72115 INTEGRATED MATHEMATICS 1 HONORS		**UC APPROVED
Grade Level: 9,10	Course Length: Year	Credits: 5 per semester
Prerequisites: Math 8 Honors or equivalent		
Course Description: Integrated Mathematics 1 Honors is a 3-year course of study that blends Algebra, Geometry, Algebra II and Statistics. Its emphasis is on students building conceptual understanding and making connections across the mathematics spectrum. The pace, rigor and expectations for students in Integrated Mathematics I Honors are higher. Students will be assigned semester projects and be required to keep an interactive notebook. Areas of study include Quantities and Relationships, Graphs, Functions, Equations and Inequalities, Sequences, Systems of Equations and Inequalities, Mathematical Modeling, Data Analysis, Coordinate and Plane Geometry, Congruency and Logic. Integrated Mathematics I uses the Carnegie Learning curriculum, which is researched, based, promotes conceptual understanding, provides rigor and is in alignment with the Common Core State Standards.		

72120 INTEGRATED MATHEMATICS 2		** UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 or equivalent		
Course Description: Integrated Math 2 is the second course in the three-course Integrated Mathematics series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions.		

72125 INTEGRATED MATHEMATICS 2 HONORS		**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Integrated Mathematics 1 Honors or equivalent		
Course Description: Integrated Math 2 honors is the second course in the three-course Integrated Mathematics Honors series. This course focuses on increasing students' complete mathematical understanding as they work with geometric relationships, coordinate planes, trigonometric ratios, and quadratic functions. As this is an honors course, students will be expected to analyze, synthesize and problem solve at a higher level. Advanced projects and problem-solving assignments will be used to encourage students to think more in-depth about the mathematical concepts.		

72130 INTEGRATED MATHEMATICS 3		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a "C" or better.		
<p>Course Description: Mathematics 3 is the third course of a three course integrated math sequence. For the Mathematics III course, instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems.</p> <p>In this course, students delve deeper into the mathematics presented in Mathematics 2. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics 1 and 2. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, pre-calculus, or calculus.</p>		

72130 INTEGRATED MATHEMATICS 3 HONORS		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a "C" or better and teacher recommendation.		
Course Description: Mathematics 3 Honors is the third course of a three-course sequence directly leading to Calculus by incorporating pre-calculus standards throughout the Mathematics III honors course. The instructional time will focus on the following critical areas: extend the laws of exponents to rational exponents; apply methods from probability and statistics to draw inferences and conclusions from data; expand understanding of functions to include polynomial, logarithmic, rational, and radical functions; expand trigonometry to include general triangles, radian measure, trigonometric functions whose domain is all real numbers; and consolidate functions and geometry to create models and solve contextual problems. In this course, students delve deeper into the mathematics presented in Mathematics II. In Integrated Math 3 Honors Students will be immersed in a problem solving environment that will allow them to consider solutions through algebraic, graphical or computer based, and tabular or recursive based evidence. Projects will be incorporated to develop a deeper understanding of the concepts and provide an additional challenge to the honors environment. Students are introduced to rational functions and learn to compare them to linear, exponential, and quadratic functions that were studied in Mathematics I and II. Students will study trigonometric functions and apply this knowledge to model simple periodic phenomena. As students study higher mathematical topics, they focus on fluency and understanding of mathematical concepts graphically, numerically, algebraically, and verbally. This course pushes students to comprehend theoretical knowledge as well as applications of where and how they will be able to use their math knowledge as a tool for problem solving. Students who successfully complete this course will be prepared to take AP Statistics, or calculus.		

72760 TRIGONOMETRY HONORS		**UC APPROVED
Grade Level: 11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Mathematics 2 or Integrated Mathematics 2 Honors with a grade of "B" or higher		
Course Description: This is an advanced course that covers all basic topics of Trigonometry, in addition to Statistics, Probability, Analytic Geometry, and Algebra II. Minor topics include Complex Numbers, Radical Equations, Inductive and Deductive Reasoning, Rectangular and Polar Coordinate Conversion, Formal Proofs, Advanced Word Problems, Reciprocal Functions, Logarithmic and Anti-logarithmic Equations, Trigonometric Equations, Factorial Notation, Unit Circle, Vector Mathematics, Summation Notation, Radian Measure, Unit Multipliers, Matrix Manipulation and Conics.		

72860 AP CALCULUS AB		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Trigonometry Honors. Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
Course Description: The AB Calculus course covers the basic concepts of Calculus, including limits of a function, continuity slope, multiple derivatives, and indefinite and definite integrals. Applications include the ability to compute area, volume, arc length, rate of change, related rates, force and work; all under dynamic conditions. Strong Algebra, Trigonometry and Geometry skills will be used to examine functions graphically, numerically, analytically, and verbally. The course will prepare students for the Calculus AB test, which can earn college credits with successful scores.		

72900 AP STATISTICS		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in Algebra II Advanced Placement courses have the expectation of an \$93(cost may change) end of year exam.		
Course Description: The topic for Statistics is divided into four major themes: exploratory analysis, planning and conducting a study, probability and statistical inference. The course is an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistical analysis.		

72920 BUSINESS MATH		**UC APPROVED Elective
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Integrated Math 1 or equivalent		
Course Description: The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions concerning matters of money and finance in their daily lives. Students will use technology that will allow them to present the skills and knowledge they gain from this course and apply them to real-life situations. Students are introduced to such everyday life skills as calculating retail discounts, budgeting expenses, making cost comparisons, buying and renting a home, calculating the cost of operating a motor vehicle, and many others related to real-world finances. Basic business matters, including borrowing money, investing, and calculating business profits and losses, accounting, ROI, finance ratios, beginning marketing statistics, and market elasticity are also included.		

SCIENCE DEPARTMENT PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often *misunderstood and misused* in our society and *by society*. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make useful predictions about the natural world. *Theories can never be proven*. Scientific laws, on the other hand, describe natural phenomenon and are based on empirical support (experimentally derived evidence). Laws help us predict facts. *Neither theories nor facts become laws*. Facts are detailed descriptions of patterns or trends. *Laws do not become facts*. Theories, laws, and facts do not evolve one into the other, they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At the AAE we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e. with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Integrated Science I
Integrated Science I Honors
Integrated Science 2
Integrated Science 2 Honors
Integrated Science 3
Integrated Science 3 Honors
Human Anatomy & Physiology
Biology Honors
Introduction to Observational Astronomy – UC Approved Elective

COURSE DESCRIPTION

73110 INTEGRATED SCIENCE I		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.		

73112 INTEGRATED SCIENCE I HONORS		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Middle School Science		
Course Description: The 9 th grade high school science course, is based on an integrated grouping of Next Generation Science Standards (NGSS) that will introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized. Required component to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based, The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.		

73120 INTEGRATED SCIENCE 2		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Completed or enrolled in Integrated Math I		
Course Description: : This science course continues to build on the integrated grouping of Next Generation Science Standards (NGSS). Topics covered will include: The Universe and it's stars, The Nature of Energy from the Sun, Cellular Energy. Climate Change, Nutrition,- and Genetic Technology/GMO's.		

73122 INTEGRATED SCIENCE 2 HONORS		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 1 or Integrated Science 1 Honors with a B or better. Completed or enrolled in Integrated Math I		
<p>Course Description: This science course is based on an integrated grouping of <i>Next Generation Science Standards</i> (NGSS) that introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.</p> <p>Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.</p>		

73130 INTEGRATED SCIENCE 3		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 2, completed or enrolled in Integrated Math I		
<p>Course Description: This science course continues to build on the integrated grouping of <i>Next Generation Science Standards</i> (NGSS). Topics covered will include: (1) the roles that fusion and fission play in converting matter into energy and energy into matter, (2) theories related to Earth formation and change over time, (3) the carbon cycle and co-development of Earth systems, (4) climate and climate change, (5) the advancement and survival of life on a changing planet, (6) the impact of human activity of Earth systems, (7) the value Earth's biodiversity and the challenges of protecting it.</p>		

73132 INTEGRATED SCIENCE 3 HONORS		** UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Integrated Science 2 or Integrated Science 2 Honors with a grade of B or above. Completed or enrolled in Integrated Math I		
<p>Course Description: This science course is based on an integrated grouping of <i>Next Generation Science Standards</i> (NGSS) that introduce students to life, earth, space and physical sciences. Students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.</p> <p>Required component(s) to be completed each semester: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) activity that is determined through a written hypothesis and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype that could/would be entered in a school, county, state or special interest-based science competition.</p>		

73270 ANATOMY & PHYSIOLOGY		**UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong academic performance in Integrated Science 2		
Course Description: Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of human anatomy. An emphasis is placed on the inter-relatedness of such systems as the skeletal, muscular, nervous, and circulatory. This course is recommended for those pursuing a career in the health sciences. This course will largely be structured around lecture/discussion/group-work activities that will support a developing but substantial laboratory component, including a fetal pig dissection.		

73255 BIOLOGY HONORS		* UC APPROVED
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong academic performance in Integrated Science 2 & 3. If taking as a Junior, must take concurrently with Integrated Science 3		
Course Description: Honors Biology has been designed to prepare an 11 th or 12 th grade student for the content, rigor and pace of a typical college freshman biology course (this course is modeled after elements common to the University of California's intensive freshman biology course <u>BIOL 005</u>) which covers the biochemical, structural, metabolic, and genetic aspects of cells (BIOL 005A), developmental biology, physiology, and regulation at the level of the organism (BIOL 005B and finally population dynamics, community ecology, population genetics, and evolutionary theory (BIOL 005C). The text be used is commonly used for AB Biology and college introductory freshman biology courses like UCR's BIOL 005. This course will include lab work and student-led research opportunities. The pace of this course will proceed at the pace that students naturally and successfully master the necessary fundamental concepts that the advanced concepts are based on.		

73945 INTRODUCTION TO OBSERVATIONAL ASTRONOMY		* UC APPROVED Elective
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
<p>Prerequisites: Successful completion Integrated Science 1 & 2. If taking as a Sophomore, must take concurrently with Integrated Science 2. If taking as a Junior, must take concurrently with Integrated Science 3, but otherwise there are no formal prerequisites.</p>		
<p>Course Description: This course is designed to provides learners with a “hands-on” introduction to observational astronomy applying all the math, science, reading, writing and research skills typically covered and used during high school. The course objective is to learn how we know what we know about the universe, and to learn how to observe the universe using binoculars, optical telescopes and radio telescopes. Coursework will include a mix of reading, discussion and direct observation. Evening observations opportunities at the Apple Valley Center for Innovation’s Luz Telescope will depend on each students area of declared interest (optical, solar, radio). Planned exercises include five or six observational activities using binoculars, an 8” telescope, using the Goldstone Apple Valley Radio Telescopes (DSS-28 & DSS-13) starting with some star gazing and constellations and progressing to observations of star clusters, nebulae, black holes, quasars, pulsars, solar system objects, solar observations, and lunar photography. The in-class labs and homework includes a selection of exercises such as: experiments in navigating by the stars; construction and use of simple instruments such as optical spectrometers; laboratory spectroscopy; experiments in optics; experiments in planetary cratering; collection and study of micrometeorites; analyses of planetary, solar, and lunar images obtained by the class and measuring the diameter of Earth and the distance to the sun.</p>		

73940 SPACE SCIENTIST	ELECTIVE
Grade Level: 9,10,11,12	Course Length: Year 5 credits per semester
<p>Prerequisites: Recommendation from previous math and/or science teacher.</p>	
<p>Course Description: This is a year-long elective course. This course will explore topics in Astronomy and Space Exploration. Requirements include the developing of an Astronomer’s Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.</p>	

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

World History Culture and Geography
AP World History
United States History
AP US History
American Government
AP American Government
Economics
Psychology – UC Approved Elective
Introduction to Business – UC Approved Elective

COURSE DESCRIPTIONS

74250 WORLD HISTORY, CULTURE AND GEOGRAPHY		**UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in-depth study of World History from the Enlightenment to the 1960's. Students will study Western and non-western cultures with stresses in critical thinking, analytical skills, and exploring primary and secondary sources with emphasis on writing. Political, geographic, social, and cultural events are incorporated into the historical cause and effects. The main themes of the 10th grade World History will be: 1 The Enlightenment and its effect on democracy, which include readings from the great Enlightenment thinkers. 2 The rise of industrialization and its impact on society and various cultures and how the rise of global industrialization developed the different political, economic, and artistic thoughts. 3 The conquest of the world by western countries and the spreading of Western thought and economies through imperialism and the competition for these colonies. 4 The causes, development, and results of WWI in terms of the governments' implementation of total war, the heroic efforts of the individual soldiers, and the modernization of military. 5 The rise of totalitarianism as a result of WWI, the Great Depression and the development of the demise of the relationship between democracies and totalitarianism. 6 The causes, course, and results of WWII in terms of the magnitude of war, technology, and crimes committed during the war, and the major theaters of the war. 7 The Cold War and the policies instituted as a result of the different ideologies between capitalists and communists (example: Korea and Vietnam).</p>		

74250 AP WORLD HISTORY		* UC APPROVED
Grade Level: 10	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion and strong performance in college prep courses.		
Advanced Placement courses have the expectation of a \$93 (cost may change) end of year exam.		
<p>Course Description: In this course students will investigate significant events, individuals, developments, and processes in historical periods ranging from approximately 8000 B.C.E. to the present. Students will analyze primary and secondary sources, develop historical arguments; make historical comparisons; and use reasoning about contextualization, causation and continuity and change over time. Students will explore five themes throughout the course making connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansions, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.</p>		

74350 UNITED STATES HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
<p>Course Description: This course provides an in depth study of US History and the major events of the 20th century. Following a review of the nation's beginning and the impact of the Enlightenment of US democratic ideals, students build upon their study of 10th grade global industrialization and understand the emergence and impact of new technology and a corporate economy, including its social and cultural effects. Students will examine the emerging role of the US as a world power (example: World War I, World War II). The internal struggle of the US in its movement towards equal rights for racial minorities and women. The change in the ethnic composition of American society. The expanding role of the federal government and federal courts in American society. Philosophy: Helping students to understand their relationship to the world, nation, and local community is a primary concern of the Social Science Department. Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.</p>		

74360 AP U.S. HISTORY		**UC APPROVED
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses.		
Advanced Placement courses have the expectation of a \$93(cost may change) end of year exam.		
<p>Course Description: The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.</p>		

74450 AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
Course Description: Students will look at government beyond the textbook. Studies will be structured to evaluate government from a problem area approach that will break our Federal system down into sections of study (the legislative process, role of the Supreme Court, political parties, foreign affairs, etc). Individual research and supplementary reading will be required, and students will tie their previous knowledge of United States and the World History to the problems and successes of our American system of Government. Students will take a detailed academic journey into the study of the representative republican form of democracy known as the United States of America, from 1585 to present. Students will read and demonstrate an understanding of the Mayflower Compact, selected readings from the Federalist Papers, the Constitution, Declaration of Independence, Bill of Rights and other historic documents. They will demonstrate academic Knowledge of the historic, economic, political and religious influence associated with this time period and the ramifications these actions incorporated into the fabric of American life. This course requires a higher level of written and oral expression than most classes and is designed to be helpful in preparing students for college and for life as American Citizens.		

74460 AP AMERICAN GOVERNMENT		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: Strong performance in previous college prep courses Advanced Placement courses have the expectation of a \$93(cost may change) end of year exam.		
Course Description: This course provides an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.		

74550 ECONOMICS		**UC APPROVED
Grade Level: 12	Course Length: Semester	Credits: 5 per semester
Prerequisites: None		
Course Description: This course will provide students with an understanding of basic economic concepts and theory. Emphasis is placed on the study of Microeconomics. Topics covered will include scarcity, allocation of resources, economic systems, supply and demand analysis, firms, and the market structure. Students will master fundamental economic concepts and apply the tools (graph, statistics, equations) from other areas to the understanding of the operations.		

74930 INTRODUCTION TO BUSINESS		** UC APPROVED Elective
Grades: 11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course is designed for students who plan to major in business and non-business students who want a glimpse of what a business student curriculum involves and obtain a basic understanding of business to round out their general undergraduate education. The course will provide a brief overview of all areas of business including but not limited to: accounting, finance, Human Resources, Marketing, Entrepreneurship and supply chain management. The course is designed to be interactive and provide additional opportunities for students beyond just what is taught in the classroom.		

74950 PSYCHOLOGY		**UC APPROVED Elective
Grades: 10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This is a year-long elective course. In this course, students are introduced to the basics in Psychology. During this year-long course, students will be expected to gain a basic understanding of some of the fundamentals in Psychology in hopes that they will be familiar with terms and concepts if taking a similar introductory course in college. Topics covered will include but are not limited to: human behavior and development, the scientific method in Psychology, surveys, collecting data, analyzing results, sensation and perception, consciousness, learning, memory, cognition, intelligence, personality, social influences, motivation, abnormalities, and psychological disorders.		

AP Capstone

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. Completion of the two AP Capstone courses with a score of 3 or higher on the exam, plus the passing of four additional AP courses with a score of 3 or higher on the exams during a high school career will earn the student an AP Capstone Diploma. AP Seminar is designed for juniors and AP Research for seniors. Seniors may take AP Research without AP Seminar as a pre-requisite but recognize the AP Capstone diploma could no longer be earned. The courses may not be taken concurrently.

75550 AP Capstone Seminar		**UC Approved Elective
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
Course description: AP Seminar is a year-long course that has students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own lines of reasoning in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.		

75555 AP Capstone Research		**Pending UC Approval
Grade Level: 11	Course Length: Year	Credits: 5 per semester
Prerequisites:		
Course description: AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question.		
In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.		

ASSOCIATED STUDENT BODY (ASB)

The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.

79310 ASSOCIATED STUDENT BODY (ASB)		
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: By Application		
Course Description: This course will equip students to be leaders that are capable of communicating with others, making decisions, meeting deadlines and promoting ideas. Students will learn to be responsible citizens in the community through volunteer service learning projects.		

SPECIAL NEEDS DEPARTMENT

The Special Needs Department offers math and reading programs designed for students with special needs. These programs provide access to the core curriculum for students who require assistance beyond the regular classroom. Programs offered through this department include Specialized Academic Instruction.

The SAI program works with students from one to two periods per day in reading, written language and/or math. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require a more restrictive placement in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress and plan goals and objectives.

PHILOSOPHY

Reading, writing and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

2. To bring students back up to grade level by using small groups, direct, intensive teaching;
2. To increase each student's academic levels as measured by standardized tests;
3. To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
4. To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments; and
5. To increase overall student's skills according to the individual Education Program (IEP).

MAJOR OUTCOMES

Students will:

3. Read a variety of materials and write effectively, in both individualized and class guided format;
4. Build decoding and encoding skills which will enhance reading ability;
5. Use direct instruction to develop reading, writing and mathematics skills;
6. Apply mathematical concepts in a variety of settings;
7. Demonstrate understanding of a variety of writing purposes;
8. Develop and increase oral and silent reading rate for improved fluency;
9. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level; and
10. Demonstrate competency of Common Core standards depending on student's Individual Education Program (IEP).

Special Needs classes count for credit on the student's transcripts.

VISUAL AND PERFORMING ARTS DEPARTMENT

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at the Academy for Academic Excellence are representing the school and need to be accountable for a high level of performance. Therefore, we have adopted the general standard of "Quality, not Quantity" for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Not all VPA classes are deemed performance groups, such as dance, strings, keyboard, guitar, art and some components of drama. They *may* perform at the teacher's discretion.
2. Choir and Band are performance groups.
3. Cancellations may be necessary for groups not ready to perform with excellence.
4. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
5. VPA staff has the freedom to give informative feedback into each other's programs as a check and balance for quality and appropriateness.
6. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. No exceptions!
7. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
8. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
9. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
10. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

ART PROGRAM

Philosophy

Art is a vital and vibrant part of education. All of the art courses offered provide students with the opportunity to develop deeper knowledge and skills in art, and are designed to build from one year to the next starting in middle school. The art program is designed to promote creativity, problem solving, self-expression, and an appreciation for the arts. Students will have the opportunity to experience many different art media in their chosen class, and develop their personal artistic style. Throughout their experience students will build a knowledge and understanding of art history, influential artists, art vocabulary, color theory, and the elements of art and principles of design through the study and application of the learned concepts.

GOALS

Art students will be assisted to develop:

1. Their own creative and self-expressive style.
2. Problem solving and brain storming skills.
3. A lasting understanding and application of art vocabulary and learned skills.
4. Creative and communicative skills resulting in original works of art.
5. Skills, experience, and knowledge in regards to art materials and several tools.
6. An appreciation of art history and knowledge of past and current artists, art movements, and art styles.
7. An understanding of how art influences other curricular subjects as well as in their personal lives.
8. Responsibility and time management in the pursuit of meeting set deadlines.
9. A solid foundation in art and creative expression, which prepares the student for college level art courses and personal artistic pursuits.

All art classes are year courses. Students may enroll in more than one art course only with the approval of the counselor, parent, and teachers involved.

The art faculty feels that it may not be in students' best interest if they repeat the same course at the same level of class. Student are encouraged to pursue a 2nd level (drawing II, painting II, or sculpture II) if a subject is repeated.

Some Art courses are offered as combinations classes. When this happens, the class will be structured to include both art disciplines. All students will be required to work on all projects as outlined and presented by the teacher in combined courses.

COURSE DESCRIPTIONS

76385 INTRODUCTION TO ART		**UC APPROVED
Grade Level: 9	Course Length: Year	Credits: 5 per semester
Prerequisites: Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76350 PAINTING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art preferred, but not required. Course Description: This course is designed for students who want to learn to paint through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to painting and some basic drawing skills. The course will also focus on color theory, color mixing, paint manipulation, and the application of the elements of art and principles of design while creating original works of art. The students will explore various painting techniques through the use of ink, acrylic paint, and watercolor paint. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.		

76355 PAINTING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I, or equivalent, required. Course Description: This intermediate course is designed to continue the discipline of painting for the students, and refine their painting skills, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects, while using acrylic paint, oil paint, watercolor paint, as well as stretched canvas.		

76355 PAINTING III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Painting I and II, or equivalent, required.		
Course Description: This course is designed for students with a solid painting foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing and painting techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

76370 DRAWING I		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Intro to Art preferred, but not required.		
Course Description: This course is designed for students who want to learn to Draw through simple exercises and gradual skill building assignments. The student will develop their visual perception and creative abilities and further their study in composition, elements of art and principles of design. The course will emphasize the basic elements of color as it relates to drawing along with basic drawing skills. The course will also focus on color theory, and the application of the elements of art and principles of design while creating original works of art. The students will explore various drawing techniques through the use of graphite pencil, color pencil, charcoal, pastels, and ink. Students will also explore and apply the knowledge of art history, art movements, and influential artists of the past and present.		

76375 DRAWING II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I, or equivalent, required.		
Course Description: This intermediate course is designed to continue the discipline of Drawing for the students, and refine their drawing skill, application of color theory, elements of art, and principles of design. The students will build on previously learned 2-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76376 DRAWING III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Successful completion of Drawing I and Drawing II, or equivalent, required.		
Course Description: This course is designed for students with a solid Drawing foundation and can demonstrate knowledge of 2-D art skills, art vocabulary, color theory, and the elements of art and principles of design. Students should also be proficient in several drawing techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.		

763745 ANIMATION 1		**UC APPROVED
Grade Level: 9,10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: None		
Course Description: This course will provide a comprehensive base of foundational skills utilized throughout the animation industry. The course develops the students' hand drawing abilities and expands their computer software capabilities as they learn to produce original works of art within the environments of traditionally drawn 2D animation and 2D digital animation. Students will explore the Elements of Art, Principles of Design, Principles of Animation and relevant terminology as related to the animation industry. The class will cover the history of animation produced for film and television from the 1800's to the present incorporating key animators, significant technology advances, and the progression of animation studios.		

76380 SCULPTURE		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Introduction to Art recommended but not required.		
Course Description: This course is designed to provide the student a basic knowledge of three-dimensional artwork through various 3-D media such as clay, plaster, found objects, and other sculpture materials. Students will explore additive and subtractive building methods in various materials as well as other building techniques. Students will explore the elements of art, principles of design, color theory, and 2-D crossovers as it pertains to sculpture. Students will learn about the history of sculpture and ceramics as it pertains to several art movements and influential artists past and present.		

76385 SCULPTURE II		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I, or equivalent, required.		
Course Description: This is an intermediate course, which is designed to build on the skills the student learned in Sculpture I. The student will continue the discipline and exploration of sculpture and various sculpture media. Students will refine their application of 2-D crossovers, color theory, elements of art, and principles of design while making personal and creative choices. The students will build on previously learned 3-D art skills and art movements, styles, and history, while developing a personal style through creative expression. The students will also develop and explore new skills and materials by applying these to new creative challenges and projects.		

76390 SCULPTURE III		
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Completion of Sculpture I and II, or equivalent, required.		
<p>Course Description: This course is designed for students with a solid sculpture foundation and can demonstrate knowledge of 3-D art skills, art vocabulary, color theory, and the elements of art and principles of design as it pertains to sculpture. Students should also be proficient in several sculptural building techniques as well as art history, artists, and movements. Student should be able to work independently on teacher directed and self developed projects. Students will experience college level responsibilities when developing and producing their artwork by selecting and executing projects in their preferred materials, by making personal creative choices, and in meeting set deadlines. Students completing this course should be able to move onto college level courses with the necessary knowledge and experience to participate beyond a high school level.</p>		

DRAMA PROGRAM

PHILOSOPHY

The goal of drama in education is not only to train professional actors, directors, producers, technicians, etc. but also to allow the student to experience feelings, sensations and ideas through the eyes of another person, first hand. It aids in teaching young people to live and work together, in a complex society, with respect for one another. Drama allows a student to experience a multitude of situations that otherwise might not occur in his/her life.

The creative experience brings new depth and dimension to the student's overall personality growth in all areas of his/her life. Through drama, a student is helped to develop his own self-expression and an ability to project and communicate ideas, thoughts and emotions in a variety of ways.

Please note: Drama classes are not considered "performance groups," although in class performance assignments are mandatory. The VPA department presents several shows each year and most of the performers are auditioned out of the drama classes. However, the instructor may give students that do not meet the "VPA Performance Standards" alternative assignments.

GOALS

Students will be assisted to develop:

1. The ability to communicate verbally with confidence in a clear, concise manner.
2. The ability to better understand themselves in relation to drama and their life's goals.
3. The ability to evaluate critically a piece of dramatic literature.
4. The ability to interpret verbally and in writing the content, characters and form of a piece of dramatic literature.
5. The skills to participate actively in a theatrical production.

COURSE DESCRIPTIONS

DRAMA			**UC APPROVED
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Ability to work maturely with minimal supervision in a small group. Purchase of costume may be required.			
Course Description: This course is designed to introduce the art of the actor through performance. Through various processes each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading of the textbook and scripts; writing essays and scripts; design, acting, and lecture students will develop a basic understanding of the history of drama and the dramatic profession. In class and possibly public performances may be required.			

MUSIC PROGRAM

PHILOSOPHY

Music is an important facet of education. All are touched daily by music and course offerings are designed to provide students with the opportunity to better understand the history, creation, and performance thereof. Courses are designed to promote a better understanding of the place of music in history, including the various national, regional, and cultural contributions to this art form; to provide students with the physical and interpretive skills necessary for personal and group performance, and to enhance an enlightened appreciation for all musical literature.

Please note: Only choir and band are considered musical "performance groups." Other classes, however, may give recitals and concerts at the instructor's discretion. The VPA department adopted the Performance Standards in Spring 2005. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of performing.

GOALS

Music students will be assisted to develop:

1. An enhanced respect for the creative process
2. A more sophisticated aural and emotional sensitivity in the listening and performing process.
3. A heightened ability in physical and manipulative coordination through learning an instrument
4. An understanding of the independent and interdependent responsibilities of students involved in the various music performance organizations
5. A lifelong appreciation and educated enjoyment of all forms, styles, and periods of music.

COURSE DESCRIPTIONS

76210 CONCERT CHOIR			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of choir outfits may be required, as well as performances outside of the regular school day.			
Prerequisites: Positive attitude toward learning correct singing techniques and music education.			
Course Description: The chorus performs beginning, intermediate, and advanced level literature from various selected areas of styles. In addition to the techniques of rehearsal and performance, the student will know something about the music performed. The director schedules required performances.			

76105 BEGINNING BAND			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Purchase of "Essential Elements 2000" and instrument purchase/rental is required.			
Prerequisites: By Application. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Course Description: Beginning Band is an opportunity for students to learn traditional band instruments in preparation for Marching/Concert Band. Students will learn correct posture, breathing, embouchure, music reading, and ensemble playing techniques. Marching skills will also be taught. Instruments offered are: clarinet, flute, trumpet, and trombone. (Snare drum is offered, but limited to 2 students per year.) Important note: guitar, piano, drum set, and advanced band instruments, such as french horn, oboe, bassoon, and tuba are NOT offered in beginning band.			

76110 CONCERT BAND/MARCHING BAND			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits.
Purchase of some uniform elements is required, as are some transportation expenses. Students must provide their own instruments.			
Prerequisites: By Application. At least one year prior experience playing an instrument with a minimum proficiency as evidenced by the successful completion of <i>Essential Elements 2000, Book 1</i> , OR the equivalent OR successful completion of a beginning band class with the grade of "B" or better OR audition by the instructor. In addition to the above requirements, a student may be asked to pass an audition.			
Course Description: Concert/Marching band is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory.			

76115 CONCERT BAND/MARCHING BAND HONORS			**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Purchase of some uniform elements is required, as are some transportation expenses. Students must provide their own instruments.			
Prerequisites: By Application. At least one year prior experience playing an instrument with a minimum proficiency as evidenced by the successful completion of <i>Essential Elements 2000, Book 1</i> , OR the equivalent OR successful completion of a beginning band class with the grade of "B" or better OR audition by the instructor. In addition to the above requirements, a student may be asked to pass an audition.			
Course Description: Concert/Marching Band Honors is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory. Honors Final Exam: At the end of the year, there will be a final project. Students will choose a specific composer that they found particularly interesting. Students will choose a composition by that composer that was not covered in class and study it. After the Spring Band Concert, he/she will teach it to the band, rehearse it using techniques covered during the year, i.e., balance, key signature(s), tone quality, dynamics, etc. Finally, he/she will conduct the band in front of current music faculty.			

76910 GUITAR I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Students must provide a steel or nylon string acoustic guitar of acceptable quality. NO electric guitars! Please do not purchase instrument before first consulting with the instructor!			
Course Description: Students will discover the world of music through learning basic guitar skills. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, accompaniment techniques and essential music reading.			

76920 GUITAR II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Successful completion of Guitar I with a grade of "B" or better, or equivalent, or audition. Students must provide a steel or nylon string acoustic guitar of acceptable quality. Electric guitars are NOT recommended.			
Course Description: This is an advanced beginner/intermediate guitar class. Participants will learn to interpret music through vocabulary, historical context, chord structure, strumming patterns, finger picking, accompaniment techniques and essential music reading.			

76140 STRINGS I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester. NOTE: Students entering the class after the first four weeks of the fall semester will need to pass an audition. Beginning students are ONLY accepted at the beginning of the fall semester without an audition.			
Prerequisites: None			
Course Description: The study and performance of standard string literature composed for the beginning level string player. Musical terminology, rhythmic figures and basic reading skills will be learned. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass.			

76150 STRINGS II			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must provide their own instrument or rent one from the AAE for \$65 per semester.			
Prerequisites: Satisfactory completion of Strings I with a grade of "B" or better OR audition by Instructor			
Course Description: The study and performance of standard string literature composed for the intermediate level string player. Musical terminology, rhythmic figures and intermediate reading skills will be learned to further enhance this experience. Proper left hand position bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn music theory and may be required to participate in performances. Instruments being offered are violin, viola, cello and bass. The course may be repeated for additional credit.			

76930 PIANO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Student must be able to stay on task while practicing during class with minimal supervision.			
Student must have a touch-sensitive keyboard of at least five octaves or a piano to practice on at home. No organs.			
Course Description: Students will discover the world of music through learning basic piano keyboard skills. Participants will learn to interpret music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Regular music history and theory lessons will be given. The class will culminate in a yearly public recital.			

76950 PIANO LAB			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Students must have a touch-sensitive keyboard of at least 5 octaves or a piano to practice on at home. No organs.			
Prerequisites: Successful completion of Piano I with a grade of "B" or higher or audition. Students must be between level 1 and 4.			
Course Description: This course provides intermediate and advanced piano instruction. Participants will learn more advanced methods of interpreting music through vocabulary, historical context, rhythmic figures, accompaniment techniques and essential music reading. Music theory and history will also be explored, as well as sight reading and chord reading. The class will culminate in a yearly public recital.			

DANCE PROGRAM

PHILOSOPHY

This Instructor's philosophy for dance is based on the supposition that any student can improve in posture, grace, confidence and ability to perform. This is not to say that each one will excel in dance, but that each one can advance from the point at which they started. It is also believed that dance can give the student a sense of achievement and accomplishment that will encourage confidence in other areas. Dance is not a competition of peers, but an attainment of one's own personal best when there is an environment of encouragement.

GOALS

The current goals for all the dance classes for the Academy for Academic Excellence are basic. Each student enrolled in dance class will be introduced to fundamental steps, stretching techniques, force (time, space, energy) and be able to perform with a group at the semester's end. The second semester includes choreography exploration. Please note: Dance classes may perform for recitals and other presentations may be required. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of rehearsal and performance.

COURSE DESCRIPTIONS

76520 JAZZ DANCE II			**UC APPROVED
Grade Level: 9, 10	Course Length: Year	Credits: 5 per semester	May be used to satisfy PE credits
Prerequisites: Completion of Jazz Dance Level I with a grade of B or better; a minimum of 1 year experience in jazz dance (completed within the last 2 years); and/or audition. Purchase of dance uniforms, costumes and footwear are required. Students may perform in recitals and other assigned performances; students who do not meet the VPA standards for performance will be given an alternate assignment in lieu of rehearsal and performance time.			
Purchase of dance uniforms and footwear are required.			
Course Description: This one-year course is designed to build upon basic jazz dance skills, and advance the student's understanding of artistic perception, creative expression and aesthetic valuing. The focus is on improving body alignment, technique, basic and intermediate steps, and isolations. Students will work to improve and maintain flexibility, coordination, strength and rhythmic ability. The elements of dance and dance terminology are explored and applied to further develop skills in improve and student choreography.			

VIDEO PRODUCTION PROGRAM

PHILOSOPHY

The Video Production program offers students the opportunity to gain insights into the technical and performance aspects of video production. Course work is designed to take students through the steps necessary to videotape, edit and produce a video for the Evening of the Arts program each year. Students wishing to go on in this field can use their video productions as part of their portfolio. Students prepare and submit a resume listing those abilities, skills, and insights into video performance and production gained from this course of study.

COURSE DESCRIPTIONS

76710 VIDEO I			**UC APPROVED
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Video Production students will have the opportunity to learn how to produce a movie from the idea stage to a finished product with every student filling a role as either cast or crew. Students may appear in photographs, audio recordings or video recordings as they participate in these learning experiences. A parent may not opt-out a student from being photographed, videotaped, and/or audio taped in this class.			
Prerequisites: Ability to work maturely with minimal supervision in a small group.			
Course Description: Welcome to Video 1 class, this is your introduction to basic filmmaking and production. Most all work performed in this course will be done in a student group setting. In this course you will be introduced to all "basic" aspects of Digital Filmmaking. Class Itinerary: Scripting; Storyboarding; Directing; Set Design and Construction; Camera Operation; Lighting; Sound; Reinforcement; Digital Editing; Acting; Make-up; Special Effects; Costuming; Green Screen; Working with Electricity; Lighting and more... Class Productions: Music Video; Silent Film; Film Trailer; Creature Feature; Stop Motion Animation; Super Hero Film; and more to be announced			

76720 VIDEO II			**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Video Production students will have the opportunity to learn how to produce a movie from the idea stage to a finished product with every student filling a role as either cast or crew. Students may appear in photographs, audio recordings or video recordings as they participate in these learning experiences. A parent may not opt-out a student from being photographed, videotaped, and/or audio taped in this class.			
Prerequisites: Successful completion of Video 1 with a grade of "B" or higher Or Teacher evaluation. Ability to work maturely with minimal supervision in a small group.			
Course Description: Welcome to Video 2. This class is two-fold, it is designed as an advanced class to Video 1 performing "out of the box" short film production such as puppetry and animation as well as a lab setting where school/staff type productions will be produced. Students must know how to shoot scenes, light them correctly, add sound and be able to edit and finish assigned productions in a professional way. Here is a list of possible productions to give you an idea of how your year will be spent in this unique studio setting: School Support Productions: ROTC Recruiter short; Welcome to AAE short; Teacher Driven productions; Graduation Related Videos; September 11 th ROTC Ceremony; Christmas Staff Video. Class Productions: Advanced Editing techniques; Puppet Driven shorts (Muppet Type); Individual Personal Projects and group; Inside look at film from a Directors point of view; Film Theory (watching and dissecting film and classic film); Disney History-Film-TV-Bio; Possible Field trip to Warner Bros. Studio; Single Frame Animation; Disney Fairytale.			

76770 DIGITAL MOVIEMAKING I			** UC APPROVED
Grade Level: 11,12	Course Length: Year	Credits: 5 per semester	
Video Production students will have the opportunity to learn how to produce a movie from the idea stage to a finished product with every student filling a role as either cast or crew. Students may appear in photographs, audio recordings or video recordings as they participate in these learning experiences. A parent may not opt-out a student from being photographed, videotaped, and/or audio taped in this class.			
Prerequisites: Video I and II			
Course Description: Welcome to Digital Moviemaking. The name says it all. Here you will learn to make professional short films for a viewing audience, the internet, and local theatre exhibition at our annual student film festival. In this class you will be responsible for writing, creating and producing various short digital films. You will be introduced to higher quality cameras as well as advanced editing techniques. The focus is on <u>individual/personal</u> and classwork productions. Class Productions: Advanced Digital Editing; Advanced DSLR HD Camera Operation; Film Logo; Sound for Film-ADR-Boom Mic Operation-Foley; Abstract Film Short; Documentary; Foley Sound Production; Twilight Zone Production; Zombie Western; Narrative; 1-Minute Film; Film Noir; and more.			

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

See VPA for the following courses that may be used to satisfy Physical Education credits – Concert Band

See Air Force ROTC for the following courses that may be used to satisfy Physical Education credits – AS 100, AS200, AS300, AS400

COURSE DESCRIPTIONS

77120 PHYSICAL EDUCATION			
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
Course Description: This class is designed to fulfill the state requirements for Physical Education at the high school level. This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) <u>Classroom lessons</u> will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.			

AIR FORCE JUNIOR ROTC DEPARTMENT

PHILOSOPHY

AAE students earn credit toward high school graduation by taking Air Force Junior Reserve Officer Training Corps (AFJROTC) classes as AFJROTC cadets. The AAE AFJROTC program will motivate grade 9-12 students to pursue a college degree. It will make them competitive for attendance at the USAF Academy as well as the other four service academies. It will make them competitive for an ROTC scholarship at the college or university they choose to attend. AFJROTC will even make them more qualified should they choose to go directly into the military after high school. The Air Force supports this effort by providing uniforms, equipment, funding, and instructors to the AAE.

GOALS

1. To develop citizens or character, dedicated to serving our nation and your communities.
2. To excel in knowledge; be challenged both academically and physically; to encourage a sense of adventure; while having fun.
3. To instill values of citizenship, service to the United States, personal responsibility, and sense of accomplishment in high school students.

COURSE OFFERINGS

NOTE: AFJROTC courses are offered by the AFJROTC department and are for AFJROTC cadets only.

AFJROTC 1: The Science of Leadership 1
AFJROTC 1H: The Science of Leadership 1 Honors
AFJROTC 2: The Science of Leadership 2
AFJROTC 2H: The Science of Leadership 2 Honors
AFJROTC 3: The Science of Leadership 3
AFJROTC 3H: The Science of Leadership 3 Honors
AFJROTC 4: The Science of Leadership 4
AFJROTC 4H: The Science of Leadership 4 Honors
AFJROTC 6H: Management of the Cadet Corps Honors
AFJROTC Special Teams
AFJROTC Cadet Senior Staff

DEPARTMENT POLICIES

1. The mandatory AFJROTC activities are planned to take place during school hours, not before or after school. There is **NO** obligation whatsoever to join the military. AFJROTC is a great opportunity for AAE students to take a look at the military lifestyle with no strings attached. The only obligation is willingness to proudly wear the USAF uniform to school at least once a week.
2. Cadets will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:
 - Creating individualized training programs based on national standards by age and gender
 - Identifying areas of improvement for each student
 - Incorporating a physical training program for each student to reach their goal
 - Develop a personal nutritional plan for each student, promoting healthy eating habits

COURSE DESCRIPTION

77311 AFJROTC 1			
Grade Level: 9	Course Length: Year	Credits: 5 per semester	
Prerequisites: None			
<p>Course Description: AFJROTC 1 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - <u>Leadership Education 100 – Citizenship, Character, and Air Force Tradition:</u> The purpose of this class is to help students make a successful transition into the high school environment, and to provide an introduction to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program. Studies include Air Force customs and courtesies; the importance of attitude, discipline, and respect; individual self-control; effective stress management; study skills, effective note taking practices, and time management techniques; concepts related to health promotion and disease prevention; learning the resources to make healthful dietary decisions; first aid; skills needed to make healthy life choices (as it relates to tobacco, alcohol, and drug use); and a study of the privileges of citizenship in the United States. - <u>Aerospace Science 100 – A Journey Into Aviation History:</u> This class provides a study of the history of aviation, both civilian and military. These studies will include learning about people's first attempts to fly; how wars brought about the development of new aircraft; the U.S. policy of containing the spread of communism and the role of air power during the Korean War, Cuban Missile Crisis, and the Vietnam War, and the peaceful roles and missions air power plays in support of national objectives. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of elective credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77313 AFJROTC 1 HONORS			
Grade Level: 9	Course Length: Year	Credits: 5 per semester	
Prerequisites: Senior Aerospace Science Instructor approval			
<p>Course Description: AFJROTC 1H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p><u>Leadership Education 100 Honors - Citizenship, Character, and Air Force Tradition Honors:</u> The purpose of this class is to help students make a successful transition into the high school environment, and to provide an introduction to the Air Force Junior ROTC program. Studies include Air Force customs and courtesies; the importance of attitude, discipline, and respect; individual self-control; effective stress management; study skills, effective note taking practices, and time management techniques; concepts related to health promotion and disease prevention; learning the resources to make healthful dietary decisions; first aid; skills needed to make healthy life choices (as it relates to tobacco, alcohol, and drug use); and a study of the privileges of citizenship in the United States.</p> <p><u>Aerospace Science 100 Honors – A Journey Into Aviation History Honors:</u> This class provides a study of the history of aviation, both civilian and military. These studies will include learning about people's first attempts to fly; how wars brought about the development of new aircraft; the U.S. policy of containing the spread of communism and the role of air power during the Korean War, Cuban Missile Crisis, and the Vietnam War, and the peaceful roles and missions air power plays in support of national objectives.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p><u>Required Component(s)</u> to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p><u>NOTE:</u> This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77321 AFJROTC 2: The Science of Leadership 2			
Grade Level: 10	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 2 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - Leadership Education 200 – Communication, Awareness, and Leadership: The purpose of this class is to teach students how to listen to others, think critically, write and speak effectively, and apply what they have learned to their personal development. Students will also study the development of individual personalities, and the dynamics of group behaviors. Continued instruction on the enhancement of Leadership and Management skills is also provided. - Aerospace Science 200 – The Science of Flight: This class will introduce students to the atmosphere environment; they will learn the basic human requirements of flight; understand why Bernoulli's principle and Newton's Laws of Motion are applied to the theory of flight, and demonstrate the basic elements of navigation. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of elective credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77323 AFJROTC 2H: THE SCIENCE OF LEADERSHIP 2 HONORS			
Grade Level: 10	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 2H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p>Leadership Education 200 Honors - Communication, Awareness, and Leadership Honors: The purpose of this class is to teach students how to listen to others, think critically, write and speak effectively, and apply what they have learned to their personal development. Students will also study the development of individual personalities, and the dynamics of group behaviors. Continued instruction on the enhancement of Leadership and Management skills is also provided.</p> <p>Aerospace Science 200 Honors - The Science of Flight Honors: This class will introduce students to the atmosphere environment; they will learn the basic human requirements of flight; understand why Bernoulli's principle and Newton's Laws of Motion are applied to the theory of flight, and demonstrate the basic elements of navigation.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>Required Component(s) to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p>NOTE: This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77331 AFJROTC 3: THE SCIENCE OF LEADERSHIP 3			
Grade Level: 11	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 3 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - <u>Leadership Education 300 - Life Skills and Career Opportunities:</u> The purpose of this class is to assist students as they research career options; introduce them to the elements of a personal budget and financial plan; instruct them in the requirements for applying to a college or university, and teach students the essential process for pursuing a career. - <u>Aerospace Science 300 - Exploring Space:</u> In this class students will learn the "big picture" of space exploration to include history of spaceflight, organizations doing work in space, and the overall space environment. Students will also understand the key concepts for getting from the surface of the Earth into Earth orbit, to other planets and back again. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTE: This class satisfies one year of elective credit OR the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77333 AFJROTC 3H: THE SCIENCE OF LEADERSHIP 3 HONORS			
Grade Level: 11	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 3H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p><u>Leadership Education 300 Honors - Life Skills and Career Opportunities Honors:</u> The purpose of this class is to assist students as they research career options; introduce them to the elements of a personal budget and financial plan; instruct them in the requirements for applying to a college or university, and teach students the essential process for pursuing a career.</p> <p><u>Aerospace Science 300 Honors - Exploring Space Honors:</u> In this class, students will learn the “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and the overall space environment. Students will also understand the key concepts for getting from the surface of the Earth into Earth orbit, to other planets and back again.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>Required Component(s) to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p>NOTE: This class satisfies one year of Honors credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77341 AFJROTC 4: THE SCIENCE OF LEADERSHIP 4			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 4 includes two tracks of instruction: Aerospace Science (AS) and Leadership Education (LE). A summary of each follows:</p> <ul style="list-style-type: none"> - Leadership Education 400 – Principles of Management: This senior-level course provides students instruction in advanced concepts of Leadership and Management. Students will learn the techniques and skills involved in making management decisions; comprehend the concepts and skills of problem solving, decision-making, and negotiating. - Aerospace Science 400 – Policy and Organization: This senior-level course will teach the students the importance of the United States National Security Strategy. They will know the major historical milestones, military policies, structures, missions, aircraft, organization, and capabilities of each branch of the military. Students will study current Air Force issues. <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies a 3rd year Mathematics graduation requirement OR one year of the High School Physical Education graduation requirement OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77343 AFJROTC 4H: THE SCIENCE OF LEADERSHIP 4 HONORS			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: AFJROTC 1 or 1H and Senior Aerospace Science Instructor approval (This prerequisite may be waived at the discretion of the Senior Aerospace Science Instructor)			
<p>Course Description: AFJROTC 4H includes two tracks of instruction: Aerospace Science (AS) Honors and Leadership Education (LE) Honors. A summary of each follows:</p> <p><u>Leadership Education 400 Honors - Principles of Management Honors:</u> This senior-level course provides students instruction in advanced concepts of Leadership and Management. Students will learn the techniques and skills involved in making management decisions; comprehend the concepts and skills of problem solving, decision-making, and negotiating; and practice these principles while serving in cadet leadership positions.</p> <p><u>Aerospace Science 400 Honors - Policy and Organization Honors:</u> This senior-level course will teach the students the importance of the United States National Security Strategy. They will know the major historical milestones, military policies, structures, missions, aircraft, organization, and capabilities of each branch of the military. Students will study current Air Force issues. Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>Required Component(s) to be completed in order to earn Honors credit: A student-led, independent STEAM (Science, Technology, Engineering, Arts or Mathematics) outside research activity that is determined through a written hypothesis and/or assigned by the instructors and is problem/research-based. The resulting product or products must be a publishable report and/or a competition ready experiment-based conclusion(s) and/or a competition ready product/prototype; AND students attend Cadet Leadership Camp.</p> <p>NOTES: This class satisfies a 3rd year Mathematics graduation requirement OR one year of the High School Physical Education graduation requirement OR one year of Honors credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77358 AFJROTC 6H: Management of the Cadet Corps Honors			
Grade Level: 9-12	Course Length: Year	Credits: 5 per semester	
Co-requisites: Aerospace Science 100/100H, 200/200H, 300/300H or 400/400H			
<p>Course Description: This class is an extension of the regular Air Force Junior ROTC program. Students will be exposed to the principles of leadership and the fundamentals of management. The class will equip students with the qualities needed to serve in leadership positions within the corps. Throughout the course are many ethical dilemmas, case studies, and role-play activities which will allow students the opportunity to practice what they have learned.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of elective credit OR one year of the Physical Education credit graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77353 AFJROTC SPECIAL TEAMS			
Grade Level: 9, 10, 11,12	Course Length: Semester	Credits: 5 per semester	
Co-requisites: AFJROTC 1/1H, 2/2H, 3/3H, 4/4H or Senior Staff			
<p>Course Description: This class is an extension of the regular Air Force Junior ROTC program. Students will be introduced to the principles of teamwork, building confidence and strengthening self-esteem participation in various AFJROTC teams, including Drill, Raider, Color Guard, Aerospace Modeling, Marksmanship, Orienteering, Academic, Cyber Patriot and Awareness Presentation Teams, etc. Students must be able to complete a regular physical fitness program; be able to stand for long periods of time; and participate in all team competitions and/or events as part of their academic grade.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTES: This class satisfies one year of the Special Elective graduation requirement graduation requirement (pending) OR one year of the High School Physical Education graduation requirement OR one year of elective credit.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>			

77360 AFJROTC CADET SENIOR STAFF		
Grade Level: 10, 11,12	Course Length: Semester	Credits: 5 per semester
Prerequisite: Senior Aerospace Science Instructor approval.		
Co-requisite: AFJROTC 4/4H		
<p>Course Description: This is a class intended for AAE senior cadet leadership. Cadets will apply principles of leadership and fundamentals of management as they lead and manage the AAE AFJROTC cadet corps. Senior cadets in this class will serve in the top leadership positions within the corps. Throughout the year are many ethical dilemmas, case studies, and role-play activities which will allow cadets the opportunity to practice what they have learned.</p> <p>Students will also participate in the Presidential Physical Fitness Program. The goals of this 36-week wellness and fitness program include:</p> <ul style="list-style-type: none"> - Creating individualized training programs based on national standards by age and gender - Identifying areas of improvement for each student - Incorporating a physical training program for each student to reach their goal - Develop a personal nutritional plan for each student, promoting healthy eating habits <p>NOTE: This class satisfies one year of elective credit OR one year of the High School Physical Education graduation requirement.</p> <p>The wear of the official U.S. Air Force uniform once each week is required (all uniform items are provided free of charge).</p>		

Technology

79460 INTRO TO COMPUTER SCIENCE		**UC APPROVED
Grade Level: 9,10,11,12	Course Length: Year	Credits: 5 per semester
Prerequisites: Students with general familiarity with computers, including basic applications, web browsing.		
Course Description: The Computer Science 1 (CS1) course will provide students with an introduction to general computing concepts. These concepts will cover: <ul style="list-style-type: none"> -General computer/network hardware components -Ordinary computer operations in a Windows/Linux environment. -Utilizing computers for various tasks, including research, writing, gathering information -Introduction to programming, including teaching students to write their own basic programs. Programming languages to be covered will include C, Perl, and PHP -Installation of programs and operating systems		

79475 COMPUTING WITH ROBOTICS		**UC APPROVED
Grade Level: 10, 11, 12	Course Length: Year	Credits: 5 per semester
Prerequisites: Algebra I or Integrated Mathematics 1		
Course Description: This is a year-long elective course. This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot and multiple robots by graphical user interface, pose teaching, and computer programs in C/C++. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, engineering, and math concepts. This course emphasizes hands on robot cs activities with a concentration on mathematical modeling and computer programming for solving problems in math and science. As term projects, student will participate in regional and statewide C-STEM RoboPlay video and /or RoboPlay Challenge Competitions, which not only enhance their learning of robotics, math and engineering, but also allow them to explore their creativity in writing, art , music, choreography, design, video editing, and film production. Through these project-based team activities, student develop critical thinking, problem solving, effective communication, and teamwork skills.		

Elective / Career Skills

77212 HEALTH CAREERS			**UC Approved Elective
Grade Level: 9, 10, 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisites:			
Course Description: Students in the Health Careers course will study basic concepts of health care including: Character of a Healthcare Provider, Introduction to Healthcare including Careers and detailed profiles of the most in-demand professions, Student Achievement Strategies, Wellness, Communicable Diseases, Technology Etiquette, Infection Control, Public Speaking, Confidentiality, CPR, and First Aid. Students focus on career exploration during this year with opportunities for facility tours and guest speakers in the classroom.			

73960 GIS and Spatial Analysis			
Grade Level: 11,12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Technology: All curriculum requires online access with laptop or tablet. Passing grade in Integrated Math 1 and Integrated Science 1 or Algebra 1 and Earth Science/Environmental Science.			
Course Description: "GIS and Spatial Analysis" introduces students to online mapping tools used to create detailed analysis of the world around us. Increasingly, businesses and professionals utilize GIS to aid in critical decision making. GIS is used by diverse occupations such as: medicine, real estate, military, education, urban planning and construction, shipping and transportation, energy resource and natural resource management, communications, conservation, travel and tourism, environmental sciences, as well as the merchandising and distribution of goods and services across the globe. "GIS and Spatial Analysis" uses project-based GeoInquiries to build knowledge and skills in geography, cartography, data analysis, statistics and clear precise communication. "GIS and Spatial Analysis" focuses on real-world problems from the past, the present and the foreseeable future of our planet.			

79825 TEACHER'S AIDE			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Counseling Office approval			
Course Description: Seniors may request this position through their course request. Students will be assigned a position based on need. Under certain circumstances, Juniors may be placed in a Teacher's Aide position. Students, who accept a Teacher's Aide position, are making a year-long commitment.			

79830 Office Assistant			
Grade Level: 12	Course Length: Year	Credits: 5 per semester	
Prerequisites: Counseling Office approval			
Course Description: Seniors may request this position through their course request. Students will be assigned a position based on need. Students, who accept an Office Assistant position, are making a year-long commitment.			

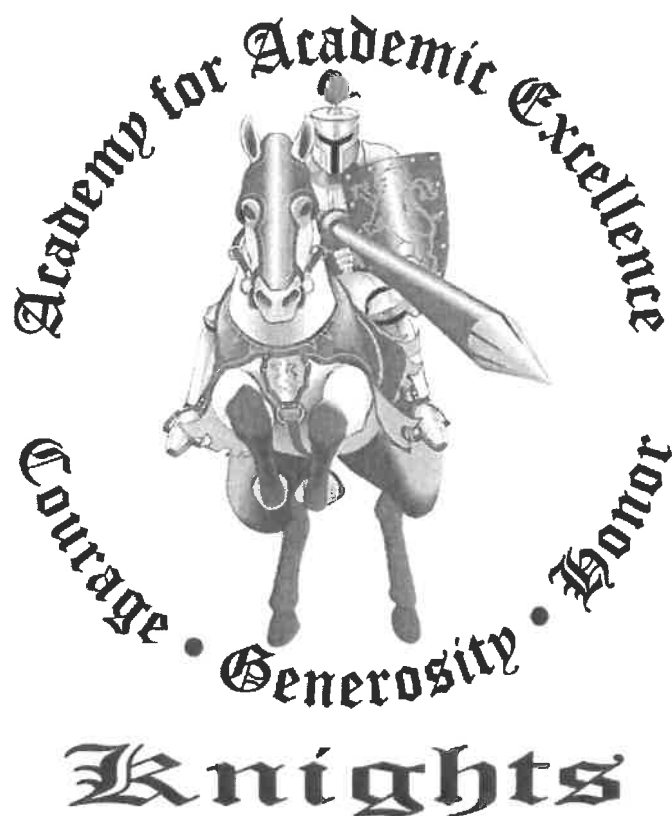
79810 EDUCATION INTERN			
Grade Level: 11, 12	Course Length: Year	Credits: 5 per semester	
Prerequisite: Cumulative GPA of 3.0 or higher and competency in Math and English.			
Course Description: This course is designed to prepare students who are interested in pursuing a career working with children 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.			

Multiple #'s (per grade level) HOMEROOM			
Grade Level: 9-12	Course Length: Year	Credits: 2.5 per semester	
Prerequisite: None			
Course Description: This course is designed to promote teacher/student interaction regarding grades, progress toward graduation, post high school plans etc. This instructional time may also be used for remediation and/or enrichment purposes at the discretion of the school instructional staff.			

ACADEMY FOR ACADEMIC EXCELLENCE

FRIDAY CLUB CATALOG

2019 – 2020



**Club Rush will be Friday, April 19th
During Club and Lunch**

Club Rush is an opportunity for students to preview club offerings for next year. There will be a booth for each club, with representatives available to provide additional information and answer questions.

Club preferences will be selected as a part of the course selection process.

Advisor	Room #	Club Names	Grade Level
Atkisson	C101	Art	9 th – 12 th
Armstrong	G203	Kitty Hawk Air Society	AFJROTC Staff
Armstrong	G203	Radio Control Model Aircraft	AFJROTC
Bailey	A131	Photography	9 th -12 th
Bonacio	T102	Life 101	9 th – 12 th
Coleman	Q103	Pay It Forward	9 th – 12 th
Greif	C102	Music Junkies	9 th – 12 th
Flores	A203	Se habla español	9 th – 12 th
Gesson	C109	Don't Forget About Me	9 th - 12 th
Goulet	C120	Christian	9 th – 12 th
DeLaHoussaye	A232	Comic Book or Graphic Novel	9 th – 12 th
Henderson	A233	Don't Stop Ballieving	9 th – 12 th
Huffine	A132	Observational Astronomy	9 th – 12 th
Johnston	A133	Interact	9 th – 12 th
Klopping	C113	Chess	9 th - 12 th
Mancha	A234	Historical Analysis of Musical Theater	9 th – 12 th
Merrell	A201	Classic Film	9 th - 12 th
O'Bier	A101	HOSA	Members
Pike	A134	Nerdvana	9 th – 12 th
Sockwell	O101	Wind Ensemble	Band Members
Titherley	A231	Weekend Rescue	9 th – 12 th
Western	G202	Healthy Living	9 th - 12 th
Wilmeth -Street	A202	Senior Leadership	12 th only

Club: Art Club

Advisor: Mrs. Atkinson

Number of students: 20 Grade: 9th – 12th

Description: Art Club is a student run club; it is still in its formative stage and new things are introduced every year. Art club is a place to discuss, view, and create artwork. Art Club looks to the community for Art Opportunities and promotes participation in such activities for members and non-members. Art Club fundraises throughout the year in order to afford art materials and art related activities. Art Club membership is limited to students in grades 10-12 and membership applicants must carry a 2.0 GPA, or higher, for the school semester immediately before enrolment in Art Club. Members are expected to fully participate and contribute in all regular club meetings, we aren't a place to sit and wait for lunch. Members are expected to fully participate in all Art Assignments the club votes on. Members are expected to participate in at least 50% of all fundraising and Art Club activities including planning, implementing, and all physical work associated with the activity.

Outside expectations: Art Club members are expected to participate in at least 50% of all fundraising and performance activities. This includes: after school and into the evening, for example: Fall Festival, Movie Nights, other fundraising and organized activities. Occasionally participation is necessary on a weekend, for example: the AAE Art Festival and other festivals or events the club votes to participate in, or organize. Often times, members are expected to participate during lunch for sales, deliveries, and meetings that are called during lunch. Members are also expected to participate during regular weekly homeroom when needed, and at the discretion of their regular homeroom teacher. All Members must be aware of these requirements and must be prepared to commit to these activities as stated in our constitution. Art Club reserves the right to vote out members who do not meet the requirements outlined in our constitution.

Club Officers: TBD

. Radio Controlled Model Aircraft Club

*****Must be enrolled in one of the AFJROTC classes to enroll in this club*****

Advisor: Colonel Armstrong

Number of students: 15

Description: The Radio Controlled Model Aircraft Club shows people how airplanes fly. Students join this club to learn how to build and operate models in this hobby. The club provides students with a "hands on" environment to understand the forces of lift, drag, thrust, and weight as they relate to flight. Through the building of static models, radio controlled aircraft, and model rockets, students will learn about the basic principles of aeronautics and aircraft design. The balance of forces that keep an aircraft in flight will also be examined. Among the basic principles of flight that will be discussed are airfoils, relative wind, and angle of attack. Students will additionally discover the three-dimensional movement or motion of an aircraft. Regularly scheduled meetings will be held during the club Fridays. Weather permitting; students will fly the models outdoors. They will be fully instructed on how to operate radio control. Qualifications for the Aerospace Modeling Class are as follows:

Be a 9th through 12th Grade AAE AFJROTC cadet.

Grade of "A" or "A-" in all AFJROTC classes for the past semester.

No semester grade below a "C" in any subject

Outside expectations: This club can generate interest in operating UAV aircraft for the USAF. Also, students have an opportunity to join the American Model Association (AMA), a national organization, as well as participate in the annual Apple Valley Air Show.

Club Officers:

Club: Academic Honor Society - Kitty Hawk Air Society

*****Must be enrolled in one of the AFJROTC classes to enroll in this club*****

Advisor: Colonel Armstrong

Number of students: 20

Description: Kitty Hawk Air Society (KHAS) is the Air Force Junior ROTC equivalent to the National Honor Society. KHAS is the academic honor society of AFJROTC that promotes high academic standards, school and community service, self-confidence, and initiative. KHAS also develops leadership abilities, recognizes academic excellence, and furthers members' knowledge of the Air Force role in aerospace. Regularly scheduled KHAS meetings will be held during the club meetings on Fridays. Admittance to KHAS is to cadets by invitation. Qualifications for membership in KHAS are as follows:

- Be a 9th through 12th Grade AAE AFJROTC cadet.
- Grade of "A" or "A-" in all AFJROTC classes for the past semester.
- Overall grade average of "B" in all subjects for the past semester.
- No semester grade below a "C" in any subject.
- Be an active participant in corps activities.

Outside expectations: KHAS members work to support each other in pursuit of higher education goals, as well as provide a support base for other cadets who may be struggling academically. One of the main activities that KHAS participates in is tutoring cadets with academic deficiencies. KHAS also performs fundraising activities, 100% of proceeds going to charitable organizations.

Club Officers: TBD

Digital Photography

Advisor: Mr. Bailey

Number of students: 20

Description: Digital photography club is a group of people who are keenly interested in photography and want to take control of and get more from their photography than the simple snapshot or selfie. They get together to learn more about; how cameras work, different types/styles of photography, light and lighting, what kinds of cameras are best for different types of photography, techniques for editing photos, how to take control of their camera to make it take the picture they want it to take rather than what the camera decides to do, printing their work, and how to improve their photography in general.

Outside expectations: Students In this club need to be willing to practice photography by working on photography "assignments" that are designed to improve and/or enhance their visual and compositional skills. These assignments need to be made available for all club members to view and critique. Students need to be willing to go on occasional photo walks take photos while on the walk, and participate in share and critique after the walk.

Club Officers: none

Club: Life 101

Advisor: Mrs. Bonacio

Number of students: 20

Description: This is a class of how to's ... basic things that will help you on your journey of life. Items that could be covered depending on student interest: job skills, balancing a checkbook, paying bills, income taxes, sewing on a button, hemming pants, ironing, laundry, setting a table, manners, telling time, basic car knowledge, basic first aid, basic self defense, how to buy a house, responsible choices, and how to cook something besides ramen or macaroni and cheese.

Outside expectations: None

Club Officers: None

Club: Pay It Forward

Advisor: Ms. Coleman

Number of Students: 20

Description: The purpose of this club will be inspiring students to give. "Don't give to get..Give to inspire others to give"-Simon Sinek. The concept is derived from the popular idea of when someone does something nice for you, in return you "pay it forward" and do it for someone else. Every week we nominate someone, it can be anyone...teacher, student in need, staff member, coach, volunteer, etc. We then think of a way to bless them. It could be an act of service or a small gift and a thank you card. The ideas are really endless.

Outside expectations: none

Club Officers: none

Club: Se habla español

Advisor: Ms. Flores

Number of students: 20

Description: Spanish Club is intended to help create understanding and promote enthusiasm for the various aspects of the Spanish-speaking culture. Members will be speaking Spanish and enhancing their verbal skills. With both educational and fun activities members will enhance their cultural awareness and become more fluent in the language. Members will be exposed to cultural festivities and guest speakers.

Outside expectations: none

Club Officers: None

Don't Forget About Me

Advisor: Mrs. Gesson

Number of students: 20

Description: We will watch and discuss various movies written, produced or directed by John Hughes. These movies include: The Breakfast Club, Sixteen Candles, Ferris Bueller's Day Off, Weird Science, Pretty in Pink, Some Kind of Wonderful, Uncle Buck, Home Alone, Mr. Mom, Curly Sue, National Lampoons Vacation, and others movies from the 1980's.

Outside expectations: none

Club Officers: none

Club: Christian Club

Advisor: Mrs. Goulet

Number of students: TBD

Description: Christian Club is a student led organization providing regular opportunities to study and discuss the Bible, worship, and pray, in a group setting. Christian Club also provides opportunities for fellowship, encouragement and spiritual development among its members. Each week Christian club members hear from a visiting area youth pastor who provide an insightful message that inspires and challenges students to reach their world for Christ and learn how relationships with each other demonstrate a steadfast commitment to Jesus Christ and His Word through integrity, serving, teamwork and excellence. In addition, Christian Club sponsors a child from Bangladesh through Compassion International. The club contributes financially and prayerfully on a monthly basis for Piya's education, food, community, and mentoring. Additionally, the club learns about life in Piya's world by exchanging letters and photos periodically.

Outside expectations: Outreach opportunities, Fall Festival

Club Officers: President, Vice President, Secretary, Treasurer, Outreach Coordinator

Club: Comic Book or Graphic Novel

Advisor: Mr. DeLaHoussaye

Number of students: 20

Description: A club for students to read and enjoy comics. Staff may occasionally provide school approved reading materials. Some emphasis placed on representation of characters and visual culture. A significant amount of discussion is welcome. In the main, students will be expected to read comics to understand how they are constructed and create meaning.

Outside expectations: none

Club Officers: none

Club: Music Junkies

Advisor: Mrs. Greif

Number of students: 20

Description: This student led group will promote all student participation in contributing and enjoying music of all genres. It will include the history of music and how it has evolved. Students will get to express and further study their interest in music and entertainment industry.

Outside expectations: none

Club Officers: none

Don't Stop Ballieving

Advisor: Mr. Henderson

Number of students: 20

Description: This club will alternate between kickball, football, basketball and soccer. The goal is to experience variety in sports and have fun. In order to appreciate all sports, all club members are expected to participate in each sport every week and not only the ones that interest them.

Outside expectations: none

Club Officers: none

Club: Observational Astronomy

Advisor: Mr. Huffine

Number of students: 20

Description: Weekly meetings will revolve around a discussion of astronomical phenomenon that are observable during the following week and month. We will use Starry Night software to model what will be seen before making daytime and/or nighttime observations. Students interested in astronomical phenomenon for their honors project may want to consider taking part in this club experience.

Outside expectations: none

Club Officers: none

Club: Interact

Advisor: Mrs. Johnston

Number of students: 20

Description: This club gives students the chance to make a real difference while having fun. Every Interact club carries out two service projects a year: one that helps their school or community and one that promotes international understanding. It is sponsored by the local Rotary Club, and gives students the opportunity to connect with community leaders, develop leadership skills, and make international connections.

Outside expectations: none

Club Officers: none

Club: Chess

Advisor: Mr. Klopping

Number of students: 20

Description: Students will learn to play chess and other games of strategy.

Outside expectations: none

Club Officers: none

Club: Historical Analysis of Musical Theater Club

Advisor: Mr. Mancha

Number of Students: 20

Description: This club will focus on the historical analysis of history themed musicals and how the events portrayed effected the landscape of the setting in which they took place. Some examples of the musicals we will cover include, "The Sound of Music", "Les Miserables", "The Color Purple", and "Ragtime".

Outside expectations: none

Club Officers: none

Club: Classic Film

Advisor: Mrs. Merrell

Number of students: 20

Description: Students will select and view classic films. To a large degree students will drive the selections, but some possibilities will be film noir, classic animation, and screwball comedy.

Outside expectations: none

Club Officers: none

Club: HOSA - Health Occupation Students of America- Future Health Professionals

Advisor: Mrs. O'Bier

Number of students:

Description: The mission of HOSA is to provide education and experience to students interested in a future in healthcare. Students will meet once a week during Friday club time, and 1-2 times a week after school to prepare for competitions. Students will have hands on experience to gain knowledge and skills. Students will have the opportunity to compete at the regional, state, and national level, as well as be eligible for scholarships.

Outside expectations: none

Club Officers: none

Club: Nerdvana

Advisor: Mr. Pike

Number of students: 15

Description: A place for people to enjoy their nerdy hobbies: play board games, Yu-Gi-Oh, card games, anime games, etc.

Outside expectations: None

Club Officers: None

Club: Weekend Rescue

Advisor: Mr. Titherley

Number of students: 20

Description: A serene, pleasant place to work on whatever is needed to alleviate some of the pressure and stress of Academic responsibilities (studying and homework), as the weekend approaches.

Outside expectations: None

Club Officers: None

Club: Healthy Living

Advisor: Mrs. Western

Number of students: 20

Description: This club is designed to improve the health, performance, and mental acuity of athletes or individuals interested in improving their level of fitness. Use of various fitness programs such as pilates, movement for fitness and nutrition.

Outside expectations: none

Club Officers: none

Club: Senior Leadership Team (SLT)

Advisor: Ms. Wilmeth-Street

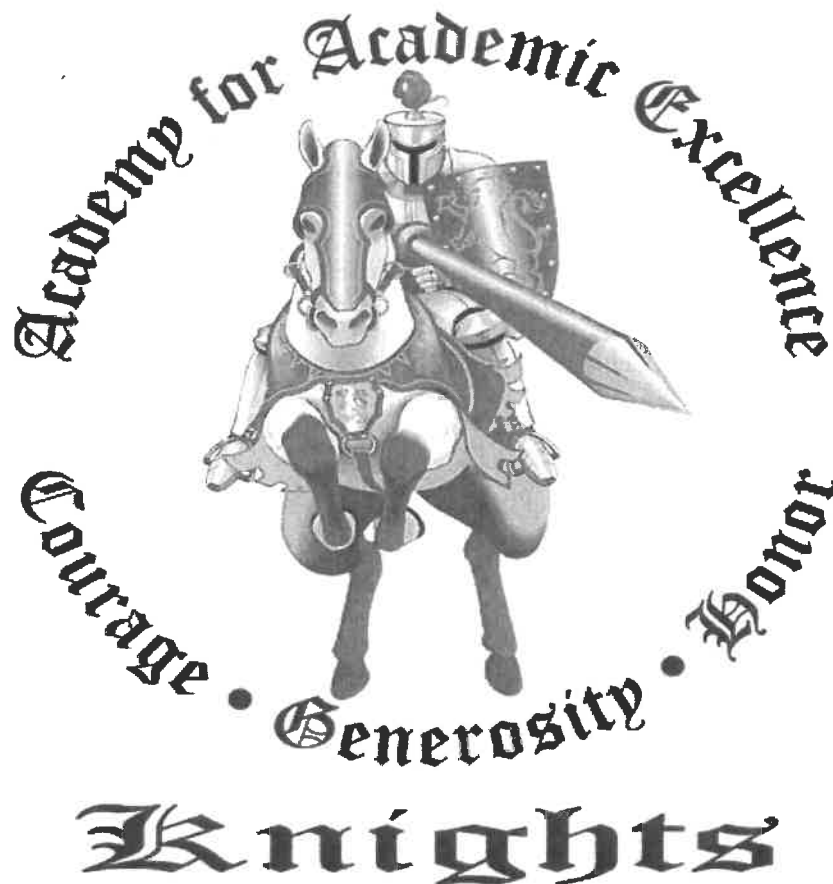
Number of students: 20

Description: Eligibility - 12th grade students only, in good academic standing 2.5 or above, willing to work on providing a unifying experience for the senior class through a group leadership role. This includes weekly SLT meetings, planning and implementing senior events, fundraising, and scholarship opportunities.

Outside expectations: SLT members are required to participate in all planned activities and events.

Club Officers: President, Vice President, Secretary, Treasurer, & Public Relations – minimum GPA 3.0

ACADEMY FOR ACADEMIC EXCELLENCE



MIDDLE SCHOOL CATALOG OF CLASSES

2019-2020

Dear AAE Middle School Students and Parents

It's time to think about classes for next year!

Thank you for entrusting your child's education to the AAE. We take this trust very seriously, and work every year to refine our offerings to best meet the needs of our students.

We will once again use the Illuminate program to communicate course information electronically. The following information will guide you through the upcoming steps.

1. During the week of April 22nd, incoming 8th grade students will meet in an assembly for specific information regarding the course work for next year. Incoming 7th and 6th grade students will be given information in class.
2. The following pages will provide all the details of course offerings in the Middle School program.

Additionally, there will be a Middle School Orientation for all current 5th grade parents and students on Thursday, April 18, 2019 at 5:00pm in the gym. This meeting is designed to introduce students and parents to opportunities and expectations of Middle School. Please mark your calendars; you don't want to miss this informative hour of information!

Sincerely,

Mrs. Cook

School Counselor

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Departmental Course Offerings

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

Promotion to the next grade level / Repeat course procedure:

The AAE feels strongly that students should take ownership of their course work. The following will serve as the guideline for repeating courses and/or a particular middle school grade level:

- If one core academic (English, Science, History, Math) is failed in a semester of the school year, the student will not receive credit for that semester of course work, and may be required to attend summer school.
- If two or more core classes (English, Science, History, and Math) are failed in a semester, the student may be required to repeat the school year in the grade in which the courses were failed.
- Math courses are sequential and integrated in nature. If a student fails one or two semesters of a middle school math course, they may be required to repeat that course and/or attend a support class the following year. Students may be required to give up their elective class to repeat the course.
- Core academic classes (English, Math, Science, and History) will have a grading scale of A, B, C and F. There are no grades of D in the grading structure.
- Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action.
- Students who finish 8th grade, failing 2 or more core classes, will not be eligible to participate in the Middle School Celebration activities.

This Catalog of Classes gives descriptions of all courses, which may be offered at the Academy for Academic Excellence. Although listed in the Catalog of Classes, some courses may not be offered if there is not sufficient demand.

LANGUAGE ARTS DEPARTMENT

PHILOSOPHY

It is important for every student to graduate from high school with communication skills which enable the student to write and speak clearly and concisely. Further, it is important for every student to have a greater appreciation of literature through improved reading skills. With these skills and appreciation, a student may realize a greater capacity for success.

GOALS

Members of the English Department strive to assist students to improve their ability to use written language correctly and to improve their academic success through better reading skills. Also, students will improve their ability to think critically and to speak clearly, and they will increase their knowledge and appreciation of literary works.

COURSE OFFERINGS

Language Arts – Grade 6
Language Arts – Grade 7
Honors Language Arts – Grade 7
Language Arts – Grade 8
Honors Language Arts – Grade 8

COURSE DESCRIPTIONS

41050 LANGUAGE ARTS 6	
Grade Level: 6	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: Course components include the study of rich and varied literary and informational text; writing in the genres of argumentative, informative/explanatory, narrative, and summaries of reading materials; instruction in language arts skills and strategies. Students will work independently, as well as collaboratively, to learn how to understand what they read and evaluate an author's assumptions and claims. Students will conduct research that will require the analysis of resources and accurate interpretation of literary and informational text. They will use technology and digital media strategically to enhance their reading, writing, speaking, listening and language use.	

41150 LANGUAGE ARTS 7	
Grade Level: 7	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will be literature and information based and will include essays and literature responses. Common Core standards based learning to include vocabulary and grammar will be applied.	

4115 LANGUAGE ARTS 7 HONORS**Grade Level:** 7**Course Length:** Year 5 credits per semester**Prerequisites:** None

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will be literature based and will include essays and literature responses. Reading, writing, and classroom practice are enhanced at this level to include extra or more in-depth reading and writing. Common Core standards based learning to include vocabulary and grammar will be applied.

41250 LANGUAGE ARTS 8**Grade Level:** 8**Course Length:** Year 5 credits per semester**Prerequisites:** Completion of Language Arts 7 or equivalent

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading skills. Writing will be literature based and will include essays and literature responses based on the State Standards for Grade 8 Language Arts.

41250 LANGUAGE ARTS 8 HONORS**Grade Level:** 8**Course Length:** Year 5 credits per semester**Prerequisites:** Completion of Language Arts 7 or equivalent

Course Description: Students will read books on historical themes as well as classic and contemporary works. Emphasis will be on improving reading and writing skills. Writing will primarily be of literature-based instruction and will include essays and responses based on the Common Core State Standards for Grade 8 Language Arts. The Honor's curriculum will include additional rigor, depth, and pace as deemed appropriate for the class by the instructor.

MATHEMATICS DEPARTMENT

PHILOSOPHY

We believe in creating learning environments where students practice and acquire the knowledge of mathematics. We believe that students should be able to proficiently apply a range of numerical, algebraic, geometric, and statistical concepts and the skills to formulate, analyze, and solve real world problems. The learning environment will facilitate inquiry, use of technology and the exploration of real world phenomena. It will support continuous development of mathematical skills and the appreciation of mathematics as a discipline. Our mathematics program seeks to graduate students who will possess a sense of numbers, data analysis, spatial relationships, symbolic representations, and the ability to communicate mathematics with others.

GOALS

1. To help the student perform and master mathematical skills and algebraic processes.
2. To encourage students to seek precise solutions and use logical thinking.
3. To help students develop problem solving strategies and critical thinking skills.

COURSE OFFERINGS

Math Fundamentals
Math 6
Math 7
Math 7 Honors
Math 8
Math 8 Honors

DEPARTMENT POLICIES

1. Students passing one level of mathematics may not enroll in courses at a lower level.
2. Students in courses designated as year courses must pass both semesters in order to advance to the next level.
3. Students in college prep math courses must maintain at least a C average in order to advance to the next level. A grade of D indicates deficiencies that have been observed to cause failure in subsequent math courses.
4. A student who **passes** a math course with a grade below C may retake that course.

COURSE DESCRIPTIONS

42125 MATH FUNDAMENTALS	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: Math Fundamentals is an intervention math course designed to provide recovery instruction and support to students who have been evaluated through the math department, and have an identified need for program.. After completing this course, students will have a deeper understanding of numbers and basic operations.	

42105 MATH 6	
Grade Level: 6	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: Through the use of real world situations, manipulatives, graphs and diagrams students will make connections to concepts and be able to answer why algorithms work. Students will be active participants in the learning process by expressing their knowledge and ideas through numerical expression, verbal response as well as in written sentence form. Prime Factorization, Fractions, Decimals, Ratios, Algebraic Expression and Geometric Concepts will be introduced in this course.	

42130 MATH 7	
Grade Level: 7	Course Length: Year 5 credits per semester
Prerequisites: Math 6 or equivalent	
Course Description: Math 7 will address the Grade 7 Common Core State Standards. Students will analyze proportional relationships to solve problems; work with rational numbers; operations; generate equivalent expressions through the use of mathematical properties; along with integers; the properties of distributing and factoring algebraic expressions. Students will also be introduced to working with problems involving area; surface area; volume; and studying random sampling with probability models. Students will focus on real-world and mathematical applications.	

42132 MATH 7 HONORS	
Grade Level: 7	Course Length: Year 5 credits per semester
Prerequisites: Successful completion and strong performance of Math 6 Honors or equivalent.	
Course Description: Math 7Honors will address the Grade 7/Grade 8 Common Core State Standards. Students will analyze proportional relationships to solve problems; work with rational numbers; operations; generate equivalent expressions through the use of mathematical properties; along with integers and the properties of distributing and factoring algebraic expressions. Students will also be introduced to working with problems involving area; surface area; volume; and studying random sampling with probability models. Students will focus on real-world and mathematical applications. As an advanced course, the students may cover additional topics in the grade 8 common core standards.	

42140 MATH 8	
Grade Level: 8	Course Length: Year 5 credits per semester
Prerequisites: Math 7 or equivalent	
Course Description: Math 8 will address the Grade 8 Common Core State Standards. Students will study the number system focusing on rational numbers, expressions and equations including linear equations and systems, properties of exponents and radicals, the evaluation and modeling of functions, geometric concepts including shapes, transformations, and the Pythagorean Theorem, and investigations of bivariate data. Students will perform a variety of activities focusing on quantitative reasoning, structure, precision, and expressing mathematical concepts.	

42142 MATH 8 HONORS	
Grade Level: 8	Course Length: Year 5 credits per semester
Prerequisites: Successful completion and strong performance of Math 7 Honors or equivalent	
Course Description: MATH 8 Honors will address the Grade 8/Integrated Common Core State Standards. Students will study the number system focusing on rational numbers, expressions and equations including linear equations and systems, properties of exponents and radicals, the evaluation and modeling of functions, geometric concepts including shapes, transformations, and the Pythagorean Theorem, and investigations of bivariate data. Students will perform a variety of activities focusing on quantitative reasoning, structure, precision, and expressing mathematical concepts. As an advanced course, the students may cover additional topics in the Integrated Math I Course.	

SCIENCE DEPARTMENT

PHILOSOPHY

Science is an important part of education in the life of each of our students. We encourage parents and students to keep in mind that studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making must surely be one of the most vital responsibilities of citizenship in a democratic society.

As important as science is, it is often *misunderstood and misused* in our society and *by society*. In society today there are many theories that have largely been accepted by the general public as scientific fact, when in actuality, they are attempts to explain nature, the past, present natural phenomenon, possible future events; models that help scientists explain laws, facts, and observations in order to make *useful* predictions about the natural world. *Theories can never be proven*. Scientific laws, on the other hand, describe natural phenomenon and are based on empirical support (experimentally derived evidence). Laws help us predict facts. *Neither theories nor facts become laws*. Facts are detailed descriptions of patterns or trends. *Laws do not become facts*. Theories, laws, and facts do not evolve one into the other; they are created using the scientific method through investigation, trial and error. The true scientists accept theories with the idea that there could be another explanation or model that can explain some aspect of the natural world. At the AAE we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating rigorous and thought provoking curriculum
2. Investigations, laboratory experiences, outdoor activities and inquiry based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists (i.e. with Mojave Water Agency, California Turtle and Tortoise Club, National Fish and Wildlife, California Department of Fish and Wildlife, NASA, JPL, BLM), critical thinking, and the scientific method
3. Encouragement to consider education as a life long experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science.

COURSE OFFERINGS

Science 6
Science 7
Science 8
Space Scientist (elective)

COURSE DESCRIPTION

43060 SCIENCE 6	
Grade Level: 6	Course Length: Year 5 credits per semester
Prerequisites: None.	
<p>Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill based practices.</p> <p>Course Description: The 6th grade middle school science course, is based on an integrated grouping (as determined by the California Department of Education) of Next Generation Science Standards (NGSS) will introduce students to the following concepts (arranged topically): In area of <i>life sciences</i>, students will be introduced to structure and function of all living things at a cellular level, how information is processed using special sensory receptors, how animals and plants grow and develop and how genetic traits and their variations are inherited. In the <i>earth sciences</i> students will learn about the roles water plays in Earth's surface processes, patterns in our planet's weather and climate, how humans are impacting Earth systems and how the planet's global climate is changing. In the area of the <i>physical sciences</i>, students will be learning about the definitions of energy, how energy is conserved and how energy is transferred in the environment. During the year as students are studying various aspects of the life, earth and physical sciences, students will be learning to define and delimit engineering problems while being asked to develop possible solutions.</p>	

43160 SCIENCE 7	
Grade Level: 7	Course Length: Year 5 credits per semester
Prerequisites: The successful completion of Science 6	
<p>Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill based practices.</p> <p>Course Description: : The 7th grade middle school science course, is based on an integrated grouping (as determined by the California Department of Education) of Next Generation Science Standards (NGSS) will introduce students to the following concepts (arranged topically): In area of <i>life sciences</i>, students will be introduced to how matter and energy flows through organism, how organisms are interdependently linked to each other within ecosystems, how matter cycles and energy flows through ecosystems, how ecosystems function dynamically in an effort to remain resilient to change, how when humans impact the planet's biodiversity, it impact them, how energy is involved in chemical process and in everyday life, and how they can develop possible solution to various problems related to living systems. In the <i>earth sciences</i> students will learn about various earth materials and systems, the roles water plays in the Earth's surface processes, the history of the earth, how humans are interacting with earth resources, natural hazards, and about plate tectonics and other large-scale earth processes. In the area of the <i>physical sciences</i>, students will be learning about the structure and property of matter, how chemical react and why they do react, and the definitions of energy. During the year as students are studying various aspects of the life, earth and physical sciences, students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.</p>	

43260 SCIENCE 8**Grade Level:** 8**Course Length:** Year 5 credits per semester**Prerequisites:** The successful completion of Science 7

Requirements: This course will require students to blend their developing writing, math, and technology skills while applying these abilities to the acquisition of new science and engineering skill based practices. It is strongly suggested that students entering *Science 8* have a good grasp of and ability to use fundamental arithmetic and pre-algebra. If this is not the case, skill development may be required during 'flex' time.

Course Description: : The 8th grade middle school science course, is based on an integrated grouping (as determined by the California Department of Education) of Next Generation Science Standards (NGSS) will introduce students to the following concepts (arranged topically): In area of *life sciences*, students will be introduced to how genetically inheritable traits are passed along from one generation to the next, how variation in these traits can arise through mutation, how natural and artificial selection can alter the presence and abundance of trait variations within a population of a species, the evidence for common ancestry and diversity among and between living organisms today and in the past, and finally evidence for how living thing adapt to changes within their environment over time. In the *space sciences*, students will learn about the basic structure of the universe, stars, the Sun's solar systems and the Earth's place within that system. In the *earth sciences* students will learn about the history of earth from a planetary perspective and how human activity, population growth, and how our increasing per-capita consumption is impacting earth systems. In the area of the *physical sciences*, students will be learning about forces and motion, type of forces that interact with matter at a distance, involving force fields (ex. electromagnetic and gravitational forces), the definitions of energy, the relationship between energy and forces, the properties of wave, the properties of electromagnetic radiation, and how all of these ideas relate to development and advancement information technology and instrumentation. During the year as students are studying various aspects of the life, earth and physical sciences, students will be learning to define and delimit engineering problems while being asked to develop possible solutions and considering how their solutions can be optimized.

43940 SPACE SCIENTIST**ELECTIVE****Grade Level:** 8**Course Length:** Year 5 credits per semester**Prerequisites:** Recommendation from previous math and/or science teacher.

Course Description: This is a year-long elective course. This course will explore topics in Astronomy and Space Exploration. Requirements include the developing of an Astronomer's Journal, researching current events in Astronomy and Space Exploration of a project of individual interest. In addition Public Viewings and observations of the night sky will be required which may be in the late evening or early morning hours. An emphasis of this course is becoming proficient in operation of radio telescopes and active participation in GAVRT projects that support NASA/JPL missions.

SOCIAL SCIENCE DEPARTMENT

PHILOSOPHY

Helping students understand their relationship to the world, nation, and local community is the primary concern of the Social Science Department.

Courses in history and government are designed to broaden the individual's awareness of how various human social systems have developed and presently function.

GOALS

Students will develop a better understanding of:

1. Their obligation to the world, nation, and local societies to which they belong.
2. The interrelationships that exist between all peoples in the world – and the necessity that exists for cooperation between all peoples;
3. How our country has developed into a world leader and the obligations that go along with that status.

COURSE OFFERINGS

History 6

History 7

History 8

COURSE DESCRIPTIONS

44060 HISTORY 6	
Grade Level: 6	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: Students will be actively engaged in learning about early mankind. This includes the growth of early civilizations such as the Mesopotamians, Assyrians, Phoenicians, Egyptians, Greeks, and the Romans. Locate the four river civilizations. Know the difference between Confucianism, Taoism, and Buddhism. Study the early Chinese and Indian civilizations. There will be research projects, hands-on activities, and historical novel reading implemented into the instruction.	

44160 HISTORY 7	
Grade Level: 7	Course Length: Year 5 credits per semester
Prerequisites: History 6	
Course Description: Students will study the social, cultural, geographical, and technological changes that occurred in Europe, Africa, Asia, and the Americas in the years AD 500 – 1789. They will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the growth of Enlightenment philosophy and assess the rise of democratic ideas that influence the world today.	

44260 HISTORY 8**Grade Level:** 8**Course Length:** Year 5 credits per semester**Prerequisites:** History 7

Course Description: Students will study the ideas, issues, and events from the framing of the Constitution up to the Rise of Industrialism. Students will understand the development of America's democratic institutions, particularly the shaping of the Constitution. Students will trace the development of American politics, society, culture and economy and relate them to the emergence of regional differences, and the U.S. Civil War. Students will study the rise of industry in the U.S.

ASSOCIATED STUDENT BODY

The Student Leadership Class is required for all elected or appointed student officers as outlined in the Associated Student Body's Constitution. It affords practical experience in democratic leadership through management of student government. It provides opportunities to study the meaning and techniques of parliamentary procedures, state law, school finance (problems of income and expenditures), group processes, the objectives of the American Education system, the principles of human behavior, and the many challenges of school administration. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation for law and order. Student leadership class provides for self-evaluation and for evaluation of individual and group activities.

49310 ASSOCIATED STUDENT BODY (ASB)	
ASB Members are selected in the Spring semester to serve the following school year.	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
Prerequisites: By Application	
Course Description: This course will equip students to be leaders that are capable of communicating with others, making decisions, meeting deadlines and promoting ideas. Students will learn to be responsible citizens in the community through volunteer service learning projects.	

SPECIAL NEEDS DEPARTMENT

The Special Needs Department offers math and reading supports designed for students with special needs. These supports provide access to the general education for students who require assistance beyond the regular classroom. Programs offered through this department include SAI support.

The SAI program works with students in reading, written language and/or math, as well as other subjects as needed. Parents are responsible for bringing their students each day and on time for the classes. Once a student is in the program, he or she will be tested annually to chart academic progress and an Individualized Educational Planning meeting (IEP) will be held to discuss the student's progress and plan annual goals and objectives.

Our SAI program is a full-day, five-day a week placement. These students are non-severe but require supports in order to make optimum progress. Annual testing and IEP meetings are also held to discuss progress, plan goals and determine placement and services.

PHILOSOPHY

Reading, writing, and math are an important part of everyone's life. Good reading, writing and math skills increase a student's chance for success in school and later in a career.

GOALS

1. To bring students back up to grade level by using small groups, direct, intensive teaching;
2. To increase each student's academic levels as measured by standardized tests;
3. To increase each student's individual work study skills (includes homework responsibility) as measured by teacher observations and checklists of progress;
4. To increase each student's individual test taking skills as measured by teacher observation, student work samples, and informal assessments; and
5. To increase overall student's skills according to the Individualized Education Program (IEP).

MAJOR OUTCOMES

Students will:

1. Read a variety of materials and write effectively, in both individualized and class guided format.
2. Build decoding and encoding skills which will enhance reading ability;
3. Use direct instruction to develop reading, writing and mathematics skills;
4. Apply mathematical concepts in a variety of settings;
5. Demonstrate understanding of a variety of writing purposes;
6. Develop and increase oral and silent reading rate for improved fluency;
7. Demonstrate understanding of content materials in reading, writing and mathematics at the student's appropriate grade level; and
8. Demonstrate competency of California content standards depending on student's Individual Education Program (IEP).

Special Needs classes will count for 5 credits per class per semester on the student's transcript.

Coursework to be determined at IEP or through Case Manager

VISUAL AND PERFORMING ARTS

Performance and Presentation Standards

As the visual and performing arts department has grown, we have become increasingly aware that groups and students that perform or produce artistic elements at the Academy for Academic Excellence are representing the school and need to be accountable for a high level of performance. Therefore, we are adopting the general standard of "Quality, not Quantity" for all performances and artistic creations, both on and off campus. The policy terms are as follows:

1. Not all VPA classes are deemed performance groups, such as dance, strings, keyboard, and guitar. They *may* perform, but it is optional.
2. Choir and Band are performance groups.
3. Cancellations may be necessary for groups not ready to perform with excellence.
4. Performing is a privilege for hard working students. Individual instructors will provide alternate assignments for students who have not met performance standards.
5. VPA staff has the freedom to give informative feedback into each other's programs as a check and balance for quality and appropriateness.
6. Students will NOT be allowed to perform at any visual and performing arts event without prior screening of the performance by the instructor. No exceptions!
7. Disciplinary action may be taken against any student who performs an unauthorized act or actions at any VPA event.
8. It is our goal to produce shows of quality and be mindful of program length. Again, our goal is quality, not quantity.
9. Teachers will develop high standards of performance for each of their applicable classes and make students aware of expectations.
10. The VPA Academic Lead and/or the Principal/Vice Principal will make the final decision in regards to appropriateness.

MUSIC PROGRAM

PHILOSOPHY

Music is an important facet of education. All are touched daily by music and course offerings are designed to provide students with the opportunity to better understand the history, creation, and performance thereof. Courses are designed to promote a better understanding of the place of music in history, including the various national, regional, and cultural contributions to this art form; to provide students with the physical and interpretive skills necessary for personal and group performance, and to enhance an enlightened appreciation for all musical literature.

Please note: Only choir and band are considered musical "performance groups." Other classes, however, may give recitals and concerts at the instructor's discretion. The VPA department adopted Performance Standards beginning in Spring 2005. Students and/or groups that do not meet these standards will be given alternative assignments by their instructor in lieu of performing.

GOALS

Music students will be assisted to develop:

1. An enhanced respect for the creative process
2. A more sophisticated aural and emotional sensitivity in the listening and performing process.
3. A heightened ability in physical and manipulative coordination through learning an instrument.
4. An understanding of the independent and interdependent responsibilities of students involved in the various music performance organizations.
5. A lifelong appreciation and educated enjoyment of all forms, styles, and periods of music.

COURSE DESCRIPTIONS

46210 CONCERT CHOIR	
Grade Level: 7, 8	Course Length: Year 5 credits per semester
Prerequisites: Previous choir/singing experience strongly encouraged. An audition may be required.	
Course Description: Concert choir performs a variety of choral literature in a broad range of styles. Proper vocal and rehearsal techniques will be covered in class. Mandatory performances will be scheduled throughout the year.	

46105 BEGINNING CONCERT BAND	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
Prerequisites: Purchase of "Essential Elements 2000" and instrument purchase/rental is required. NOTE: Beginning students are ONLY accepted at the beginning of the fall semester by audition. Students entering the class after the first four weeks of the fall semester will need to pass an audition.	
Course Description: Beginning Band is an opportunity for students to learn traditional band instruments in preparation for Marching/Concert Band. Students will learn correct posture, breathing, embouchure, music, reading, and ensemble playing techniques. Marching skills will also be taught. Instruments offered maybe: clarinet, flute, trumpet, and trombone. (Snare drum is offered, but limited to 2 students per year.) Important note: guitar, piano, drum set, and advanced band instruments, such as french horn, oboe, bassoon and tuba are NOT offered in beginning band.	

46110 CONCERT/MARCHING BAND	
Grade Level: 7, 8	Course Length: Year 5 credits per semester
<p>Prerequisites: At least one year prior experience playing a instrument with a minimum of one year proficiency as evidenced by the successful completion of <i>Essential Elements 2000, Book 1</i>, or the equivalent or successful completion of a beginning band class with the grade of "B: or better or audition by the instructor. Students will provide their own instrument. In addition to the above requirements, a student may be asked to pass an audition.</p>	
<p>Course Description: Concert/Marching band is an opportunity for students to perform instrumental music with their peers, while sharing the joy and rewards of working together musically. Along with developing individual self-confidence and creativity, playing in the group will give the student the understanding of how commitment and dedication leads to success. The students will learn to recognize musical terms and forms, in addition to furthering their music reading ability. Concert/Marching Band is a performing group. Students are required to participate in all parades, performances and festivals. Only traditional Concert and Marching Band instruments are allowed in the group. Students must supply their own instruments. Marching is mandatory.</p>	

46140 STRINGS I	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
<p>Prerequisites: Student must provide their own instrument or rent from the school at the rate of \$65 per semester. NOTE: Beginning students are ONLY accepted at the beginning of the fall semester by audition. Students entering the class after the first four weeks of the fall semester will need to pass an audition.</p>	
<p>Course Description: The study and performance of standard string literature composed for the beginning level string player. Musical terminology, rhythmic figures and basic reading skills will be learned. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn theory. Students may be required to participate in performances. Instruments being offered are cello and bass.</p>	

46150 STRINGS II	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
<p>Prerequisites: Satisfactory completion of Lower Strings I with a grade of "B" or better OR audition by Instructor. Student must provide their own instrument or rent from the school at the rate of \$65 per semester.</p>	
<p>Course Description: The study and performance of standard string literature composed for the intermediate level string player. Musical terminology, rhythmic figures and intermediate reading skills will be learned to further enhance this experience. Proper left hand position, bow technique, and musical performance practices will be emphasized. In addition to the techniques of rehearsal and performance, the students learn theory. Students may be required to participate in performances. Instruments being offered are cello and bass. The course may be repeated for additional credit.</p>	

PHYSICAL EDUCATION

PHILOSOPHY

Physical Education is a vital element in a comprehensive, well-balanced educational program. A positive learning experience in physical education can be a major contributing factor in the optimum development of an individual in all aspects of life: physical, emotional, mental and social.

Through physical education, an individual has the opportunity to understand the importance of obtaining and maintaining a high level of physical fitness, developing good sportsmanship and socially desirable behavior, working towards maximum physiological development, developing a positive self-image and participating in a wide variety of physical activities. Satisfying and successful experiences in physical education should develop in an individual the desire to choose a continued active life-style.

COURSE DESCRIPTIONS

47120 PHYSICAL EDUCATION	
Grade Level: 6, 7, 8	Course Length: Year 5 credits per semester
Prerequisites: None	
Course Description: This course combines various forms of movement and fitness education, along with multiple opportunities to learn and play individual and team sports within the physical education class (i.e. movement concepts, basketball, volleyball, football, tennis, fitness training) Classroom <u>lessons</u> will also be a vital part of the course throughout the semester. National Content Standards in Physical Education will be the focus of this course.	

EXPLORATIVE ROTATION

COURSE DESCRIPTIONS

49846 MS ROTATION 6

Music Appreciation/Disney From Animation to Empire/Introduction to Engineering/The Egypt Game

Grade Level: 6

Course Length: Year 5 credits per semester

Prerequisites: None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual courses offerings may change without notice.

Music Appreciation: This engaging course is designed to help students explore the many different aspects of music. They will learn what makes music “music”, evaluate different styles of music, identify instruments of the orchestra and learn to read some music notation.

Disney From Animation to Empire: Enter the World of Walt Disney, one of the most influential Animation, Film, Theme Park and Media Companies in the World Today. In this unique class, students will explore all facets of the Disney legacy and history through the use of Film, Animation, Music, Lecture and Production. Your Host and Instructor Steven Orsinelli (a former Disney Cast Member) will take you on a Fun, Magical Journey, exploring the imagination and inner workings of the Disney Studio and it’s Parks. Keep your feet and legs in the ride at all times and buckle up for a ride to the 2nd star to the right.

Introduction to Engineering: We will be building Rube Goldberg Machines. A Rube Goldberg Machine (RGM) is a crazy contraption which accomplishes a simple task in the most complicated – and funniest – way possible! Based on the “Invention” cartoons of the famous Pulitzer Prize-winning American cartoonist, Rube Goldberg, actual machines are at the heart of the Rube Goldberg Machine Contest. They use everyday items (mostly junk!), they tell a story and, most important of all – they make you LAUGH. While we are having fun creating kooky solutions to simple, everyday tasks they also happen to be incorporating elements of Science, Technology, Engineering, and Math (STEM), with Art and design thrown into the mix (STEAM) to invent incredible Rube Goldberg Machines! People who make Rube Goldberg Machines – whether for fun or to solve an actual task – are innately curious problem-solvers who often say, “I can fix that!”

The Egypt Game: This course will focus on close reading and analysis of the novel, The Egypt Game by Zilpha Neaty Snyder. Students will explore the novel’s plot, characters, theme and setting through a variety of activities. Many aspects of this class will enhance what students learn about Ancient Egypt in their 6th grade history class.

49847 MS ROTATION 7

Debate / Multimedia Arts and Crafts / Science Exploration / Technology 2

Grade Level: 7**Course Length:** Year 5 credits per semester**Prerequisites:** None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual courses offerings may change without notice.

Debate: This is a performance class. Students will write and deliver speeches and learn to debate on given topics. Standards include: Communicate effectively, Learn collaboratively Think critically, Problem-Solve Become Lifelong Learners

Multimedia Arts and Crafts: Multimedia Arts and Crafts is a craft-based art course which focuses mainly on the creative process of hands-on crafting, with a smaller focus on the fine art aspect (drawing/painting). Students will learn and put into practice common principles of art such as line, balance, color mixing, perspective, and texture. They will employ basic crafting skills such as project designing, measuring, sanding, staining, painting, hammer stamping, and gluing. They will use common crafting and building tools such as hammer, pliers, clamps, paintbrush, screwdriver, awl, etc. Students will work with a variety of different mediums such as paint, leather, fabric, metal, wood, and yarn. Students will produce 6 to 10 hand-made products suitable for use in the home, for wearing, or for gift-giving, as well as a photo portfolio of their work.

Science Exploration: Students are provided an opportunity to explore the different aspects of science related to NGSS, with primary attention given to hands on problem-solving. The focus of the class is aligned with the Science Olympiad, where students have an option to compete with other schools in their areas of scientific discovery.

Technology 2: Students will build on their knowledge of coding from Technology 1. They will also create capstone presentations to integrate their learning across the core subjects.

49848 MS ROTATION 8

Life Skills / Health / Career Pathways / Art

Grade Level: 8**Course Length:** Year 5 credits per semester**Prerequisites:** None

Course Description: This class is designed to provide students with an opportunity to sample multiple areas of study, which will drive elective choices in high school. Students will rotate through 4 subject areas, one per quarter. Individual courses offerings may change without notice.

Leadership: Leadership (Traditions, Wellness, Foundations of Citizenship, Character and Air Force Tradition) introduces students to leadership. This class develops leadership skills and acquaints students with the practical application of life skills. The class emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill and ceremonies. This class will help students make a successful transition into the high school environment and provides a brief introduction to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program at AAE, the only such program on the campus of a California Charter School.

Students will also be acquainted to the Presidential Physical Fitness Program. The goals of this wellness and fitness program include:

- Creating individualized training programs based on national standards by age and gender
- Identifying areas of improvement for each student
- Incorporating a physical training program for each student to reach their goal
- Develop a personal nutritional plan for each student, promoting healthy eating habits

Health: Health is a quarter long course included in the 8th grade elective rotation. The goal is to provide students with the basic knowledge to make good, personal, healthy, life choices. Course content is taught through lecture, written assignments/ quizzes, and group activities. Topics covered include: Anatomy of the Human Body; Prescription and illegal drug use and abuse; Alcohol use and Abuse; Tobacco Use and Health Effects; Contraception, Reproduction and Sexuality; Infectious Diseases; Sexually Transmitted Diseases; and Mental Health / Stress.

Career Pathways: Develop an understanding of career clusters and pathways.

Define the goal setting necessary to achieve desired success as well as define the academic classes (both high school and collegiate level) needed to provide as prerequisites for the desired career path.

Building Interpersonal and intrapersonal communication skills through discussion topics and writing prompts (personal assets, attributes, and understanding the love languages of self and others)

Discovering/ defining employability and characteristics of success. Applying creativity to consider new innovations as well as researching the leaders of new innovations from past to present. Expanding the understanding of vocabulary terms regarding careers, innovations, economy, business, and marketing.

Explore the benefits and negative aspects of career choices as well as the economic compensations for various occupations. Practice writing a formal resume, completing a job application and role-play interviews with a group of peers. Gain a clear concept of the job market and the trends over time as they develop.

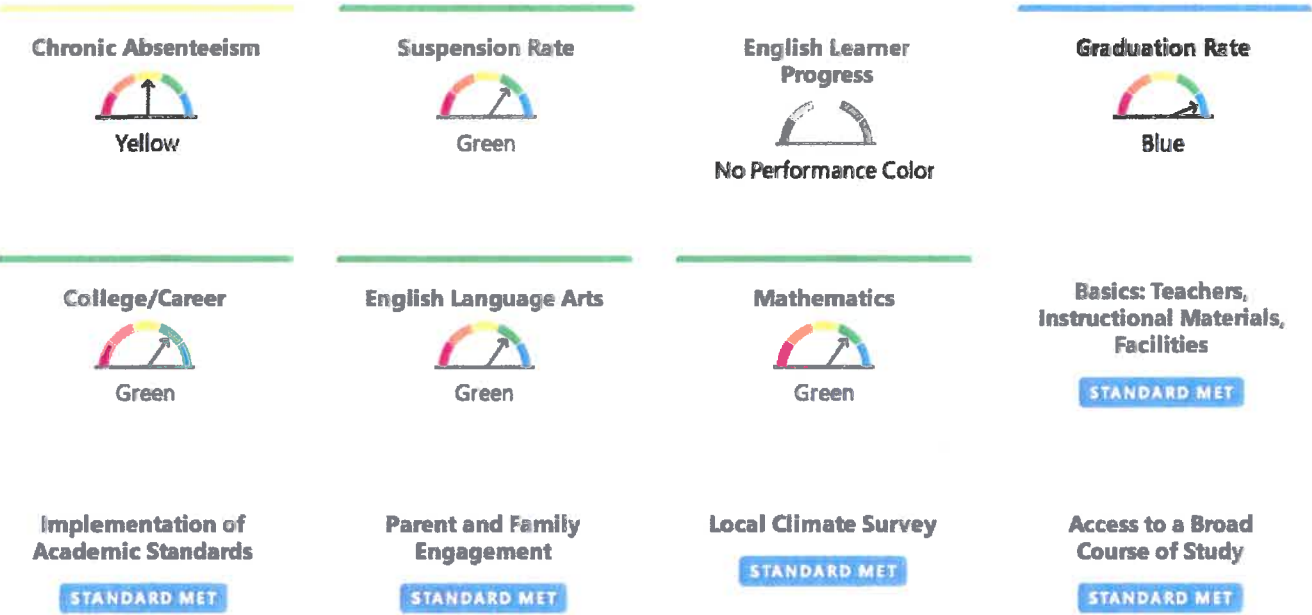
Art: This course will introduce the basic elements of art and principles of design through exploring various mediums including drawing, color, printmaking, sculpture and clay. Attention will be given to studio work, language, Art History, and culture studies. Students will gain knowledge and an appreciation for a variety of art forms.

Appendix D

CAASPP Report

Academy for Academic Excellence

Explore the performance of Academy for Academic Excellence under California's Accountability System.

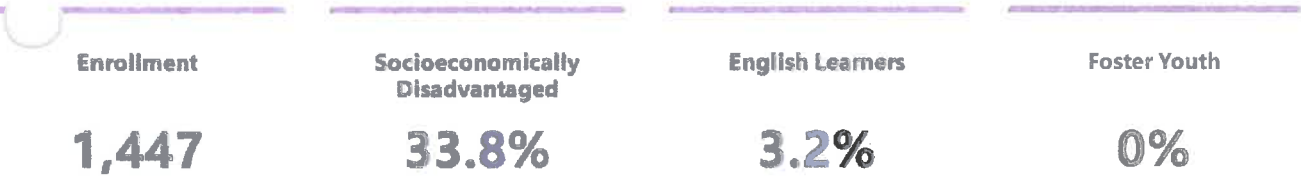


School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Academy for Academic Excellence	17500 Mana Road Apple Valley, CA 92307-2181	http://www.lewiscenter...	K-12

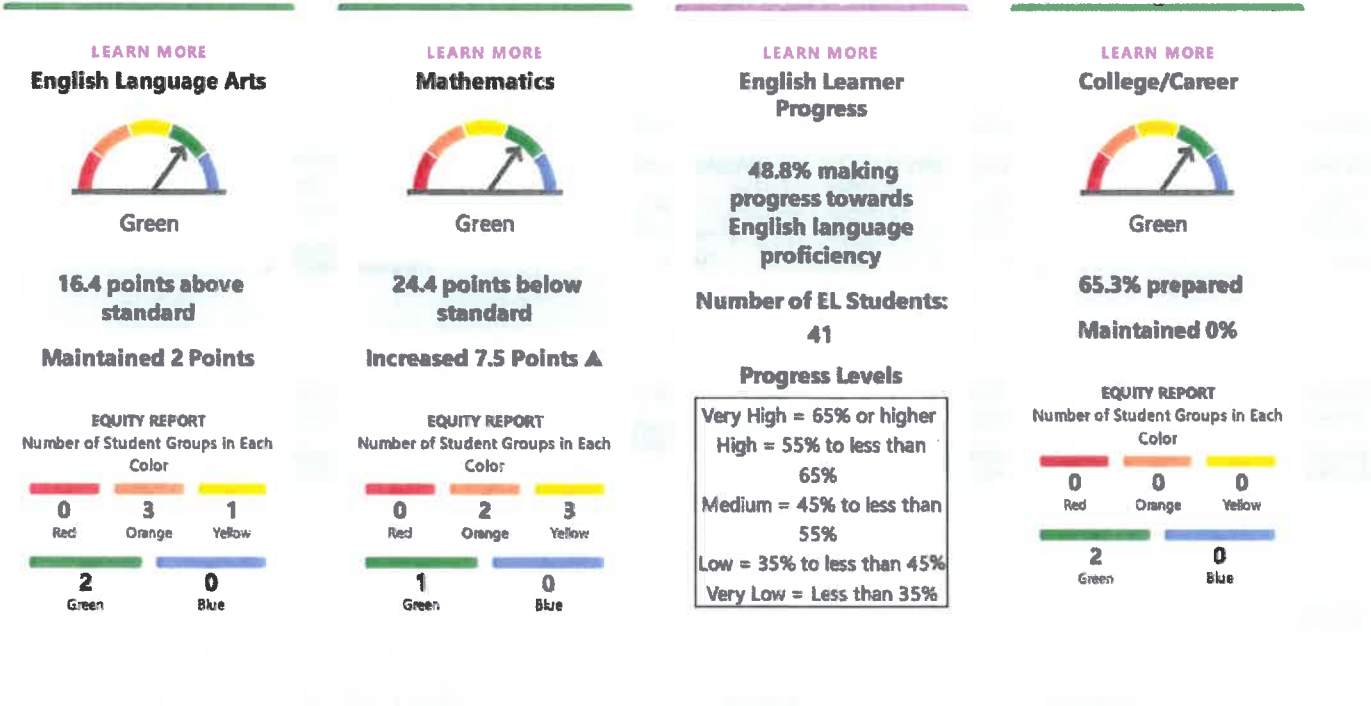
Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism



Yellow

4.9% chronically absent

Increased 0.6% ▲

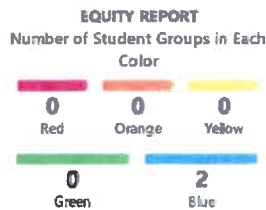
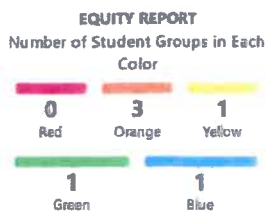
Graduation Rate



Blue

98% graduated

Maintained 0.1%



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

ACADEMY FOR ACADEMIC EXCELLENCE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

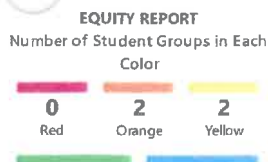
Suspension Rate



Green

3.5% suspended at least once

Declined 0.5% ▼



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

[STANDARD MET](#)[LEARN MORE](#)

**Parent and Family
Engagement**

[STANDARD MET](#)[LEARN MORE](#)

Local Climate Survey

[STANDARD MET](#)

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



16.4 points above standard
Maintained 2 Points
Number of Students: 768

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



No Students



English Learners
Hispanic
Students with Disabilities



Socioeconomically Disadvantaged



Two or More Races
White



No Students



No Performance Color
African American
American Indian
Asian
Filipino
Homeless
Pacific Islander

African American

No Performance Color

26.5 points above standard

Increased 8.2 Points ▲

Number of Students: 27

American Indian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 3

Asian

No Performance Color

52.6 points above standard

Maintained -2.4 Points

Number of Students: 26

Filipino

No Performance Color

38 points above standard

Maintained -0.1 Points

Number of Students: 20

Homeless

No Performance Color

Less than 11 students - data not
displayed for privacy

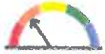
Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

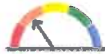
English Learners

Orange

31 points below standard

Declined 7 Points ▼

Number of Students: 58

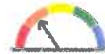
Hispanic

Orange

7 points below standard

Maintained -1 Points

Number of Students: 271

Students with Disabilities

Orange

76.1 points below standard

Increased 19.3 Points ▲

Number of Students: 78

**Socioeconomically
Disadvantaged**

Yellow

4.7 points below standard

Declined 4.3 Points ▼

Number of Students: 276

Two or More Races

Green

17.7 points above standard

Maintained -2.7 Points

Number of Students: 60

White

Green

30.3 points above standard

Increased 5.7 Points ▲

Number of Students: 359

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017**2018****2019**

All Students

18.1 points above standard

14.5 points above standard

16.4 points above standard

English Language Arts Data Comparisons: English Learners

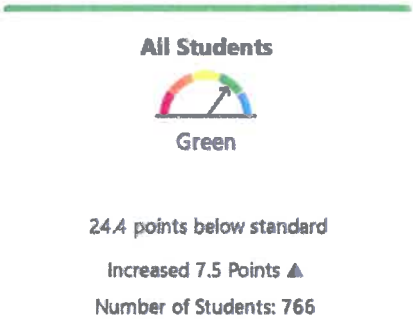
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
94.4 points below standard	28.1 points above standard	18.7 points above standard
Increased 19.7 Points ▲	Maintained 0.3 Points	Increased 4.1 Points ▲
Number of Students: 28	Number of Students: 30	Number of Students: 671

Mathematics

All Students

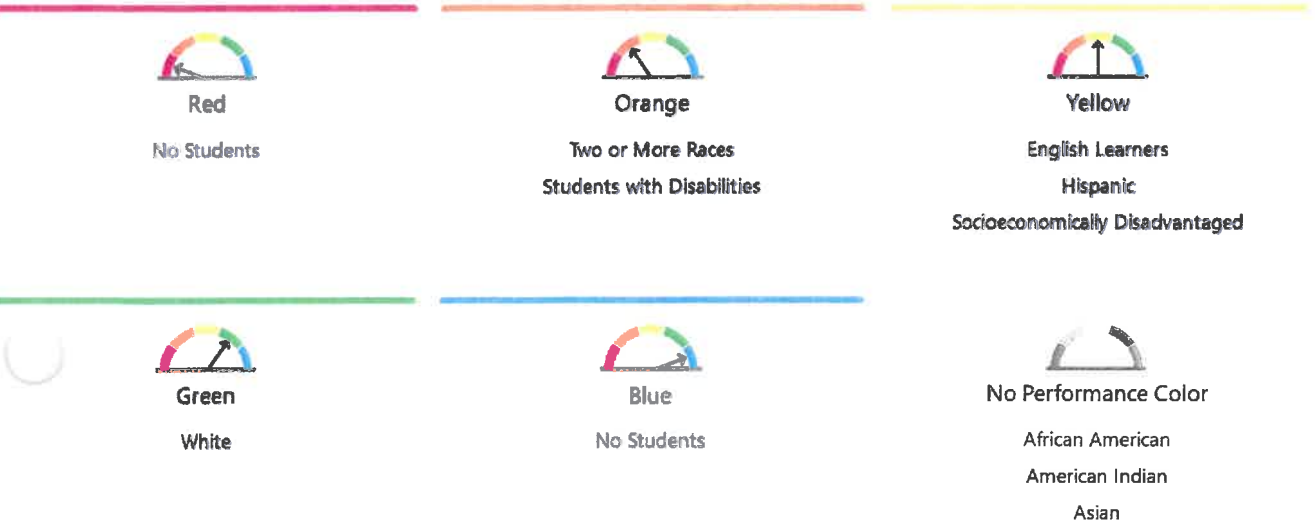
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



African American



No Performance Color

35.4 points below standard

Maintained -1.7 Points

Number of Students: 27

American Indian



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 3

Asian



No Performance Color

29.8 points above standard

Increased 12.3 Points ▲

Number of Students: 26

Filipino



No Performance Color

10.2 points below standard

Declined 18.3 Points ▼

Number of Students: 20

Homeless



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Two or More Races



Orange

29.6 points below standard

Maintained -0.6 Points

Number of Students: 60

Students with Disabilities



Orange

110.4 points below standard

Increased 15 Points ▲

Number of Students: 77

English Learners



Yellow

45.6 points below standard

Increased 10 Points ▲

Number of Students: 58

Hispanic



Yellow

40.2 points below standard

Increased 12.5 Points ▲

Number of Students: 271

**Socioeconomically
Disadvantaged**



Yellow

43.9 points below standard

Increased 4.1 Points ▲

Number of Students: 275

White



Green

14.4 points below standard

Increased 7.5 Points ▲

Number of Students: 357

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



Current English Learners

103 points below standard
Increased 22.1 Points ▲
Number of Students: 28

Reclassified English Learners

8.1 points above standard
Increased 23.6 Points ▲
Number of Students: 30

English Only

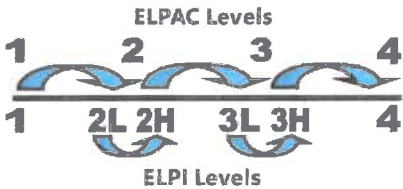
24.2 points below standard
Increased 7.6 Points ▲
Number of Students: 669

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

48.8% making progress
towards English language
proficiency

Number of EL Students: 41

Performance Level
Medium

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



All Students



65.3% prepared

Maintained 0%

Number of Students: 98

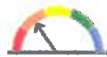
Student Group Details

2 Total Student Groups



Red

No Students



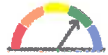
Orange

No Students



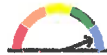
Yellow

No Students



Green

Socioeconomically Disadvantaged
White



Blue

No Students



No Performance Color

African American
Asian
English Learners
Hispanic
Two or More Races
Students with Disabilities

○ ○ ○ ● ○ ○

African American



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 8

English Learners



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Hispanic



No Performance Color

55.2% prepared

Declined 16.3% ▼

Number of Students: 29

Two or More Races



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 9

Students with Disabilities



No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 8

Socioeconomically
Disadvantaged



Green

65% prepared

Increased 6.7% ▲

Number of Students: 40

White



Green

68.8% prepared

Increased 2.1% ▲

Number of Students: 48

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

- 1 Exploration And Research Phase
- 2 Beginning Development
- 3 Initial Implementation
- 4 Full Implementation
- 5 Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

5 Full Implementation And Sustainability

History - Social Science

3 Initial Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

History - Social Science

5 Full Implementation And Sustainability

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

5 Full Implementation And Sustainability

Physical Education Model Content Standards

5 Full Implementation And Sustainability

World Language

5 Full Implementation And Sustainability

Health Education Content Standards

4 Full Implementation

Visual and Performing Arts

5 Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

5 Full Implementation And Sustainability

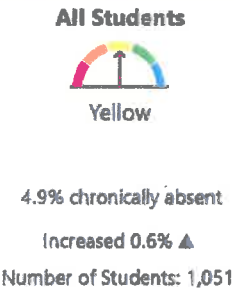
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Students with Disabilities
Hispanic
Socioeconomically Disadvantaged



Yellow

English Learners



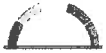
Green

White



Blue

Two or More Races



No Performance Color

American Indian
Asian
African American
Filipino
Foster Youth
Homeless
Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 29

African American



No Performance Color

0% chronically absent

Declined 3.1% ▼

Number of Students: 27

Filipino



No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

30.8% chronically absent

Increased 15.4% ▲

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



Orange

8.3% chronically absent

Increased 2.9% ▲

Number of Students: 120

Hispanic



Orange

7.8% chronically absent

Increased 2.1% ▲

Number of Students: 395

Socioeconomically Disadvantaged



Orange

8.9% chronically absent

Increased 2% ▲

Number of Students: 380

English Learners



Yellow

4.8% chronically absent

Increased 4.8% ▲

Number of Students: 42

White



Green

3.6% chronically absent

Maintained -0.2%

Number of Students: 497

Two or More Races



Blue

2.5% chronically absent

Maintained -0.1%

Number of Students: 80

Graduation Rate

Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



Blue

98% graduated

Maintained 0.1%

Number of Students: 99

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



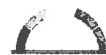
Green

No Students



Blue

Socioeconomically Disadvantaged
White



No Performance Color

African American

Asian

English Learners

Hispanic

Two or More Races

Students with Disabilities

○ ○ ○ ○ ● ○

African American

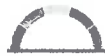


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



No Performance Color

96.6% graduated

Declined 3.5% ▼

Number of Students: 29

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities

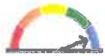


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Socioeconomically Disadvantaged



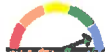
Blue

95% graduated

Declined 5% ▼

Number of Students: 40

White



Blue

97.9% graduated

Maintained 0.3%

Number of Students: 48

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The Academy for Academic Excellence (AAE) provides a broad course of study for all students to ensure student success. In meeting Priority 7, AAE assesses the extent to which all students have access to and are enrolled in a broad course of study through annual review of course offerings, class schedules, and school schedules. Course access measures include: -The number of students enrolled in a broad course of study that includes core subject areas -The number of programs and services developed and provided for unduplicated students with greater needs -The number of high school students enrolled in all required courses for admittance to a four-year college, UC or CSU school

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

For the 2018-19 school year, 100% of students at Academy for Academic Excellence had full access to a broad course of study as identified by school and class schedules. In elementary (TK-5), all seven areas identified as a broad course of studies are attended within the school day. Weekly STREAM classes covering computer science, PE, music, and space science are attended by all K-5 students during the school day. After school programs include choir, dance, strings, drama, NASA's Best, AEX (aviation), and band where all students are offered access. Enrollment is limited by size and is on a first come, first serve basis. Middle school students have access to all seven areas identified as a broad course of studies during the school day. In addition to the seven areas, middle school students have a rotating elective period four times a year with courses focusing on college and career readiness such as: computer science, science exploration, career pathways, and life skills. High school students have access to all seven areas identified as a broad course of study during the school day. Nine AP courses including AP Capstone are offered to all students. Air Force Junior ROTC is offered to all students within the school day. AFJROTC also has a seventh period for special teams. Middle and high school students are able to select from a wide range of co-curricular and extracurricular activities to include athletics, visual and performing arts, clubs and service groups.

3. Identification of any barriers preventing access to a broad course of study for all students.

No barriers exist to prevent students access to a broad course of studies in all grades, TK-12.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Regular analysis of course offerings, class schedules, and school schedules continues to inform administration of student access to a broad course of studies.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



3.5% suspended at least once

Declined 0.5% ▼

Number of Students: 1,484

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Students



Orange

Asian
Two or More Races



Yellow

English Learners
Students with Disabilities



Green

African American
Hispanic
Socioeconomically Disadvantaged
White



Blue

Filipino



No Performance Color

American Indian
Foster Youth
Homeless
Pacific Islander

American Indian

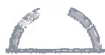


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

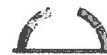


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

0% suspended at least once

Declined 11.8% ▼

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



Orange

5.6% suspended at least once

Increased 0.5% ▲

Number of Students: 54

Two or More Races



Orange

3.4% suspended at least once

Increased 0.8% ▲

Number of Students: 117

English Learners



Yellow

2.1% suspended at least once

Increased 2.1% ▲

Number of Students: 48

Students with Disabilities



Yellow

7% suspended at least once

Declined 1.5% ▼

Number of Students: 142

African American



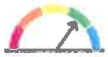
Green

4.4% suspended at least once

Declined 1.7% ▼

Number of Students: 45

Hispanic



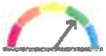
Green

3.3% suspended at least once

Declined 0.6% ▼

Number of Students: 545

Socioeconomically Disadvantaged



Green

3.9% suspended at least once

Declined 0.5% ▼

Number of Students: 535

White



Green

3.6% suspended at least once

Declined 0.4% ▼

Number of Students: 685

Filipino



Blue

0% suspended at least once

Declined 5.9% ▼

Number of Students: 32

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0/0%, 5/7%, 1/1%

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0/0%

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

-7

Additional Comments

Minor deficiencies were recorded in the most recent facility inspection and will be addressed during the school year. None of the deficiencies impede normal school function.

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The AAE actively works to build positive relationships with all members in the learning community. Based on parent perception surveys students and families feel a strong attachment to the school. This is also reflected in ADA of 96% in 2018-19.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The AAE values the importance of building partnerships for improved student outcomes.

The AAE became eligible for Title I targeted assistance in 2018-19. The 2019-20 school year has been the first year of a Title I schoolwide program. Title I funds have allowed the school to improve or increase services for foster youth, low-income youth, and English Language Learner students.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

offered to engage all members of the school community in evaluations of programs and services. Student, parent, and staff surveys are used to gather input. Parents of AAE students are invited to complete a climate survey at least every two years to provide the school with subjective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well being.

Parents are encouraged to make a difference in the governance of the school by participating in the School Site Council (SSC) and English Learner Advisory Committee (ELAC). The SSC is actively involved in developing and approving the school's Local Control and Accountability Plan (LCAP) as well as related categorical expenditures. Its members regularly evaluate data and the progress made to raise the academic achievement of all students.

Parents have access to the Lewis Center for Educational Research Board (LCER) to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at Norton Space and Language Academy (NSLA) and AAE and streamed live to the other school site, increasing accessibility and participation for all stakeholders at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews any Board presentations at a monthly Parents and Pastries meeting. These include presentations on SBA results, California School Dashboard, LCAP progress and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to AAE administration and representatives to ensure successful ongoing communication among parents, students, and the school. Parents and Pastries meetings are streamed live on the school's Facebook page allowing hundreds of parents that are unable to attend to view the recordings at their convenience.

Parents are reminded of all public school meetings through the AAE's mass messaging system, Parent Square, and Facebook posts. The AAE administration actively works to continually improve academic performance, school climate, and operations through collaboration with stakeholders. Increased frequency and opportunities to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

enjoy their school with 83% of students stating they like their school and 75% believing their length of the school day is about right. Students at AAE indicated an overwhelming feeling of connectedness to the teaching staff. 82% of students view teachers as being encouraging, providing meaningful assignments, offering assistance to struggling students, and recognizing achievement. While 74% of students believe that their school is safe and enjoyable, one glaring concern was the overall cleanliness of the campus. 64% of students believe that the campus is not being maintained well. To rectify this issue, a new facilities manager was hired at the start of the 2019-20 school year along with a groundskeeper. Several of the issues students commented on are being addressed or have already been resolved. The school is also in the process of hiring a nighttime facilities crew rather than contracting from the outside.

42% of students view harassment, intimidation, and bullying still being an issue at AAE. The school responded to this in 2018-19 with a new administrative structure, one Principal for TK-12, a Vice Principal for TK-5 and Vice Principal for 6th-12th grades to better meet the needs of students. In 2019-20, grades TK-8th are implementing research-based Social Emotional Learning programs to help students better resolve issues with peers and be proactive in dealing with everyday life issues. The school also implemented an SEL survey to be administered twice annually to students in grades 3-12, measuring the effectiveness of these programs and the emotional health of students.

Over 60% of students feel they have a voice in regards to their school. The Student Advisory Council continues in all three grade bands—high school, middle school, and elementary—meeting monthly with the current administration. Students continue to be encouraged to inform council members about concerns that can be brought to the council for discussion. Several items such as food quality and restroom cleanliness, have been improved due to this process.

Appendix E

E.1 Board Bylaws

E.2 Conflict of Interest Policy

E.3 Conflict of Interest Code

**BYLAWS OF THE
HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE"
FOUNDATION, INC.**

A California Nonprofit Public Benefit Corporation

ARTICLE I - NAME

Section 1.0 Name.

The name of this Corporation shall be the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Corporation"). Additionally, the Corporation shall do business as Lewis Center for Educational Research, Academy for Academic Excellence, Norton Science and Language Academy and Lewis Center Foundation.

ARTICLE II - OFFICES

Section 2.0 Principal Offices.

The principal office of the Corporation is at the Lewis Center for Educational Research, 17500 Mana Road, Apple Valley, CA, 92307.

Section 2.1 Change of Address.

The "Board" (as that term is defined in Section 7.0 hereof) hereby is granted full power and authority to change the location of the principal office of the Corporation. Any such change shall be noted by the Secretary in these Bylaws, but shall not be considered an amendment of these Bylaws.

Section 2.2 Other Offices.

The Board may at any time establish branch or subordinate offices at any place.

ARTICLE III - PURPOSES

Section 3.0 Purposes.

The specific purposes of the Corporation are: (i) to promote and support the educational needs of the students, teachers and community members; and (ii) to receive and utilize funds acquired through the solicitation of donations, gifts, and bequests for the purposes for which this

Corporation is formed. The mission of the Lewis Center for Educational Research is to ensure that the schools and programs operated by the Corporation prepare students for success in a global society through data-driven innovative and research-proven practices in a safe and inclusive culture. In addition, the Corporation may manage, operate, guide, direct and promote public charter schools. In the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 4.0 Construction and Definitions.

Unless the context states otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 5.0 Dedication of Assets.

This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or Corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3). That organization shall be a public education organization serving students in San Bernardino County if it qualifies as a distributee under the provision of this Article.

ARTICLE VI - MEMBERS

Section 6.0 Members Prohibited.

In accordance with the Articles of Incorporation of the Corporation and with Section 5310 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall have no members

within the meaning of Section 5065 of the California Corporations Code ("CCC"). The Board of Directors may, in its discretion, admit individuals to one or more classes of non-voting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate. The Corporation may allow members of the community to serve on its committees, but they will be considered volunteers, not members of the Corporation.

Section 6.1 Effect of Prohibition. Pursuant to Section 5310 (b) of the CCC, any action that would otherwise require approval by a majority of all members shall only require the approval of the Board.

Section 6.2 Other Persons Associated with the Corporation. The Corporation may refer to persons or entities associated with it as "members," even though those persons or entities are not voting members, but no such reference shall constitute anyone a member within the meaning of Section 5056 of the CCC. The President/Chief Executive Officer of the Corporation shall serve in an ex officio capacity and will not be a voting member of the Corporation.

ARTICLE VII - BOARD OF DIRECTORS

Section 7.0 Board of Directors.

The Board of Directors for the Lewis Center for Educational Research shall meet at a minimum on a quarterly basis to carry out the overall business oversight of the Corporation. Scheduled meeting dates may be modified or cancelled as determined by the Board.

Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or Bylaws regarding actions that require approval of the members, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board").

Section 7.1 Powers.

The Board shall perform such duties as are necessary to carry out the purposes of the Corporation as stated in the Articles of Incorporation, these Bylaws, and applicable laws and shall possess only those powers necessary and required to perform such duties.

(A) Specific Powers. The specific powers of the Board include but are not limited to the following:

- (1) Select, evaluate, and remove at the pleasure of the Board, the President/CEO and any officers and/or agents of the Corporation; prescribe any powers and duties for them that are consistent with law, with the Articles of Incorporation and with these Bylaws; and fix their compensation, if any.

- (2) Change the principal office or the principal business office in the State from one location to another; conduct business within or without the State; designate any place within or without the State for holding of any members' meeting including any annual meeting.
- (3) Borrow money and incur indebtedness for the stated purposes of the Corporation, and cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore.
- (4) Approve any MOU or Charter for any charter school the Corporation manages. In the case of a conflict between the requirements of the MOU or Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the MOU or Charter shall be deemed a violation of the MOU or Charter. In the case of such a conflict, the Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the requirements of the MOU or Charter or seek a material revision to the MOU or Charter to make the Articles, Bylaws, MOU and Charter consistent.

Section 7.2 Interested Person.

No persons serving on the Board may be interested persons as defined herein:

- (A) An interested person means either:

any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; or

any ancestor, descendant, spouse, sibling, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

- (B) The provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 7.3 Number, Responsibilities and Qualifications of Directors.

- (A) The authorized number of persons to be elected as members ("Directors") of the Board of Directors of this Corporation shall be not less than five (5) nor more than nine (9) until changed by an amendment to these Bylaws duly adopted in accordance with Article XV hereof, and no more than 4 of whom shall be a parent of students attending any charter school the Corporation manages. Collectively, the Directors shall be known as the Board of Directors ("Board").

- (B) Any Director elected to the Board must reside in San Bernardino County and have an interest in education and charter school governance. One Director position with no residence requirement shall be reserved for an individual who brings exceptional skills, background, affiliations, or expertise in an area specific to the LCER mission.
- (C) The authorizer of any charter school the Corporation may manage shall be entitled to a single representative on the Board of Directors. The authorizer or its designee, at its discretion, shall appoint the representative, but it will be within the authorizer's sole discretion whether or not to appoint such a representative at any time. Any representative appointed by the authorizer shall serve solely at the authorizer's discretion and shall have no limit on the number of consecutive or total terms he or she may serve. The representative shall serve at the pleasure of and be removed only by the action of the authorizer or designee. The representative may not serve as an officer of the Corporation.

Section 7.4 Nomination: Election and Term of Office.

- (A) Any non-interested person may be nominated to be a Director by the method of nomination authorized by the Board in Board Policy or by any other method authorized by law.
- (B) Directors shall be elected by the Board at the annual meeting.
- (C) Directors shall be elected to a three (3) year term and may serve two (2) consecutive three (3) year terms at the pleasure of the Board. A Director may be reelected after a one-year period off the Board.
- (D) A vacancy occurring in the office of Director may be filled by the Board for the balance of the unexpired term and until a successor has been qualified and elected.
- (E) Terms will be staggered at the discretion of the Board, and in compliance with the CCC, including but not limited to section 5220 (a).

Section 7.5 Resignation and Removal of Directors.

- (A) Except as provided in paragraph (C) of this Section 7.5, any Director may resign effective upon giving written notice to the Chairman of the Board, the Secretary, or the Board. The resignation shall be effective when the notice is given unless it specifies a later time for the effectiveness of such resignation. Unless such resignation specifies otherwise, its acceptance by the Corporation shall not be necessary to make it effective.
- (B) Any Directors may be removed without cause if such removal is approved by the affirmative vote of a majority of the Directors.
- (C) Except on notice to the CA Attorney General, no Director may resign if Corporation could be left without a duly elected Director or Directors.

Section 7.6 Vacancies on Board.

A vacancy or vacancies on the Board of Directors shall exist on the occurrence of the following:

- (A) The death, resignation, or removal of any Directors,
- (B) An increase in the authorized number of Directors,
- (C) The declaration by resolution of the Board of a vacancy in the office of a Director who has been appointed a conservator and/or declared of unsound mind by an order of a court, convicted of a felony, or finding by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 of the CCC or otherwise.

Section 7.7 Meetings.

Meetings of the Board shall be held at the principal office of the Corporation unless another place is stated in the notice of the meeting. Notwithstanding any other provision in these Bylaws, all meetings of the Board shall be held in compliance with the requirements of the Ralph M. Brown Act as set forth in Section 54950 of the California Government Code.

- (A) An annual meeting of the Board shall be scheduled each fiscal year. At the annual meetings, Directors and officers shall be elected and any other proper business may be transacted.
- (B) Regular meetings of the Board shall be held at such time and place specified by the Board.
- (C) A special meeting of the Board may be called by the Chairman of the Board or any other officer.
- (D) Notice of the time and place of special meetings shall be delivered by telephone or electronic communication to each Director or sent by first-class mail addressed to each Director at his or her address as it is shown upon the records of the Corporation. Notice of meetings shall be in accordance with the Brown Act.
- (E) Notwithstanding anything in this section to the contrary, the President/CEO or Chairman of the Board may call an emergency meeting of the Board, giving at least one hour notice to the media if such a meeting is, in the opinion of the President or Chairman of the Board, necessary to deal with an unforeseen emergency condition. An "emergency condition," is as defined by the Brown Act.
- (F) Directors may participate in a meeting through use of conference telephone or similar communications equipment, so long as Brown Act requirements are met.
- (G) A majority of the authorized number of Directors shall constitute a required quorum for the transaction of business, except to adjourn as hereinafter provided. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a required quorum is present shall be regarded as the act of the Board, subject to the provision

of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

- (H) A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the adjourned meeting must be given in accordance with the Brown Act.

Section 7.8 Fees and Compensation of Directors.

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 7.1(A).

Section 7.9 Required Vote of Directors.

- (A) Every act or decision done or made by a majority of the Directors present at a meeting duly held at which quorum is present is the act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.
- (B) Notwithstanding paragraph (A) of this Section 7.9, the appointment or removal of the President/CEO requires the affirmative approval of a majority of the authorized number of Directors.

ARTICLE VIII - OFFICERS

Section 8.0 Officers.

The officers of the Corporation shall be a Chairman of the Board, a Vice Chairman, a Secretary and a Treasurer, and such other officers with such titles and duties as shall be determined and deemed advisable by the Board. The same person may hold any two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as Chairman of the Board (CCC §5213).

- (A) The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board is authorized to sign all contracts, notes, conveyances, and other papers, documents, and instruments in writing in the name of the Corporation. The Chairman of the Board has the authority to suspend a Director pending further action by the Board. The Chairman of the Board shall appoint a Board member designee to be a liaison to the Human Resources Department in the area of personnel matters.

- (B) The Vice Chairman shall, in the absence of the Chairman or the inability or refusal of the Chairman to act, carry on all duties and powers required by law or conferred by these Bylaws upon the Chairman of the Board.
- (C) The Secretary shall keep or cause to be kept the minute book and/or electronic copies of the minutes of the Corporation. The Secretary shall sign in the name of the Corporation, either alone or with one or more other officers, all documents authorized or required to be signed by the Secretary
- (D) The Treasurer is the Finance Liaison to the Lewis Center Finance Department.

Section 8.1 Election of Officers.

The officers of the Corporation shall be elected from among the members of the Board at the annual meeting, and each shall serve a one (1) year term at the pleasure of the Board.

The Chairman of the Board may not serve more than two (2) consecutive terms.

Section 8.2 Removal of Officers.

- (A) Any officer elected by the Board may be removed from office at any time by the Board, with or without cause or prior notice.

Section 8.3 Resignation of Officers.

Any officer may resign at any time by giving written notice to the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 8.4 Vacancies in Office.

- (A) A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointment to such office.
- (B) The Chairman may appoint another Director to fill the vacant officer position, pending election by the Board.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 9.0 Contracts with Directors and Officers.

No Director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors whom have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless allowed under the provisions of Government Code Section 1090.

This Section does not apply to a transaction that is part of an educational or charitable program of this Corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

ARTICLE X INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 10.0 Right of Indemnity.

To the fullest extent permitted by law, this Corporation shall indemnify its Directors, officers, employees, and other persons described in Section 5238 of the CCC, including persons formerly occupying any such position, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the Corporation, by reason of the fact that the person is or was a person described in that section. "Expenses" as used in this bylaw shall have the same meaning as in Section 5238 of the CCC.

Section 10.1 Approval of Indemnity.

On written request to the Board by any person seeking indemnification under Section 5238 (b) or Section 5238 (c) of the California Corporations Code, the Board shall promptly determine under Section 5238 (e) of the California Code whether the applicable standard of conduct set forth in Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

Section 10.2 Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by the Corporation as authorized in Section 5238 of the CCC prior to the final disposition of such proceeding, upon receipt of an undertaking by or on behalf of the Director, officer, or employee to repay such amount unless it shall be determined ultimately that the Director, officer, or employee is entitled to be indemnified.

Section 10.3 Insurance.

The Corporation may purchase and maintain insurance on behalf of any Director, officer, or employee of the Corporation against any liability asserted against or incurred by the Director,

officer, or employee in such capacity or arising out of the Director's officer's, or employee's status as such, whether or not the Corporation would have the power to indemnify the Director, officer, or employee against such liability under the provisions of Section 5238 of the CCC, except as provided in subdivision (I) of Section 5238 of the CCC.

ARTICLE XI STANDING COMMITTEES

Section 11.0 Authority of Committees.

Standing Committees, not having and exercising the authority of the Board in the management of the Corporation, may be designated if approved by a majority of the Directors present at a meeting at which a quorum is present. The Board may delegate some of its rights and duties to the committees other than the right to vote on any of the following matters:

- (A) for the election of a Director, or the filling of a vacancy on the Board, or for the election of any officer; or
- (B) on the disposition of all or substantially all of the assets of the Corporation; or
- (C) on a merger; or
- (D) on a voluntary dissolution of the Corporation; or
- (E) on amendments to the Corporation's Articles of Incorporation or Bylaws.

Unless the Board passes a resolution delegating its authority on certain matters to a committee, the committee is a recommending body only.

Section 11.1 Duties of the Chairman of the Board Regarding Standing Committees.

The Chairman of the Board shall appoint the committee chairman of any committee formed pursuant to this Article XI of the Bylaws.

The Chairman of the Board shall appoint the members of any committee formed pursuant to this Article XI of the Bylaws, with the exception that he or she shall be limited to appointing only three LCER Board members (in addition to the Chairman) to serve on the Lewis Center Foundation.

The Chairman of the Board may remove any committee members and/or chairman whenever in his or her judgment such removal serves the best interest of the Corporation.

Section 11.2 Term of Office.

Each member of a committee shall continue as such until his or her successor is appointed, unless (i) the committee sooner shall have been terminated, (ii) such member sooner shall have been removed from such committee, or (iii) such member shall have ceased to be a member of the Board.

**ARTICLE XII
INSPECTION RIGHTS**

Section 12. Director's Right to Inspect.

Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 12.1 Accounting Records and Minutes.

On written demand on the Corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 12.2. Maintenance and Inspection of Articles and Bylaws.

This Corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the Articles of Incorporation and Bylaws, as amended to the current date.

**ARTICLE XIII
RECORDS AND REPORTS**

Section 13.0 Minute Book.

The Corporation shall keep or cause to be kept a minute book which shall contain:

- (A) The record of all meetings of the Board including date, place, those attending and the proceedings thereof, a copy of the notice of the meeting and when and how given, written waivers of notice of meeting, written consents to holding meeting, written approvals of minutes of meeting, and unanimous written consents to action of the Board without a meeting, and similarly as to meetings of committees of the Board established pursuant to the Bylaws and as to meetings or written consents of the incorporator or incorporators of the Corporation prior to the appointment of the initial Directors.
- (B) A copy of the Articles of Incorporation and all amendments thereof and a copy of all certificates filed with the Secretary of State.
- (C) A copy of the Bylaws as amended, duly certified by the Secretary.

Section 13.1 Annual Report.

- (A) The Board shall cause an annual report to be sent to each Director within 180 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail, of the fiscal year:
 - (1) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
 - (2) The principal changes in assets and liabilities, including trust funds.
 - (3) The revenue or receipts of the Corporation both unrestricted and restricted to particular purposes.
 - (4) The expenses or disbursements of the Corporation for both general and restricted purposes; and
 - (5) Any information required under these Bylaws.
- (B) If the income statements and balance sheets referred to in this section have not been audited, they shall be accompanied by the report of any independent accountants engaged by the Corporation or the certificate of an authorized officer of the Corporation that such financial statements were prepared without audit from the books and records of the Corporation.
- (C) This requirement of an annual report shall not apply if the Corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all Directors.

Section 13.2 Report of Transactions and Indemnifications.

As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall annually prepare and mail or deliver to each Director a statement of any transaction or indemnification of the following kind within 180 days after the end of the Corporation's fiscal year:

- (A) Any covered transaction during the previous fiscal year involving more than fifty thousand dollars (\$50,000), or which was one of a number of covered transactions in which the same "interested person" had a direct or indirect material financial interest, and which transactions in the aggregate involved more than fifty thousand dollars (\$50,000). For this purpose, an "interested person" is either of the following:
 - (1) Any Director or officer of the Corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any holder of more than ten (10) percent of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- (B) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or Director of the Corporation, unless that indemnification has already been approved by the Directors under Section 5238 of the CCC.

Section 13.3 Audit Financial Statements.

The financial books and records of the Corporation shall be audited annually, at the end of the fiscal year, by an independent auditor assigned by the Board, in connection with the rendering of the annual report required by Section 901 of this Article. The Independent Audit Report to be prepared in accordance with GAAS. In addition, the financial books and records of the Corporation shall be audited upon the resignation of the Chief Financial Officer of the Corporation and at any other time as the Board may direct.

ARTICLE XIV GENERAL PROVISIONS

Section 14.0 Checks, Drafts, Evidences of Indebtedness, and Deposits.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness, issued in the name of or payable to the Corporation, shall be signed or endorsed by such person or

persons and in such manner as, from time to time, shall be determined by resolution of the Board. All funds of the Corporation shall be deposited in a timely manner to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may direct.

Section 14.1 Contracts.

The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

Section 14.2 Representation of Shares of Other Corporations.

The President, Chairman of the Board, the Vice Chairman, or any other person authorized by resolution of the Board, is authorized to vote on behalf of the Corporation any and all shares of any Corporation or Corporations, foreign or domestic, standing in the name of the Corporation. This authority to such person to vote or represent on behalf of the Corporation any and all shares held by the Corporation in any other Corporation or Corporations may be exercised by any such person in person or by any person authorized to do so by duly executed proxy.

Section 14.3 Construction and Definitions.

Unless the context requires otherwise, the general provisions, rules of construction and definition in the CCC shall govern the construction of the Bylaws. Without limiting the generality of this provision, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both a Corporation and a natural person.

Section 14.4 Self-Dealing.

In the exercise of voting right by Directors, no Director shall vote on any issue, motion or resolution which directly or indirectly inures to his or her benefit or detriment financially. No Director of this Corporation nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are Directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless otherwise allowed under the provisions of Government Code Section 1090. In the case of a matter to be voted on, which is not a contractual arrangement with a Board member, but a Board member has a financial interest, the non-interested members of the Board may take action as long as the provisions of the Political Reform Act are followed, namely 1) the interested board member discloses the financial interest at the public meeting; 2) the interested Board member recuses him or herself from the discussion and action and leaves the room during the discussion; and 3) such disclosure and recusal is reflected in the minutes of the meeting.

Section 14.5 Gifts and Donations.

The Board may accept on behalf of the Corporation any contributions, gifts, bequests, or devises for the general purpose or for any special purpose of the Corporation that do not violate the Corporation's Articles of Incorporation.

Section 14.6 Bonding.

All employees handling funds shall be properly bonded.

**ARTICLE XV
AMENDMENTS**

Section 15.0 Amendment of Bylaws.

The amendment of Bylaws requires the approval of seventy percent (70%) vote of the Board. If any provision of these Bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote. The Corporation shall provide written notice no less than three weeks prior to consideration of any proposed revisions to these Bylaws to the authorizer of any charter school the Corporation may manage. Should the authorizer or designee consider the proposed revision(s) to be a material revision to the Charter School's governance structure or Charter, the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter.

Section 15.1 Amendment of Articles of Incorporation.

The amendment of Articles of Incorporation is provided for by California state law and requires the approval of not less than two-thirds majority of the Board and the filing of a Certificate of Amendment in the Office of the Secretary of State. The Corporation shall provide written notice no less than three weeks prior to consideration of any proposed revisions to Articles of Incorporation to the authorizer of any charter school the Corporation may manage. Should the authorizer or designee consider the proposed revision(s) to be a material revision to the Charter School's governance structure or Charter, the Corporation may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter.

CERTIFICATE OF SECRETARY

I, the undersigned, do hereby certify that:

1. I am the duly elected and acting Secretary of the High Desert "Partnership in Academic Excellence" Foundation, Inc., a California nonprofit public benefit corporation ("Corporation"); and

2. that the foregoing Bylaws to which this certificate is attached, comprising 15 pages, constitute the Bylaws of such Corporation as duly approved and adopted by the Board of Directors of this Corporation at a meeting duly held on October 15, 2018, pending approval through the process set forth in Education Code Section 47607 for material revision to the Charter.

IN WITNESS WHEREOF, I have hereunto subscribed my name this _____ day of _____, 20____.

Secretary

Lewis Center for Educational Research

BP 9270: BOARD BYLAWS CONFLICT OF INTEREST

Adopted: February 7, 2002

Revised: December 12, 2016

The Lewis Center for Educational Research Board ("Board") members and designated employees shall not engage in any employment or activity which is inconsistent with, or incompatible with the board member's duties as an officer of the school.

Political Reform Act

Public officials of the Lewis Center for Educational Research ("LCER") shall comply with the requirements of the Political Reform Act of 1974 as set forth in Government Code 81000 et seq. which is incorporated herein by reference. "Public officials" includes every member, officer, employee or consultant as defined, that makes, or is involved in making, governmental decisions.

The Board has adopted and shall maintain a Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974, Government Code section 81000 et seq. (the "Act"), which Code is attached as Appendix A and incorporated herein by reference. The Conflict of Interest Code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interests exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. The requirements of the Conflict of Interest Code have the force and effect of law. All officers and employees are directed to refer to the Lewis Center's Conflict of Interest Code for these specific requirements.

If a board member or designated employee determines that he or she has a financial interest in a decision, as described in Government Code 87103, and as set forth in the Conflict of Interest Code attached as Appendix A, the board member must refrain from making, or participate in making, any governmental decision in which he or she has the financial interest.

Financial Interest in Contracts

A board member, officer, or employee shall not make a contract in which he or she is financially interested. Any participation by a board member, officer, or employee in the process by which such a contract is developed, negotiated and executed is a violation of section 1090. A board member is conclusively presumed to have made any contract executed by the Board or an agency under its jurisdiction, even if the board member has disqualified himself or herself from any and all participation in the making of the contract. (Government Code 1090)

Non-Interests. A board member shall not be deemed to be financially interested in a contract if his/her interest is including, but not limited to, any of the following: (Government Code 1091.5)

1. That of an officer who is being reimbursed for his/her actual and necessary expenses incurred in the performance of an official duty.
2. That of a recipient of public services generally provided by the public body or board of which he/she is a member, on the same terms and conditions as if he or she were not a member of the Board.
3. That of a landlord or tenant of the contracting party if such contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial or other public school of this state or an adjoining state unless the subject matter of such contract is the property in which such officer or employee has such interest as landlord or tenant in which event his/her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Government Code 1091.
4. That of a spouse of an officer or employee of a public agency if his/her spouse's employment or office holding has existed for at least one year prior to his/her election or appointment.
5. That of a non-salaried member of a nonprofit corporation, provided that such interest is disclosed to the Board at the time of the first consideration of the contract, and provided further that such interest is noted in its official records.
6. That of a non-compensated officer of a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the Board or to which the Board has legal obligation to give particular consideration, and provided further that such interest is noted in its official records.
7. That of an attorney of the contracting party or that of an owner, officer, employee or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agency, or real estate broker if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm or real estate firm.
8. In addition, a board member or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a

procedure established by law if his/her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrowers or depositor, debtor or creditor. (Government Code 1091.5)

Remote Interests. A board member shall not be deemed to be financially interested in a contract if he or she has only a remote interest in the contract and if the remote interests is disclosed during a board meeting and noted in the official board minutes. The affected board member shall not vote or discuss the matter or attempt to influence any other board members to enter into the contract. Remote interests include the following: (Government Code 1091)

1. That of an officer or employee of a nonprofit corporation in the contracts, purchases, and sales of the corporation.
2. That of an employee or agent of a private contracting party in its contracts when (1) the private party has 10 or more other employees and (2) the official/employee has been an employee or agent of that party for at least three years.
3. That of a parent in the earnings of his or her minor child for personal services.
4. That of a landlord or tenant of a contracting party in the contracts of that party.
5. That of an attorney of a contracting party or (2) an owner officer, employee, or agent of a firm which renders or has rendered service to the contracting party in the capacity of stockbroker, insurance agent/broker, or real estate agent/broker, under specified conditions set forth in Government Code 1091(b)(6)
6. That of an official in a party that seeks to contract with the official's governmental agency when the official has been a supplier of goods or services to the contracting party for at least five years prior to the official's election or appointment to office.
7. That of an official who is a director, or holds a 10 percent interest or greater in a bank or savings and loan in the contracts of parties who are depositors or borrowers at the official's institution.
8. That of an engineer, geologist, or architect in a consulting, engineering, or architectural firm if he or she does not serve as an officer, director, or in a primary management capacity.

Gifts

Board members and any employees who manage public investments shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law and set forth in the Code attached as Appendix A. (Government Code 89503)

Designated employees shall not accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law, and set forth in the Code attached as Appendix 1, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. (Government Code 89503)

The above limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the above limitations. A gift of travel does not include travel provided by the Lewis Center for board members and designated employees or travel otherwise falling within the exceptions in Government Code 89506. (Government Code 89506)

Honoraria

Board members and any employees who manage public investments shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering. (Government Code 89501, 89502)

Designated employees shall not accept any honorarium which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, if the employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. (Government Code 89502)

The term "honorarium" does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the school for donation into the general fund without being claimed as a deduction from income for tax purposes.

Incompatible Offices

No board member shall simultaneously occupy another public office where there exists a potential conflict or overlap in the functions or responsibilities of the two offices. To determine whether there is an incompatibility of public offices, the following issues should be addressed: (1) Whether there is a potential for a significant clash of duties or loyalties between the officers; (2) whether considerations of public policy make it improper for one person to hold both offices; and (3) whether either officer exercises a supervisory, auditory, appointive, or removal power over the other.

**CONFLICT OF INTEREST CODE
OF THE
LEWIS CENTER
FOR EDUCATIONAL RESEARCH**

CONFLICT OF INTEREST CODE FOR THE LEWIS CENTER FOR EDUCATIONAL RESEARCH

(Amended September 17, 2018)

The Political Reform Act (Gov. Code § 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This incorporation page, regulation and the attached Appendix designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Lewis Center For Educational Research** (the "**Center**").

All officials and designated positions required to submit a statement of economic interests shall file their statements with the **President/CEO Executive Assistant** as the Center's Filing Officer. The **President/CEO Executive Assistant** shall make and retain a copy of all statements filed by Members of the Board of Directors and the President, and forward the originals of such statements to the Clerk of the Board of Supervisors of the County of San Bernardino. The **President/CEO Executive Assistant** shall retain the originals of the statements filed by all other officials and designated positions and make all statements available for public inspection and reproduction during regular business hours. (Gov. Code § 81008.)

APPENDIX

CONFLICT OF INTEREST CODE OF THE LEWIS CENTER FOR EDUCATIONAL RESEARCH

(Amended September 17, 2018)

PART "A"

OFFICIALS WHO MANAGE PUBLIC INVESTMENTS

Center Officials who manage public investments, as defined by 2 Cal. Code of Regs. § 18700.3, are NOT subject to the Center's Code but must file disclosure statements under Government Code Section 87200 et seq. [Regs. § 18730(b)(3)] These positions are listed here for informational purposes only.

It has been determined that the positions listed below are officials who manage public investments¹:

Members of the Board of Directors

President/CEO

Director, Financial Officer

Financial Consultants

¹ Individuals holding one of the above-listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by § 87200.

DESIGNATED POSITIONS

GOVERNED BY THE CONFLICT OF INTEREST CODE

<u>DESIGNATED POSITIONS'</u> <u>TITLE OR FUNCTION</u>	<u>DISCLOSURE CATEGORIES</u> <u>ASSIGNED</u>
ASB & School Club Accountant	5
Athletics Director	5
Director, Information Technology	5
Facilities Manager	4
General Counsel	1, 2
Principal (ALL)	5
Psychologist, Director, Special Needs	5
Consultants and New Positions ²	

² Individuals providing services as a Consultant defined in Regulation 18700.3 or in a new position created since this Code was last approved that makes or participates in making decisions shall disclose pursuant to the broadest disclosure category in this Code subject to the following limitation:

The President may determine that due to the range of duties or contractual obligations, it is more appropriate to assign a limited disclosure requirement. A clear explanation of the duties and a statement of the extent of the disclosure requirements must be in a written document. (Gov. Code Sec. 82019; FPPC Regulations 18219 and 18734.). The President's determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict of Interest Code. (Gov. Code Sec. 81008.)

PART "B"

DISCLOSURE CATEGORIES

The disclosure categories listed below identify the types of economic interests that the designated position must disclose for each disclosure category to which he or she is assigned.³ "Investment" means financial interest in any business entity (including a consulting business or other independent contracting business) and are reportable if they are either located in or doing business in the jurisdiction, are planning to do business in the jurisdiction, or have done business during the previous two years in the jurisdiction of the Center.

Category 1: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that are located in, do business in, or own real property within the jurisdiction of the Center.

Category 2: All interests in real property which is located in whole or in part within, or not more than two (2) miles outside, the jurisdiction of the Center.

Category 3: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that are engaged in land development, construction or the acquisition or sale of real property within the jurisdiction of the Center.

Category 4: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that provide services, products, materials, machinery, vehicles or equipment of a type purchased or leased by the Center.

Category 5: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, that provide services, products, materials, machinery, vehicles or equipment of a type purchased or leased by the designated position's department, unit or division.

Category 6: All investments and business positions in business entities, and sources of income, including gifts, loans and travel payments, or income from a nonprofit organization, if the source is of the type to receive grants or other monies from or through the Center or its subdivisions.

³ This Conflict of Interest Code does not require the reporting of gifts from outside this agency's jurisdiction if the source does not have some connection with or bearing upon the functions of the position. (Reg. 18730.1)

Appendix F

Parent/Student Handbook



2019-2020 Parent-Student Handbook

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General Information

Handbook Overview

The purpose of the AAE Parent-Student Handbook is to give students and their parents/guardians an understanding of school expectations and policies as well as provide pertinent information. The handbook includes detailed expectations for student attendance, behavior and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. AAE annually updates the Parent-Student Handbook for distribution to families. Amendments to the handbook by AAE may be made throughout the year.

Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

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 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 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.

Expected Schoolwide Learning Results

Students who graduate from the Academy for Academic Excellence will demonstrate courage, generosity, and honor in...

Academic Achievement

- Use acquired knowledge and skills to connect school to 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.

Analytical 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.

Effective Communication

- Articulate ideas, opinions, and information clearly.
- Use verbal, written, technical, and creative expression.
- Develop individual and collaborative working skills.

Academics

Academic Philosophy

The Academy for Academic Excellence is committed to maintaining a relevant, rigorous college-preparatory education for all students.

National Honor Societies

National Honor Society is a national organization and the local AAE Chapter has three levels: National Elementary Honor Society (NEHS) for grades 4-6, National Junior Honor Society (NJHS) for grades 7-9, and National Honor Society (NHS) for grades 10-12. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

The application process is held at the beginning of every school year. Membership at AAE is determined by self-selection in regards to the six pillars: scholarship, service, leadership, character, citizenship, and responsibility. If an applicant meets all the criteria for membership, submission of the application and payment of annual dues validates membership. Specific requirements will be included in the annual application instructions.

State Standards

AAE utilizes the adopted State Standards in all content areas. Lessons and curriculum have been aligned to meet these standards. AAE regularly reviews its adopted curriculum through a review process that includes: needs assessment, selection, adoption, implementation, monitoring and review. When deemed necessary, new curriculum purchases are included in the annual LCAP and budget to ensure adequate funding for successful implementation. AAE has adopted the Integrated Science curriculum model for high school based on the Next Generation Science Standards.

Standardized Assessments

AAE participates in the California Assessment of Student Performance and Progress (CAASPP) System. On January 1, 2014, California Education Code Section 60640 established the CAASPP System of assessments. Included within this system is the Smarter Balanced Assessment System.

The Smarter Balanced Assessment System (SBAC) utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.

The Smarter Balanced Assessment System has three components designed to support teaching and learning throughout the year: The Summative Assessments, the Interim Assessments, and the Digital Library.

In the spring of each year, students are required to participate in the SBAC Assessment program that is designed to measure their academic growth over the preceding year. The results from this test are used by the State of California to evaluate the overall effectiveness of our program.

Academic Integrity Policy

Academy for Academic Excellence values real mastery of subject content and has adopted high standards for honesty. Prohibited activities include:

- Cheating
- Plagiarism
- Forgery

Any student determined to have cheated, plagiarized, or committed forgery will be subject to consequences which may include, but are not limited to the following:

- Receive a zero grade on the assignment or test
- Receive a failing grade for the class
- Receive an opportunity to retake test or complete assignment honestly

Any student assisting in any of the above will also be subject to consequences. The instructor and administration will determine consequences based on the nature of the offense.

Cheating

Cheating on an assignment or test robs a student of any inherent value of the assignment or test. In addition, cheating may unfairly affect other students by changing a grading scale or curve. The choice to cheat on an assignment or test may reflect more serious academic issues including fear of failure, an outside of school schedule that prevents the student from completing work, and/or incorrect class placement. Whatever the cause, students who engage in cheating compromise their integrity, dignity, and self-worth.

All assignments should be considered individual unless specifically stated by the instructor as otherwise. Cheating includes:

- Exchanging assignments with other students, whether you believe the assignment will be copied or not.
Using any form of assistance during tests or quizzes without the expressed permission of the instructor.
Giving or receiving answers during tests or quizzes. It is the student's responsibility to secure his or her own paper, thereby removing the opportunity for another to copy.
- Taking credit for group work when you have not contributed an equal or appropriate share toward the end result.
Accessing a test or quiz to determine the questions prior to the administration of the test.

Plagiarism

The ability to present thoughts and ideas clearly and coherently in a written form is a cornerstone of academic success. Plagiarism prevents students from developing the skills necessary for academic competence. Additionally, it prevents the instructor from providing appropriate feedback and assessment to assist the student in correcting any deficiencies in his or her writing.

All assignments must be written in the student's own words. Quotations, thoughts and ideas taken from another's writing must be given appropriate credit in the paper.

Plagiarism includes:

- Taking someone else's assignment, or portion of an assignment, and submitting it as your own
- Submitting material written by someone else, or rephrasing the ideas or thoughts of another, without giving the author's name and/or source
- Presenting the work of someone else, including tutors, friends, parents, or siblings, as your own
- Submitting purchased papers, in whole or in part
- Submitting papers from the Internet as your own, in whole or in part
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not

Forgery

There are many times when a parent or legal guardian must sign school documents. Some documents become part of the official school record and some are returned to individual instructors. It is vital that every document possesses a valid signature. Forgery places a student in the position of having his or her integrity questioned, not just in the specific incident, but also in any situation that requires trust. Any documented incidents of forgery will be dealt with as a disciplinary issue.

AAE Grading Policies

No D Policy (Middle/High School only)

Core academic classes (English, Math, Science, Social Science) and all other courses on the AAE University of California Course Approved list will be graded on the following scale: A, B, C, & F. There will be no D grades given.

Grades Determined by Teacher

As stated in California Education Code 49066, when grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade *by the teacher*, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, *shall be final*.

Challenging a Grade

There are two conditions when a grade may be challenged:

- SBAC- We realize that there are times that students may not do well in the class but can perform well on the state assessment. If a student receives a "Proficient or Advanced" through SBAC testing, and has received an F for the corresponding course, the teacher may raise the grade to a C- at his or her discretion.
- Advanced Placement- Advanced Placement exam scores: If a 10th, 11th or 12th grade student passes an AP test with a score of 4 or 5, the student may then appeal to the

teacher of that course to raise the second semester grade of the corresponding course one letter grade. If for some reason, the teacher is no longer available to contact, the grade given is final.

Elementary Academic Guidelines

Elementary Grade Reporting

To communicate the achievement of learning targets based on adopted State Standards, AAE elementary grades TK-5, use standards-based grading and reporting. Standards are the academic skills a child should be able to demonstrate proficiency in by the end of their current school year.

For each of the three reporting periods on the report card, the student will receive a proficiency level of a 1, 2, 3, or 4 based on evidence collected over a period of time. It is expected that students progress throughout the school year to eventually score a 3 or 4 by the end of the year.

Elementary Promotion and Retention

Teachers will work closely with parents/guardians to determine the best academic placement for students. Each case will be considered individually and will take into account multiple factors to ensure the highest likelihood of future academic success.

Middle School Academic Guidelines

Middle/High School Grade Reporting

All secondary classes are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are recorded as a permanent record on the student's transcript.

For the purposes of calculating a grade point average, the following applies:

Unweighted GPA - Standard Course	Weighted GPA - Extra weight will be given to Honors, Advanced Placement, and VVC courses that are UC/CSU transferable.
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 1 point
F = 0 points	F = 0 points

MIDDLE SCHOOL COURSE REQUIREMENTS

Students must successfully complete the following requirements in order to be promoted to high school.	
Units	Subject/Course
30	English Language Arts
30	Math
30	Science
30	History
30	Physical Education
30	Electives
8th-grade students who fail two or more academic classes during the second semester will result in student ineligibility for participation in the 8th-grade end-of-year recognition ceremony.	

Middle School Promotion and Retention

The AAE feels strongly that students should take ownership of their coursework. The following will serve as the guideline for repeating courses and/or a particular middle school grade level:

- If one core academic (English, Science, History, Math) is failed in a semester of the school year, the student will not receive credit for that semester of coursework, and may be required to attend summer school.
- If two or more core classes (English, Science, History, and Math) are failed in a semester, the student may be required to repeat the school year in the grade in which the courses were failed.
- Math courses are sequential and integrated in nature. If a student fails one or two semesters of a middle school math course, they may be required to repeat that course and/or attend a support class the following year. Students may be required to give up their elective class to repeat the course. Successful completion of Math 8 is required to enroll in high school math coursework.
- Core academic classes (English, Math, Science, and History) will have a grading scale of A, B, C and F. There are no grades of D in the grading structure.

Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action.

High School Academic Guidelines

High School Graduation Requirements

Social Science	3 year-long courses World History United States History American Government - ½ year - Economics - ½ year
English	4 year-long courses Introduction to Literature World Literature American Literature British Literature
Mathematics	3 year-long courses including at least Integrated Math 1 Or Algebra 1 and Geometry
Science	3 year-long courses Integrated Science 1, 2 & 3 Or Physical Science - 1 yr Biological Science - 1yr 1 additional year of science
Language Other Than English	2 year-long courses of study in a language other than English Spanish 1 & 2
Visual or Performing Art	1 year-long course
Electives	AAE students must complete a minimum of 50 high school elective credits to graduate from high school.

Physical Education	2 years required
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***Participation in commencement exercises requires that all graduation requirements be satisfied one full day prior to the graduation ceremony.

***Seniors making up courses in summer school must be finished by August 1st of the graduating year in order to be issued a diploma.

High School Promotion and Retention

Grade level promotion is based upon successful unit completion as outlined below:

- 10th Grade = 50 units
- 11th Grade = 110 units
- 12th Grade = 170 units

In order for a student to be considered in one of the above grades, that student must have at least the number of corresponding units. For example, to be considered a 10th grade student, a student must first complete 50 units of course work.

Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action.

High School Academic Awards

Graduates of each graduating class will be honored as follows:

- Valedictorian and Salutatorian will have specially designated cords or ribbons
- Students with a cumulative weighted GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative weighted GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Principal's Honor Roll = 3.6 GPA or above
- Honor Roll = 3.3 to 3.59 GPA
- In high school, an academic letter can be earned when a student earns a Principal's Honor Roll for two consecutive semesters. A chevron will be earned for each semester they are on Principal's Honor Roll thereafter.
- A Lamp of Knowledge pin may be earned for each semester that a 4.0 GPA is achieved.

A weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the School Counselor.

Golden State Seal Merit Diploma

To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

- English Language Arts and Mathematics—students must have earned one of the following:
 - A grade of B+ (or numerical equivalent) or above in a single course (each semester) completed in grade nine, ten, or eleven
 - An achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment
- Science and History—students must have earned one of the following:
 - A grade of B+ (or numeric equivalent) or above in a single course (each semester) completed in grade nine, ten, or eleven
 - A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
- Two other subject matter areas: choose from any of the following:
 - Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
 - A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects
 - A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

Valedictorian/Salutatorian

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

- 1) Academic Rigor – the student engaged in academically challenging coursework (i.e. at least 3 Advanced Placement courses or the equivalent).
- 2) Academic GPA 9-12 (weighted). – one of the top 10 students of the class when ranked according to Academic GPA, based on the first seven semesters of high school, otherwise defined as through the first semester of the student’s senior year of high school.
- 3) School Involvement – the student has been involved in leadership capacities within the school in one of the following areas:
 - a. School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) or
 - b. Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) or
 - c. Visual and Performing Arts performance groups (two years or two different groups)
- 4) AAE Code – the student has demonstrated Courage, Generosity, and Honor
- 5) Additional consideration will be given to students who complete all high school core classes at the AAE.

Recommendations for those students being considered for valedictorian and salutatorian will be brought forward to the Academic Leadership Team as follows:

- 1) School Counselor will identify valedictorian and salutatorian candidates based on the selection criteria listed above.
- 2) Academic Team will then determine the Valedictorian(s) and Salutatorian(s) using the selection criteria listed above.
- 3) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student's senior year.
- 4) The Principal will have final say as necessary.

Course Changes

Students and their parents are encouraged to carefully select classes in the Spring for the following school year. We realize that academic plans and goals change and therefore students may need to make course adjustments. However, we also recognize the need for continuity in classroom instruction. In trying to balance the two issues, the following course change procedure will be in effect.

1. Student or parent initiated course change requests will only be considered during the first two weeks of the semester. After this time, course changes will only be made to address academic concerns.
2. Course changes will only be made for academic or medical reasons. Requests to be placed in different courses based on personal preference (i.e. being with a friend), will not be honored.
3. Classes dropped after the 4th week of the semester will result in the student receiving an F for the entire semester in that class. This does not apply to level changes initiated by AAE staff for proper academic placement.
4. In general, courses at AAE are considered to be year long in nature. As a result, approval for second semester changes will only be considered for the purpose of addressing academic or medical concerns.

Due to the infrastructure of our school as it relates to facility size and staffing plans, students will be allowed to take a core academic course (other than math or science) only one time. If a student fails to pass a core academic class necessary for graduation, he/she must pursue summer school options in order to fulfill that requirement. Please see the School Counselor for information on making up necessary courses.

Transfer Credits

The Academy for Academic Excellence is fully accredited by the Western Association of Schools and Colleges (WASC). We will gladly accept credits from any WASC accredited school with the following conditions:

1. Summer school at a local high school is for makeup of failed classes only, not for advancing in core curriculum.
2. Victor Valley College or another college is the appropriate avenue for advancing in coursework related to high school graduation. All coursework must be completed prior to the time the student would normally be scheduled for the class.
3. Any exceptions must be submitted in writing to the administration for consideration.

Concurrent Enrollment

Concurrent Enrollment is a program provided by the community college system that allows students to be concurrently enrolled in college courses while still attending high school. Concurrent Enrollment is a privilege and a wonderful opportunity provided to AAE students and must be handled responsibly. The purpose of the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for transition into the college atmosphere

Please view in the 2019-2020 High School Course Catalog for a more detailed explanation of the opportunities and responsibilities involved with the concurrent enrollment program or see a member of the AAE Student Services staff.

A-G Requirements

University of California (UC) and California State University (CSU) Entrance Requirements are as follows:

Subject Area	UC / CSU Entrance Requirements
Social Science (Area - A)	2 years required (3 years recommended) World History - 1 yr US History - 1 yr OR World History - 1 yr US History - ½ yr / American Government. - ½ yr
English (Area - B)	4 years required
Mathematics (Area - C)	3 years required (4 years recommended) College-prep mathematics that includes the topics covered in elementary and advanced algebra and 2D/3D geometry. Approved integrated math courses may be used to fulfill part or all of this requirement
Science (Area - D)	2 years required (3 years recommended) 2 years of lab science

LOTE (Area - E) Language Other Than English	2 years required (3 years recommended)
VPA (Area - F) Visual or Performing Art	1 year required VPA courses such as art, drama/theater, music, dance, or video
Electives (Area - G)	1 year required Any additional UC approved course

AAE's UC approved course list is located on the AAE website at:

<http://aae.lewiscenter.org/School/Student-Services/Counseling/UC-Approved-A-G-Courses/index.html>

College entrance requirements are available in the College Planning Guide located at:

<http://aae.lewiscenter.org/School/Student-Services/Counseling/College-Planning-Guide/index.php>

This catalog also includes grade level information, entrance exam information for the SAT/ACT, and important websites such as UC and CSU that will help in finding a college and pursuing financial aid.

Transfer Students

When a student comes in after the fourth week of a semester, it becomes increasingly difficult for a teacher to adequately assess learning. Students who transfer in after four weeks should either have a transfer grade from the previous school or be aware that makeup work will be at the discretion of the teacher. If there are no transfer grades, the possibility exists that no credit may be earned for the semester. The longer the time period in which there is no record of learning, the more likely that there would be no credit for the class.

Grad Night Requirements

In an effort to ensure greater opportunity for students to meet the Academy for Academic Excellence's high school graduation requirements, and to participate in commencement exercises, there will be an academic requirement regarding Grad Night. All students must be considered in good standing, and passing all classes necessary for graduation, in order to be eligible for participation in Grad Night. Purchased tickets will not be refunded.

Early Graduation

Under certain circumstances, a student may be eligible to graduate mid-term during senior year. Students must receive permission from the counseling office before the end of the junior year to be considered for this option. Students who graduate early are not eligible for participation in second semester sports or extracurricular activities. They will also not receive consideration for Valedictorian or Salutatorian.

ATHLETICS

Philosophy

The philosophy of the Academy for Academic Excellence Athletic Department is to pursue victory through Courage, Generosity and Honor. Our goals are to teach student athletes how to work together in knowledge and ability and to show students that physical activities are a vital part of a balanced lifestyle.

Goals

- Provide opportunities to develop proper attitudes toward winning and losing and competing along with teammates toward a common goal.
- Encourage development of character qualities, including self-control, responsibility, accountability, and learning by setting and realizing goals.
- Foster a healthy and realistic self-concept through physical activity in interscholastic sports.
- Promote school spirit and sense of pride among students.

Scholar Athlete

Playing interscholastic athletics is a privilege, and will never be given priority over academic activities. Students, therefore, are responsible for maintaining a high standard of academic performance while participating in the AAE's athletic program.

- Students will be evaluated for athletic eligibility at the conclusion of each grading period to determine if they have maintained the grade requirements.
- A student is scholastically eligible if:
 - The student is currently enrolled in at least 20 semester units of work.
 - The student is passing in the equivalent of at least 20 semester units of work at the completion of the most recent regular grading period.
 - The student is maintaining a minimum progress toward meeting the high school graduation requirements as prescribed by the governing board.
 - The student has maintained, during the previous grading period, a minimum 2.3 grade point average on a 4.0 scale in all enrolled courses.
- Student will be allowed to miss practices for academic tutoring or other mandatory appointments of an academic nature, provided such appointments are pre-arranged with coaches and/or Athletic Director.
- Students must attend their scheduled classes in order to participate in an athletic event. Special circumstances (i.e. doctor appointment, dentist appointment) will be reviewed by the athletic department in order to grant permission to play. Students who are absent for the entire day without a valid excuse will not be allowed to participate in that day's practice or game. If the coach is not aware of the unexcused absence and the student participates in that day's practice or game, the student will not be allowed to participate in the next regularly scheduled game.

Equipment/Uniforms

- All students are responsible for equipment and uniforms issued to them and must replace any equipment or uniforms damaged in a manner other than normal wear or damage caused by normal play.
- All students must turn in all school-owned equipment and uniforms before being eligible for another sport.

Participation

- Participation in the AAE's Athletic Program is defined as "being an active, eligible member of one of the many teams that are sponsored by the AAE." There are no guarantees as to actual playing time, or number of games played.
- It is expected that a student attend all practices and games. If a student attends school on a given day, he/she is expected to attend practice on that day, if one is scheduled.
- Excused absences include illness, medical or dental appointments, academic tutoring, or other valid reasons that the AAE deems "excused."
- ***Students and parents are encouraged to schedule vacations, medical appointments, etc. at times that will not conflict with the athletic schedules or classes.***
- A student must be in attendance at school for their scheduled classes or they may not participate in practice/game on that day.
- Unexcused absences, tardies and truancies will result in loss of playing time as determined by school administration and/or the coach. Recurring unexcused absences may ultimately lead to dismissal from the team.
- If a student reaches 13 or more absences during the school year, he/she may be removed from their respective team.

Athlete Dress Code On Game Days

In an effort to strengthen school spirit and increase the visibility of our student athletes on campus; the Athletic Department has decided on the following dress code. This dress code will apply to student athletes of all levels (Middle School, Junior Varsity and Varsity). Student athletes must follow this dress code on the day of scheduled home and away games, matches, and meets.

The following may be worn on game days:

- ✓ Athletic Department issued team uniform top with school approved uniform bottom.
- ✓ School issued team warm ups.
- ✓ Closed toed athletic shoes must be worn
- ✓ Blue jeans may only be worn on Fridays with Athletic Department issued team uniform top or spirit pack apparel (t-shirt or sweatshirt).

Physicals

- Every student who has a desire to try out for any sport **MUST** have a current physical on file in the Athletic Office.
- Physicals are offered by the AAE once at the beginning of the school year in August.
- Physicals stay current for a period of one (1) calendar year.

- Student must obtain a physical from his/her own physician and bring confirmation, as well as the completed sports packet, to the Athletic Office **PRIOR** to trying out for any sport.
- Sports packets are available in the Athletic Office.

Transportation

At times, the AAE will provide transportation to athletic competitions. If there are circumstances that a child has to take alternative transportation from an athletic event, other than the bus, they must fill out a form with the coach or Athletic Director.

When parents are providing transportation to events for other students, they must follow these guidelines in order to be an approved driver through Lewis Center's HR Department (M Bldg):

- Be a minimum of 25 years old
- Show proof of insurance (\$100,00/\$300,000)
- Obtain volunteer DOJ fingerprint clearance
- Provide a DMV driver record
- Not have any felony driving convictions
- Turn in an accurate and complete Off-Site Form (can be obtained from the Athletic Office) to the CDO in the Kiosk prior to leaving AAE
- Follow all applicable vehicle laws including seat belt laws

If these procedures are not followed, consequences may include forfeiting that game. It is vitally important that we protect the safety of our students.

Attendance

Attendance and Tardy Policy

Regular attendance is essential to any school. We require every parent to support the AAE by bringing his or her students on time each and every day. Students who arrive on time are better prepared to master the material provided by the instructor and consistently perform higher than those who come late or are habitually absent. In addition, consistent tardiness and absences affect our school monetarily. All schools in California are compensated based on their attendance (Actual Daily Attendance). The state does not recognize excused absences and does not compensate the school for students who do not attend, for any reason. Unfortunately, our operating costs are unaffected by attendance – it costs us the same to operate each day, regardless of the number.

Students are expected to attend all classes and be on time unless properly excused. The AAE requests that appointments be scheduled after school, if possible. If an appointment must be scheduled during school hours, please schedule it at a time where the student can still attend a portion of the day. Students with a doctor/dentist appointment need to attend school that day, before or after the appointment.

Students who are absent from school for any reasons provided in Ca. Ed. Code 482015 are not in violation of the compulsory attendance law upon verification by the school of the reason for the

absence. This regulation states a student may be excused legally from school when the absence is due to:

The State of California (46010, 46010.5, and 48205 Ed Code) has determined that excused absences are limited to the following reasons:

1. Personal illness or injury
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services rendered.
4. Attendance at funeral services for a member of the immediate family (1 day in state, 3 days out of state).
5. Jury duty in the manner provided by law.
6. Pupil is custodial parent of a child who is ill or has a medical appointment during school.
7. Exclusion for failure to present evidence of immunization (Ed. Code 48216).
8. Pupils in grades 7-12 who leave school (with prior approval of the Principal or his/her designee) to obtain confidential medical services. The pupil should return a copy of the medical professional's appointment verification form.
9. Time for a student to spend with a family member who is being deployed or returning for deployment.
10. Attendance at self/family naturalization ceremony.
11. Upon written request of the parent or guardian and approval of the Principal or his/her designee and pursuant to board policy, a student's personal justifiable absence may be excused. Reasons include, but are not limited to:
 - a. Appearance in court.
 - b. Observation of a holiday or ceremony of his/her religion.
 - c. Attendance at religious retreats not to exceed four (4) hours per semester.
 - d. Employment interview or conference. Attendance at funeral services (for other than the immediate family).

Verifying Absences

To report an absence, a parent must send a note to school, e-mail to aaeattendance@lcer.org , or call in to our absence verification phone line at (760) 946-5414 ext. 253.

- Absences should be verified within 24 hours.
- Parents/Guardians have 10 school days to verify the reason for absences to make it excused, after which it will require a doctor's note.
- Doctor appointment absences require a doctor's note for excused absence.

Absence verification needs to include:

- Full name of student
- Date(s) of absence
- Specific reason of absence
- Name and/or identity (i.e. mother or father) of person providing the information

Excessive excused absences may require a doctor's note.

Attendance concerns will be addressed by a Student Attendance Review Team (SART) prior to referral to the AAE School Board.

Truancies and Unexcused Absences

Reasons NOT acceptable for being absent from school and are considered truancies per California Education Codes 46010 & 46010.5:

1. Oversleeping/alarm clock not working
2. Repairing car or household items
3. Going to the beach, lake, river, mountains or desert, family vacations or reunions
4. Visiting friends, baby-sitting, taking care of other family members
5. Personal problems
6. Bus not available/missing bus/lack of transportation
7. College courses taken during school hours
8. DMV or Driver Training appointments
9. Going to work; including with parent or other family member
10. Any reason not covered in the excused list

Students, who are absent for any of the reasons listed above, will receive an unexcused absence.

Late Sign In/ Early Sign Out

Late Sign In

- Students arriving after the start of school must check into the attendance office in the Technology Building before proceeding to class.
- In order for a tardy to be excused, either a note from a parent/guardian must be provided or a parent/guardian must be present at sign in and state a valid excuse on the sign in sheet (see list below).
- Once signed in, the student will receive a tardy slip and may then proceed to their assigned classroom.

Acceptable excuses for late arrival:

- Illness
- Visitation to a medical office, clinic, doctor or dentist (note required from office)
- Funeral of an immediate family member
- Quarantine of the home
- All other excuses are not acceptable and will result in an unexcused tardy

At 15 tardies, all privileges to attend extra-curricular activities are suspended through the end of the semester. Activities include: Athletics, Cheerleading, ASB, Band, Choir, Senior Activities (e.g.-Grad Night), Dances (e.g.-Homecoming, Prom), Elementary After-School Electives.

Early Sign-Out

- Only authorized adults (listed on the emergency card) with photo ID can sign out a student at the attendance office.
- For student safety, students will not be released from class until the parent arrives on the school campus or has made prior arrangements with the attendance office via e-mail.

- Students who are not 18 years of age cannot sign themselves off campus without written permission from their parent/guardian. A note or email must be received from their parent with a valid phone number where they may be reached. Students may leave once parent contact has been made.
- Removal from school 30 minutes or less prior to dismissal should only occur on a rare occasion. A constant pattern of early removal will require a parent/student meeting with administration. The Administration strongly discourages the removal of any student 30 minutes or less prior to the scheduled dismissal time.

Acceptable early sign-out excuses:

- Illness when approved through the health office
 - Students are to visit the health office for evaluation when requesting to leave campus due to illness/injury.
 - Students will only receive an excused early release if sent home directly from the health office.
 - Students who leave campus through attendance without approval from the health office will have the remainder of the day's attendance be marked as unexcused.
- Visitation to a medical office, clinic, doctor or dentist (note required from office)
- Funeral of an immediate family member (documentation requested)
- Quarantine of the home
- School sponsored events
- Jury duty
- Religious event (up to 4 hours per semester)

Makeup Work

- Students are responsible for work missed while absent.
- The instructor can assist the student in obtaining a list of class assignments that need to be completed in a timely manner.
- Students who are absent should be proactive in finding out from their instructor(s) what was missed during their absences from school.
- Generally speaking, there is one day granted for each day of an excused absence in order to turn in the makeup work in a timely fashion.
- Please discuss make up work options with your instructors.

In the case of planned absences, please note the following:

- If you must pull your child from school for time periods other than the scheduled school holidays, please notify your child's teachers at least 3 days in advance to give the teachers time to put work together.
- If arrangements are made in advance to collect work to be done while the student is gone then that work is due the first day the student returns to school. Teachers may opt to not give work before the student leaves, but assign it after the student returns.
- If a student is pulled out of school for unexcused absences, after school tutoring to make up missed in-class instructions may not be available and some of those in-class assignments may carry a grade of zero.

- Students who are also out with unexcused absences on days when there is a quarter assessment or semester final may not be able to make up that assessment and their grade may be negatively impacted.

Perfect Attendance

Recognition is given to students that are present every day of an academic school trimester for at least ½ of the school day with any missed periods being excused. Three tardies in one trimester is equal to one absence and disqualifies a student from participating in our Perfect Attendance Celebration.

Student Attendance Review Team

Irregular attendance including but not limited to excessive early sign outs, tardies and/or absences are grounds for referral to the Student Attendance Review Team (SART). A maximum of twelve (12) absences per year (both excused and unexcused) are allowed. Any more than twelve (12) absences per year will be deemed excessive and grounds for Administrative Review.

Home Hospital Instruction

If a student will be absent for an extended illness of more than two weeks, the parent must contact the Attendance Clerk and see the School Counselor for a homebound hospital packet. Arrangements will be made for a home instructor. Home instructors are only assigned if the absence is two weeks or more and there is a doctor's statement describing the illness or disability as well as the anticipated duration of the illness. Home Hospital instruction is a short-term option. If the condition persists for more than one quarter, alternate solutions should be explored.

Health Services

Health Office Overview

The Lewis Center employs a full-time Credentialed, Registered Nurse to oversee the health needs of both campuses (AAE and Norton Science and Language Academy). The LCER District Nurse is assigned to AAE four days a week. In her absence or when she is serving our other campus, a Licensed Vocational Nurse or other medical trained personnel will provide services.

Both the nurse's office, located in the C building, and the elementary office have a rest area to care for students for a short period. If a student is feeling ill and cannot remain in their classrooms, students should request a pass to the "Health Office". Upon arrival, the student will be assessed and the determination will be made if the student should be sent home or not.

Students should not call their parents to pick them up without coming to the Health Office first. Please emphasize to your child that ANY INJURIES that happen on campus MUST be reported to an adult. We cannot provide first aid, call for assistance, or notify you if we are not informed or made aware of the situation.

Please contact the District Nurse at ext. 298 with any questions or concerns regarding your student's health or safety.

Fever and Sick Guidelines

Should your child exhibit signs and symptoms of illness that include any of the following: fever (>100), vomiting, diarrhea, unexplained skin rash or general malaise, please do not bring your child to school. If your child exhibits any of these symptoms at school, we will attempt to contact you to have the child picked up from school. They will not be permitted to return until they are free of fever, diarrhea, and/or vomiting for 24 hours without the need to use fever-reducing medicine.

If we are unable to make contact with the student's parents/guardians or other emergency contacts, school staff will call 911 if determined necessary. Please make sure that your emergency contacts are kept up-to-date.

Contagious Diseases

AAE staff makes every effort to ensure a healthy school environment. In the case of suspected or confirmed case of contagious disease, the school nurse and administration will work closely with the San Bernardino County Public Health Department. Together, we will monitor any outbreaks and notify parents as directed.

Injury Reporting

The school nurse is to be notified in the event of a serious injury. If the nurse is not available, staff will use school emergency guidelines and good judgement to determine appropriate steps and safeguards. If medical assistance is needed, 9-1-1 will be called. Parents/legal guardians will be notified in the event of an emergency.

Immunization Requirements

California law requires students to be up-to-date on all their necessary immunizations in order to enroll in school. Effective January 2016, (SB277) personal belief waivers are no longer accepted. Effective July 2019, CCR Title 17 Division 1 Chapter 4 goes into effect. Those changes include: A medical waiver must include medical condition requiring exemption, what immunization(s) are being exempted and whether they are permanent or temporary (temporary waiver expires after 12 months). All students entering 7th grades must show proof of a TDAP booster and 2 varicella (Previously was 1). For students who had a personal belief waiver prior to 7th grade entry, they must receive the necessary immunizations to enroll or advance to 7th grade (Tdap/TD, Polio, MMR, and Varicella). Recommended, but not required for teen years are vaccines for meningitis, and HPV series (human papilloma virus). NO SHOTS - NO SCHEDULES - NO SCHOOL For more detailed information see:

<https://www.shotsforschool.org>

Vision, Hearing, and Scoliosis Screening

AAE adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by AAE. Students are screened for vision, hearing, and scoliosis. Female students in grade seven and male students in grade eight are given scoliosis screening unless a written exclusion is provided in advance of the scheduled screening.

Emergency Cards

California Education Code 49403 requires that all parents submit an emergency card with information as to home phone, work phone, emergency contacts, etc. *It is vital that we receive this information at the start of each school year and whenever information changes.* Without an up-to-date emergency card on file, (if your student is injured or ill), we may have to call 9-1-1 for treatment at your expense. Please include at least 2-3 local numbers of persons who could care for your student if you are not available. The student emergency card is a vital piece of information in determining who to call for student pick-up; therefore, please keep it current by calling or coming into the registrar's office to make any changes.

Medications at School

School personnel will dispense medications to students only as prescribed (by a physician and authorized by the parent/guardian) during the school day in order for them to be able to attend school.

Please be aware that the above regulations must be followed if your student is to receive medications at school. Additionally, the following apply:

1. A child in elementary school must never transport medications. Parents/guardians are responsible for bringing medication to school and taking it home.
2. School personnel will give only prescribed doses at prescribed intervals. They will not cut or break medications if the pill comes in a larger dose. Please inform your pharmacist and doctor of this.
3. All medications are kept in a locked area and dispensed by trained, but unlicensed, school personnel if the nurse is not available. If this is not acceptable to you, then you or your designee may come to the school and give the medication.

Anaphylaxis Treatment Notification

California Education Code 49414 authorizes school districts to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction. SB 1266 requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis.

Diabetes

The school nurse provides an information sheet regarding Type 2 diabetes to the parent/guardian of incoming 7th grade students, pursuant to Education Code Section 49452.

Feminine Hygiene Products

AAE will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Medications

School personnel will dispense medications to students only as prescribed (by a physician and authorized by the parent/guardian) during the school day in order for them to be able to attend school without jeopardizing their health. *This includes "over the counter" medications* (Education Code 49423). Exceptions: sunscreen, lip balm, cough drops, hand lotions or body creams, non-medicated eye or contact solutions.

If you wish us to give your student any new medications and/or you request that we give necessary medication ordered previously, **you must fill out a medication form**, which can be found in the school office or now on line under the AAE/Nurse's Corner/Ready for school. **This must be done EVERY SCHOOL YEAR.**

Medical Emergencies

For serious injury or illness, school staff will call 9-1-1. In an emergency, the responsible school nurse or administrator will be notified and take charge upon arrival. The responsible school nurse, administrator, or a designated employee will notify the parent/legal guardian as soon as possible to determine the appropriate course of action. If we are unable to make contact with the student's parents/guardians or other emergency contacts, appropriate course of action may be determined by Emergency Medical Services (EMS). Please make sure that your essential emergency contacts are kept up-to-date.

For those experiencing sudden cardiac arrest, Automated External Defibrillators (AED) can be found on campus at the following locations:

- Gym (center hallway)
- Elementary North (office by door)
- Attendance Office (at counter)
- N Bldg (front entrance)
- South Elementary (computer lab by entry)

California Healthy Youth Act

AAE teaches comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education to students in grades 7-12, one time in middle school and one time in high school, pursuant to Education Code Section 51930. For more information about the California Healthy Youth Act, contact the principal.

Student Discipline

Student Expectations

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. Every student and his /her parent/legal guardian is required to sign an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

Uniform Dress Code

Research has shown that schools that have adopted a uniform policy show improved academics and fewer behavioral violations. The purpose of a uniform dress code is to ensure student safety, assist students in wearing modest clothing, and protect the academic integrity of the school.

The following styles and colors have been approved by the LCER Board of Directors:

Shirts

Colors – white, navy, black and gray (solid colors only)

Styles – polo shirts, button-down oxford style shirts. Shirts may not be a sheer material (see-through).

- All shirts must at a length that prevents underclothing or midriff from showing.
- Button shirts must be buttoned from the third top button to the waist.
- Non-uniform shirts cannot be worn over the school uniform.
- No designs, jewels, studs, etc.

Pants

Colors – khaki, navy, black (solid colors only)

Styles – pants, shorts, skorts, and skirts. Skirts must be made of a uniform fabric. Fabric types inconsistent with AAE uniform expectations would include, but not be limited to corduroy, jersey, sheer, shiny, laced or patterned fabrics.

Blue jeans are allowed on Fridays, minimum days, and designated spirit days. They are not permitted on other days, including early release Wednesdays.

- Pants must fit snugly at the waist, utilizing a belt to keep pants at waist level.
- Belts must be worn properly, tucked into belt loops and may not hang down.
- Pants shall be unaltered, hemmed at the bottom, not faded, and free of holes or decorations.
- Shorts, skirts, skorts and jumpers may be no shorter than five (5) inches above the knee.
- Leggings worn under the aforementioned styles must be of a solid uniform color for grades 6-12.
- Leggings cannot be worn separately as pants in any grade.
- Jeggings and overalls are not permitted.

TK-5 Distinctives

- Uniform style jumpers and polo dresses are allowed in khaki, navy, black and gray.
- Solid color sweatpants in navy or black are allowed.
- Tights and leggings have no color restrictions, but must be worn under approved pant styles.

AFJROTC

All AFJROTC uniforms are considered to be an AAE school uniform.

Outerwear

Jackets, coats, sweatshirts, sweaters and windbreakers (and any other items considered outerwear) shall reflect the chosen uniform colors only and cannot contain additional, non-uniform colors as accents, excluding zippers or interior linings.

Lightweight shirts such as long-sleeved T-shirts or flannel shirts are not considered outerwear. The only sports jackets permitted are those representing AAE school athletics. Trench coats are not permitted. Uniform shirts must be worn under outerwear and students are subject to verification checks.

Other Guidelines

- All shoes, including sandals, are permitted provided they have a strap on the back and shoelaces are tied securely and snugly. Open-toed shoes are not allowed in grades TK-5. Students may not wear sandals during PE/Athletic classes, or other classes that involve outdoor physical activity. Shoes may not reflect the occult or gang affiliations. Slippers and flip-flops are not permitted.
- Hair must be of a natural-born color. It may not be worn or styled in a manner that distracts from the educational process (i.e. Mohawk, fauxhawk, striped, engraved styles, or anything deemed distracting by school administration).
- Tattoos & piercings - Tattoos or drawings on the body may not be visible while on campus.
- Facial piercings are not allowed at the AAE. A small, single, clear “retainer” is permitted in the nose. Ear piercings are permitted, but gauges are not allowed.
- Other -Clothing accessories (belts, buckles, hats, beanies, scarves, ties, etc.) must reflect the chosen uniform dress code colors and be free of embellishments that are immodest, reflect gang affiliations or the occult (skulls, crossbones, knives, symbols of death, etc.). All hats must be removed indoors. Hats must be worn properly with the bill of the cap straightforward. Bandanas or sweatbands are not permitted.
- Students may wear hair bows or hair bands with no color restrictions as long as they do not detract from the learning environment. (e.g.-Mickey/Minnie ears, cat ears, unicorn horn, etc.)
- Metal chains and studs may not be worn as necklaces, on belts or as a bracelet.
- Backpacks are to be kept neat and free from excessive/distracting writing, drawings, buttons, indicative of gang affiliation or other decorations.

- Gang affiliated clothing and all professional sports clothing will not be permitted. Administration reserves the right to determine and update policy on gang affiliated clothing based on current trends.

Students attending the AAE are required to follow the dress code. Students not dressed appropriately will be required to call home to have their parents bring an appropriate change of clothes. When a change of clothes is not available, students will be offered “loaner” clothes.

Some classes/school activities may occasionally require clothing that varies from the established uniform policy. Students will be notified in advance of the day and time. The clothing worn must still be modest in nature and reflect the tone of the AAE uniform policy.

In exceptional circumstances (including, but not limited to health, safety or religious exercise), administration may waive an aspect of the AAE Uniform Dress Code as applied to a particular student. Waiver Requests must be submitted in writing and will be granted on a case-by-case basis.

Spirit Days

ASB will determine Spirit Days in advance. Guidance will be provided as to allowed and disallowed clothing styles. In general, no dress may be immodest, distracting to the educational environment, reflective of gang affiliation or the occult. At no time, are tank tops or sleeveless tops allowed.

Knightly Dress Day/Field Trips

Fridays and minimum days are designated as Knightly Dress Days. Students are encouraged to participate by wearing AAE or collegiate wear. Blue denim jeans and AAE or college t-shirts, polo shirts or sweatshirts are acceptable wear. Clothing from any school-related organization including ASB, AFJROTC, SRLA, GAVRT, school clubs, as well as the US Armed Forces and NASA, may be worn.

Knightly Dress Days are not free dress days and students must either wear Knightly Dress or the standard AAE uniform. Knightly Dress clothing must not be immodest, shall be free of holes, patches and may be no more than five (5) inches above the knee. The bottom of pants/shorts must be hemmed. Knightly Dress Day attire is considered appropriate for field trips unless a teacher or administrator directs otherwise.

Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AAE. A complete copy of AAE Student Discipline Policy is available upon request at the AAE Principal’s office. In creating this policy, AAE has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AAE is committed to annual review of policies and

procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The AAE's policy and procedures for student suspension and expulsion may be amended from time to time as needed. AAE staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include a staff member's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AAE has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

AAE will not suspend or recommend expulsion for a student unless an administrator determines the student has committed a specified act, including among other acts, disrupting school activities or otherwise willfully defying the valid authority of teachers, supervisors, administrators, school officials, or other school personnel engaged in the performance of their duties.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by

a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social networking Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social networking Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from AAE as the LCER Board of Directors’ decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AAE shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from AAE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AAE for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to

determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon AAE's capacity at the time the student seeks readmission.

Bullying

Academy for Academic Excellence recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute harassment, sexual harassment, hate violence, or creates an intimidating, threatening and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- Causing a reasonable student to experience a substantial interference with his or her academic performance
- Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AAE

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device, as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying are developed with involvement of key stakeholders, including students, parents/guardians, and staff.

Prevention

AAE will focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students will be informed of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, AAE will provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Threats or incidents may be reported confidentially and anonymously through WeTip.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

Investigation and Resolution of Complaints

Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900 may include suspension or expulsion in accordance with AAE policies and regulations.

Cell Phone and Smart Watch Policy

Pursuant to Education Code § 48901.7, AAE allows pupils to possess or use a smartphone under the following circumstances:

- (1) In the case of an emergency, or in response to a perceived threat of danger.
- (2) When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3)When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4)When the possession or use of a smartphone is required in a pupil's individualized education program.

AAE Policy:

- Devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or staff member.
- Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
- Students may use their devices on campus before school, during lunch and after school hours.
- Cell phones and smart watches will be collected prior to taking exams (CAASPP, AP exams, semester or mid-term exams, or at teacher discretion).
- The school assumes **no** responsibility if a phone or device is lost, damaged or stolen.

Consequences/Other Actions:

- The first time a phone/smart watch is used inappropriately in class, the student will be asked to put it away.
- Second offense (anytime during the year), the phone/smart watch will be taken by the teacher, the parent will be notified and the phone/smart watch returned to the parent/student at the end of the school day. Should a student refuse to give the phone/smart watch to the teacher, the teacher should contact the office and ask for school administrator or CDO.
- Third offense, phone/smart watch is taken and sent to the office with a referral. The school staff will notify parent to arrange pickup. Additional offenses may result in the loss of cell phone/smart watch privileges on campus.
- Students will be disciplined if they have inappropriate photographs, graphics, videos, text, or music on their cell phones/smart watches or have sent these to another student's cell phone/smart watch.

Violations may result in devices being confiscated and returned at the discretion of the school administrator. Any inappropriate use of picture phones/smart watches will be reported to the legal authorities. (ED Code 51512)

Campus Safety

School Safety Plan

Academy for Academic Excellence has a Comprehensive School Safety Plan, which is reviewed and updated annually. The staff at the school are familiar with the plan and trained in emergency procedures. Students participate in scheduled emergency evacuation and lockdown drills.

Please remember, do not park in the fire lane, behind other cars, or block emergency access areas. If an emergency does occur, we will use the Emergency Information Card as your instructions to us as to whom we should release your child to, whom to call, any special needs your child might have, etc. The emergency card is vitally important and should have current information at all times. Please keep your Emergency Information Cards up to date and notify us of any changes.

Campus Visitor Policy

- The AAE visitor policy has been established for visitors wishing to visit campus:
- All visitors must check in at the front kiosk. A "Visitor Pass" will be issued by the kiosk or reception. The Visitor Pass must be worn for the entire visit.
- Former AAE students must have approval from the Principal at least 24 hours in advance and must have an appointment with a specific staff member. Former student visits will be limited to 30 minutes during the school day.
- Visitor Parking – a CDO will direct all visitors to designated parking areas.
- The Principal has final discretion regarding visitors.
- Parents are always welcome at AAE. However, we ask that you make an appointment to meet with a teacher or visit a classroom with 24-48-hours notice.
- Friends and relatives are not permitted to come to school with students or staff. Under special circumstances, exceptions can be made with an administrator's authorization. This request must be made at least 24- 48 hours prior to the visit.
- Please see our office receptionist if you wish to have items (lunch, lunch money, projects, homework, etc.) delivered to your child during the school day. We will deliver these items to your child or have your child pick them up at the office at the least disruptive time for both students and staff. Balloons, flowers, gifts, etc. cannot be delivered to students until the end of the last period, due to the disruption it causes to the classroom.
- Under NO circumstances may parents enter the school grounds and confront an adult or child concerning a personal, or school problem. If you need to meet with a teacher, counselor, or administrator, please make an appointment. Disruptive visitors will be asked to leave the premises and, if necessary, be issued an ouster notice and/or law enforcement called.

Closed Campus

The Academy for Academic Excellence is a closed campus. This means that students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school, for any reason, is a violation of this closed campus policy. Any student who leaves the campus at any time during the day, without prior approval being granted from the school administration may be subject to a disciplinary consequence for closed campus violation. Students will only be released to those adults authorized on a child's emergency card.

Bicycles, Scooters, and Skateboards

All students must not ride while on campus and must have proper safety gear. California Vehicle Code Section 21212(a) requires anyone under the age of 18, who is riding a bicycle, skateboard, or scooter on any roadway, sidewalk, bike path or trail to wear a properly fitted and fastened bicycle helmet.

Students must lock their own bicycles, scooters, or skateboard to the racks with a quality lock and chain or cable. The bicycle racks are located on the left side of the Kiosk as you enter the school from Mana Road. Students may not ride on school grounds at any time.

Additional Information

Photo Release/Yearbook

Upon enrollment, parents/legal guardians have the opportunity to indicate that they do not want photos of their student taken or released. If you indicated that, please be advised that this does not apply to the school yearbook. If you choose to not have your son/daughter's picture in the yearbook, please submit that request in writing to administration so that it will be forwarded to the respective yearbook advisor.

Personal Property

Students who bring personal property onto campus do so at their own risk. AAE will not be held liable for lost, damaged or stolen items.

Computer Use

In order to facilitate academic research endeavors, the Lewis Center for Educational Research provides restricted internet access. While the benefits gained from this service are clearly enormous, there is the potential for abuse. In order to continue this service, we ask that all students, staff, and visitors sign a "Internet User Policy" wherein they agree to access only academically appropriate programs, material, and content. Failure to abide by this agreement may lead to disciplinary action.

Lost and Found

The Lost and Found for TK-2 is located in the Elementary Courtyard and 3rd-5th is located in the Ball Closet. The Lost and Found for Middle School and High School is located in Building C. All lost and found items will be donated to a local charity on last day of school before each break. Please retrieve any lost items before then.

Volunteer Drivers

At times, the school depends on parents to transport students. The following procedures must be in place before you drive students.

Volunteer drivers who are transporting students in their private vehicle are required to:

- Be a minimum of 25 years old
- Obtain volunteer DOJ fingerprint clearance
- Provide proof of minimum liability coverage of \$100,000/300,000. Proof of insurance must be updated every 6 months.
- Not have any felony driving convictions.
- Turn in an accurate and complete Off-Site Form to the CDO in the Kiosk prior to leaving the AAE.
- Provide a DMV driver record.
- Attend a Volunteer Workshop

This policy does not apply when transporting your children only.

To register as an AAE Volunteer Driver contact Human Resources in Bldg. M to:

1. Submit a copy of your current California Driver's License.
2. Submit completed Volunteer Driver Acknowledgement form.
3. Submit proof of the required liability insurance
4. Obtain volunteer fingerprint clearance.
5. Submit a DMV driver record.

Student Drivers

The AAE allows students who have their California Drivers License to drive to and from the campus. These students must first apply for a driving permit in the MS/HS office. The application includes a letter on file from their parent or guardian allowing the student to drive to and from school, a current copy of the student's driver's license, vehicle registration and auto insurance. Once all paperwork has been submitted correctly, the student driver may park in designated student parking areas.

While on campus, all drivers must obey all driving rules. This includes a 5-mph speed limit, following the direction of the arrows, and dropping students off in the designated area, not in the parking lot or on Mana Road.

Students cannot transport other students off-campus without prior approval from Administration. The Kiosk needs a written note from each parent of both drivers & passengers; including students that are 18 years old.

Students are encouraged to park on campus rather than on surrounding streets.

Athletes may not transport other athletes to games, except siblings.

Administration reserves the right to suspend driving privileges on campus for any violation.

ExtraCurricular Activities

Academy for Academic Excellence (AAE) provides many learning opportunities outside of the

classroom. These extra-curricular activities are overseen by AAE personnel and allow the student to grow in areas besides academics. Currently, extra-curricular activities include: Student clubs, Athletics, and ASB.

Clubs

High School clubs must be student initiated and have a faculty advisor. They must also comply with the school's Code, write a constitution, elect officers, and be constructive to the mission of the AAE. For more information, contact the ASB advisor.

Associated Student Body

The Middle School and High School Associated Student Body (ASB) raises funds to sponsor most of the school's social events. Officers and representatives are elected each spring by their peers, and are required to attend mandatory orientation meetings and must maintain a C or better in each of their classes. For more information, contact the ASB advisor.

Elementary Student Council

The Elementary Student Council (3rd-5th) focuses on three areas at the elementary campus. Those areas are: 1) school improvement, 2) community service, and 3) good citizenship and school spirit. Membership includes representation from each classroom, one alternate, and the executive officers. Executive officers are President, Vice President, Secretary, and Treasurer. Officers shall serve for one year. Elections are conducted during the first month of school each year by secret ballot.

Uniform Complaint Procedures (UCP)

The Lewis Center for Educational Research ("LCER") annually notifies our students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The LCER is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

The programs and activities subject to the UCP in which the LCER implements are:

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court
- Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our Chief Executive officer or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a LCER school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a LCER school, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Chief Executive Officer or designee
17500 Mana Road, Apple Valley, CA 92307
(760) 946-5414 extension 243
llamb@lcer.org

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

ACADEMY FOR ACADEMIC EXCELLENCE 2019-2020 SCHOOL YEAR

AAE STUDENT CALENDAR

180 School Days

Grading Periods 6-12

August 5-September 27 1st quarter
August 5-December 19 1st semester
January 13-March 20 3rd quarter
January 13-June 11 2nd semester

Grading Periods TK - 5

August 5-November 8 1st Trimester
November 12-February 28 2nd Trimester
March 2-June 11 3rd Trimester

Ceremonies

Kindergarten Recognition June 9
5th Grade Recognition June 10
8th Grade Recognition June 11
HS Graduation June 12

 No School  Holiday  Teacher In-Service, No Sch  Early Release

 Min Days  Elem Min Days

Gr 6-12 ~ 1st Semester Finals, December 18-19

2nd Semester Finals, June 9-10

Elementary Parent Conference November 12-15

July-19

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days (0)

August-19

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days (20)

September-19

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

School Days (19)

October-19

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

School Days (14)

November-19

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (17)

December-19

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (14)
84 Day Semester

January-20

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days (14)

February-20

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

School Days (19)

March-20

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (15)

April-20

	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

School Days (19)

May-20

M	T	W		
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (20)

June-20

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

School Days (9)
96 Day Semester

Academy for Academic Excellence
6th – 12th Bell Schedule 2019-2020
Early Release Every Wednesday

Monday		Tuesday		Wednesday		Thursday		Friday	
1	7:30 – 8:24 54min	1	7:30 – 8:24 54min	1	7:30 – 8:14 44 min	1	7:30 – 9:22 112 min	2	7:30 – 9:22 112 min
2	8:29 – 9:22 53min	2	8:29 – 9:22 53min	2	8:19 – 9:02 43 min				
3	9:27 – 10:20 53min	3	9:27 – 10:20 53min	3	9:07 – 9:50 43 min	3	9:27 – 11:18 111 min	4	9:27 – 11:18 111 min
4	10:25 – 11:18 53min	4	10:25 – 11:18 53min	4	9:55 – 10:38 43min				
HS HR MS Lunch	11:23 – 11:53 30min	HS HR MS Lunch	11:23 – 11:53 30min	HS HR MS Lunch	10:43 – 11:13 30min	HS HR MS Lunch	11:23 – 11:53 30min	HS HR MS Lunch	11:23 – 11:53 30min
MS HR HS Lunch	11:58 – 12:28 30min	MS HR HS Lunch	11:58 – 12:28 30min	MS HR HS Lunch	11:18 – 11:48 30min	MS HR HS Lunch	11:58 – 12:28 30min	MS HR HS Lunch	11:58 – 12:28 30min
5	12:33 – 1:26 53min	5	12:33 – 1:26 53min	5	11:53 – 12:36 43min	5	12:33 – 2:24 111 min	6	12:33 – 2:24 111 min
6	1:31 – 2:24 53min	6	1:31 – 2:24 53min	6	12:41 – 1:24 43min				

Minimum Day Schedule

Period	Time
1	7:30 – 8:05
2	8:10 – 8:45
3	8:50 – 9:25
4	9:30 – 10:05
5	10:10 – 10:45
6	10:50 – 11:30
Lunch	11:35 – 12:05

Academy for Academic Excellence
TK-2 Elementary Bell Schedule
2019 -2020

Regular Day

8:05 AM TK-5 Start Time
8:55-9:10 TK Recess
9:15 - 9:30 1st Grade Recess
9:35 - 9:50 2nd Grade Recess
10:15 - 10:30 K Recess
10:15-10:45 TK Lunch
10:30 – 10:55 K Lunch
10:25 - 10:40 1st Grade Recess
10:40 - 11:05 1st Grade Lunch
10:45- 11:10 2nd Grade Lunch
11:10 - 11:25 2nd Grade Recess
12:20 PM TK Dismissal
12:20 - 12:40 K.Recess
12:45 - 1:10 1st Grade Recess
1:15 - 1:40 2nd Grade Recess
1:45 - 2:05 TK and K Recess
2:50 PM TK-5 Dismissal
2:50 - 5:45 PM ASAP Program

Early Release - Wednesday

8:05 AM TK-5 Start Time
8:55 - 9:10 TK Recess
9:50 - 10:10 1st Grade Recess
10:15 – 10:45 TK Lunch
10:10 - 10:35 1st and 2nd Grade Lunch
10:30 - 10:50 K Snack
10:35 - 11:00 2nd Grade Recess
11:30 - 11:55 TK Recess
11:55 - 12:15 K Lunch
12:15 - 12:40 K Recess
12:20 TK Dismissal
12:45 - 1:00 2nd Grade Recess
1:50 PM K-5 Dismissal
1:50 - 5:45 PM ASAP Program

Minimum Day

8:05 AM TK-5 Start Time
8:55 -9:10 TK Recess
9:25 - 9:45 1st Grade Recess
9:50 – 10:10 2nd Grade Recess
10:10 - 10:35 K-2 Lunch
10:15-10:45 TK Lunch
10:35 - 10:55 K Recess
11:50 PM TK-5 Dismissal
11:50 - 5:45 ASAP Program

5/13/19

Academy for Academic Excellence
3-5 Elementary Bell Schedule
2019 -2020

Regular Day

8:05 AM TK-5 Start Time

9:40 - 10:05 3rd Grade Recess

10:10 - 10:35 5th Grade Recess

10:40 - 11:05 4th Grade Recess

12:10 - 12:30 3rd Grade Lunch Recess

12:15 - 12:35 4th Grade Lunch Recess

12:30 - 1:00 3rd Grade Lunch

12:35 - 1:05 4th Grade Lunch

1:10 - 1:30 5th Grade Lunch Recess

1:50 - 2:00 4th Grade Break

2:05 - 2:15 3rd Grade Break

2:50 PM K-5 End Time

Early Release - Wednesday

8:05 AM TK-5 Start Time

9:40 - 10:05 3rd Grade Recess

10:10 - 10:35 5th Grade Recess

10:40 - 11:05 4th Grade Recess

12:10 - 12:30 3rd Grade Lunch Recess

12:15 - 12:35 4th Grade Lunch Recess

12:30 - 1:00 3rd Grade Lunch

12:35 - 1:05 4th Grade Lunch

12:40 - 1:10 5th Grade Lunch

1:10 - 1:30 5th Grade Lunch Recess

1:50 PM K-5 End Time

Minimum Day

8:05 AM TK-5 Start Time

10:25 - 10:45 3rd and 4th Grade Recess

10:45 - 11:10 3-5 Lunch

11:10 - 11:30 5th Grade Recess

11:50 PM TK-5 End Time

2:50 - 5:45 PM ASAP Program

1:50 - 5:45 PM ASAP Program

11:50 - 5:45 ASAP Program

5/21/19

**Academy for Academic Excellence
2019-2020 School Year
MS/HS Grading Periods – Staff Reference**

Title	Grading Period Ends	Due in Illuminate	Grades Mailed
1 st Academic Warning	August 30 th	September 3 rd	September 6 th
1 st Quarter	September 27 th	Friday October 11 th	October 18 th
2 nd Academic Warning	November 15 th	November 18 th	November 22 th
1 st Semester	December 19 th	December 20 th	December 27 th
3 rd Academic Warning	February 14 th	February 18 th	February 21 st
3 rd Quarter	March 20 th	Friday April 3 rd	April 10 th
4 th Academic Warning	May 1 st	May 4 th	May 8 th
2 nd Semester		June 4 th	June 7 th seniors only
	June 11 th	June 12 th	June 17 th all other grades

Note:

- Academic Warning grades are reported only if a student has a C-, D or F at the time of the Academic Warning period. If no grade is posted, the assumption is that the grade is a C or better.
- Quarter and Semester grades are to be reported completely on the 'A-F' scale.
- Semester grades are the permanent record. Academic warnings and quarter grades are progress grades leading up to the final semester grade.
- Each semester is a separate and distinct grading period that starts clean at the beginning. There is no year-end grade given.
- MS/HS Core Academic classes will not use the letter grade of D. Grades will be on an A, B, C and F scale
- Incomplete Grades: If a Grade Change Form is not submitted for an "Incomplete" grade for first semester, by the end of the second week of second semester, (or, two weeks following semester two), the incomplete grade will become a failing grade.

Grading Periods – Elementary 1st through 5th Grades Staff Reference

1 st Trimester	November 8 th	November 8 th	Nov 12-15th conf purposes
2 nd Trimester	February 28 th	March 2 nd	March 4 th
3 rd Trimester	June 11 th	June 12 th	June 17 th

Appendix G

G.1 Uniform Complaint Procedure

G.2 Charter School Complaint Form

Uniform Complaint Procedures (UCP)

Lewis Center for Educational Research

Complainant Information:

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

You are filing this complaint on behalf of: _____

☐ yourself ☐ your child/student ☐ another student ☐ a group

Site Information of Alleged Violation:

School Name: _____

Principal or Manager Name: _____

asis of Complaint:

For complaints alleging unlawful discrimination, harassment, intimidation and bullying, please check the following box(s):

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Race | <input type="checkbox"/> Sex (Title IX) |
| <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Nationality, national origin | <input type="checkbox"/> Sexual Harassment (Title IX) |
| <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Color | <input type="checkbox"/> Based on Association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Gender, gender expression or gender identity | <input type="checkbox"/> genetic information | |

For allegation(s) of noncompliance of a particular program or activity, please check the following box(s), if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> LCAP/LCFF | <input type="checkbox"/> Lactating Pupil |
| <input type="checkbox"/> Other _____ | | |

Details of Complaint:

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

1. Please describe the incident(s) that led you to this complaint, including the events or actions, in as much detail as possible. Be sure to list the individuals and their connection to the incident(s), any witnesses, description of the location where the incident(s) occurred, and dates/times when the incident(s) occurred.

2. What steps, if any, have you taken to resolve this issue before filing a complaint?

3. What resolution are you looking for?

4. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

The foregoing statements are true to the best of my knowledge. I request the Lewis Center for Educational Research to look into the matter to resolve the issue(s) identified.

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Lewis Center for Educational Research
Attention: Lisa Lamb, Chief Executive Officer
17500 Mana Road
Apple Valley, CA 92307

Uniform Complaint Procedures (UCP)

Annual Notice

Lewis Center for Educational Research

2019—2020 Annual Update

The *Lewis Center for Educational Research* ("LCER") annually notifies our students, employees, parents or guardians of its students, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The LCER is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

The programs and activities subject to the UCP in which the LCER implements are:

- Accommodations for Pregnant and Parenting Pupils
- After School Education and Safety
- Compensatory Education
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Pupil fees complaint may be filed with the principal of a school or our Chief Executive officer or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a LCER school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a LCER school, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Chief Executive Officer or designee

17500 Mana Road, Apple Valley, CA 92307
(760) 946-5414 extension 243

llamb@lcer.org

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

Aviso anual sobre los Procedimientos Uniformes para Quejas 2019 – 2020

Lewis Center for Educational Research

The Lewis Center for Educational Research (“LCER”) notifica anualmente a sus estudiantes, empleados, padres o tutores de sus estudiantes, comités asesores de las escuelas, funcionarios de escuelas privadas pertinentes y otras partes interesadas de los Procedimientos Uniformes para Quejas (Uniform Complaint Procedures, UCP).

The LCER tiene la responsabilidad principal de acatar las leyes y normas estatales y federales, incluyendo las relacionadas con la discriminación, acoso, intimidación y hostigamiento en contra de cualquier grupo protegido, así como todos los programas y actividades que están sujetos a los UCP.

Los programas y actividades que están sujetos a los UCP

- Adaptaciones para alumnas embarazadas y alumnas(os) que son madres o padres
- Educación y seguridad extraescolares
- Educación compensatoria
- Cursos sin contenido educativo

Educación de alumnos bajo cuidado adoptivo temporal, alumnos sin hogar, alumnos que estuvieron en escuelas de un tribunal juvenil y que actualmente están inscritos en un distrito escolar y alumnos de familias militares

- Ley Cada Estudiante Triunfa
- Planes de Rendición de Cuentas de Control Local (LCAP)
- Educación para inmigrantes
- Minutos de enseñanza de educación física
- Cuotas de estudiantes
- Adaptaciones razonables para alumnas lactantes
- Centros y programas ocupacionales regionales
- Planes escolares para el logro de los estudiantes
- Planes de seguridad escolar
- Consejos escolares

Cuotas de Estudiantes

Las cuotas de estudiantes incluyen, pero no se limitan, a las siguientes:

Cuotas que se cobran a los estudiantes como condición para inscribirse en la escuela o en clases, o como condición para su participación en una clase o actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria o es para obtener créditos académicos.

Depósitos de garantía u otro tipo de pago que el estudiante está obligado a hacer para obtener un candado, casillero, libro, aparato para clases, instrumento musical, ropa u otros materiales o equipos.

Compras que el estudiante está obligado a hacer para obtener materiales, suministros, ropa o equipo asociado con una actividad educativa.

Las quejas relacionadas con las cuotas de estudiantes pueden presentarse ante el director de una escuela o nuestro director ejecutivo o su designado. Las quejas relacionadas con las cuotas de estudiantes o un LCAP pueden presentarse de manera anónima si el denunciante proporciona pruebas o información que sustenten la queja.

Los alumnos inscritos en una escuela pública no estarán obligados a pagar cuotas de estudiantes para participar en una actividad educativa.

Las quejas relacionadas con las cuotas de estudiantes no se deberán presentar más de un año después de la fecha en que ocurrió la supuesta violación.

Información Adicional

Colocaremos un anuncio estandarizado que contenga los derechos educativos de los alumnos bajo cuidado adoptivo temporal, alumnos sin hogar y alumnos que estuvieron en escuelas de un tribunal juvenil y que actualmente están inscritos en un distrito escolar, como lo especifican las secciones 48853, 48853.5, 49069.5, 51225.1 y 51225.2 del Código de Educación (Education Code, EC). Este anuncio deberá incluir información acerca del proceso de quejas, según corresponda.

Información de Contacto

El miembro del personal, puesto o unidad encargado de recibir las quejas relacionadas con los UCP en nuestra agencia es:

Director Ejecutivo o designado

17500 Mana Road, Apple Valley, CA 92307
(760) 946-5414 extension 243

llamb@lcer.org

Las quejas se investigarán y se enviará un informe por escrito al denunciante dentro de un plazo de sesenta (60) días a partir de la fecha en que se recibió la queja. Este plazo se podría ampliar por acuerdo escrito del denunciante. La persona encargada de la investigación de la queja realizará y completará la investigación de conformidad con nuestras políticas y procedimientos para los UCP.

El denunciante tiene derecho a apelar nuestra decisión acerca de las quejas concernientes a actividades y programas específicos sujetos a los UCP, cuotas de estudiantes y el LCAP ante el Departamento de Educación de California (California Department of Education, CDE) presentando una apelación por escrito dentro de un plazo de 15 días a partir de la fecha de recepción de nuestra decisión. La apelación debe incluir una copia de la queja presentada originalmente y una copia de nuestra decisión.

Se informa al denunciante que existen recursos de derecho civil, incluyendo, entre otros, órdenes judiciales y órdenes de protección u otros recursos u órdenes que podrían estar disponibles bajo las leyes estatales y federales contra la discriminación, acoso, intimidación y hostigamiento, si responde.

Copias de nuestro proceso para los Procedimientos Uniformes para Quejas están disponibles sin cargo alguno.



CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

Uniform Complaint Procedures Pamphlet

California Department of Education

March 21, 2019

Authorized by: California Code of Regulations, Title 5 sections 4600-4687

What is a UCP complaint?

A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual, public agency, or organization alleging a violation of federal or state laws governing certain educational programs.

What agencies are subject to the UCP?

The UCP covers alleged violations by local educational agencies (LEAs) (school districts, county offices of education, and charter schools) and local public or private agencies which receive direct or indirect funding from the State to provide any school programs, activities, or related services.

What educational programs and services are covered by the UCP?

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and Pupils from Military Families
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil

- Regional Occupational Centers and Programs
- School Safety Plans
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Tobacco-Use Prevention Education

What issues are not covered by the UCP?

Not all complaints fall under the scope of the UCP. Many concerns are the responsibility of the LEA, including classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, student advancement and retention, student discipline, student records, the Bagley-Keene Open Meeting Act, the Brown Act, and other general education requirements. The LEA, however, may use its local complaint procedures to address complaints not covered by the UCP.

In addition, the following complaints are referred to other agencies for resolution and not subject to the UCP:

- Allegations of child abuse are referred to County Departments of Social Services, Protective Services Divisions, or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program are referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment complaints are sent to the California Department of Fair Employment and Housing.
- Allegations of fraud are referred to the responsible Division Director at the California Department of Education (CDE).

How do I file a UCP complaint and how is it processed?

The LEA's UCP complaint policies and procedures provide the information needed to file a local complaint. Each LEA must annually notify its students, employees, parents/guardians, school and district advisory committees, appropriate private school officials and other interested parties of the LEA's UCP complaint policies and procedures, and the opportunity to appeal the LEA's Decision to the CDE. LEAs must provide their complaint policies and procedures free of charge.

What are the responsibilities of the complainant?

- Receives and reviews the UCP complaint policies and procedures from the LEA.
- Files a written complaint by following the steps described in the LEA's UCP complaint procedures.

- Cooperates in the investigation and provides the LEA investigator with information and other evidence related to the allegations in the complaint.
- May file a written appeal to the CDE within 15 calendar days of receiving the LEA's decision if he or she believes the LEA's decision is incorrect.
- Must specify the basis for the appeal and whether the LEA's facts are incorrect and/or the law is misapplied. The appeal packet must contain a copy of the original complaint to the LEA and a copy of the LEA's decision.
- Where applicable, within 35 calendar days of receiving the CDE's decision or report, may submit a request for reconsideration by the Superintendent of Public Instruction at the CDE. The CDE's decision or report will notify the complainant if there is a right to request reconsideration. The request for reconsideration must designate the finding(s), conclusion(s), or corrective action(s) in the CDE's decision or report for which reconsideration is requested, and the specific basis for requesting reconsideration. The request must also state whether the findings of fact are incorrect and/or the law is misapplied.

What are the responsibilities of the LEA?

- Ensures compliance with applicable federal and state laws and regulations.
- Adopts UCP complaint policies and procedures consistent with the California Code of Regulations, Title 5 Sections 4600–4687.
- Designates a staff member to be responsible for receiving, investigating and resolving complaints and makes sure the staff member is knowledgeable about the laws/programs he or she is assigned.
- Must give the filing party an opportunity to present information and/or evidence relevant to the complaint.
- Protects complainants from retaliation.
- Resolves the complaint and completes a written report within 60 calendar days of receipt of the complaint unless extended by written agreement of the complainant.
- Must advise the complainant of the right to appeal the LEA's decision to the CDE within 15 calendar days of receiving the decision.

What are the responsibilities of the CDE?

The UCP authorizes the CDE to process appeals of the LEA's decision on UCP complaints; or, in certain specified situations, to intervene directly and investigate the allegations in the complaint. The CDE:

- Reviews, monitors and provides technical assistance to all LEAs regarding the adoption of UCP complaint policies and procedures by the LEA's governing board.
- Refers a complaint to the LEA for resolution when appropriate.
- Considers a variety of alternatives to resolve a complaint or appeal when:
 - The complainant alleges and the CDE verifies that, through no fault of the complainant, the LEA fails to act within 60 calendar days of receiving the complaint.
 - The complainant appeals an LEA decision if he or she believes the decision is factually and/or legally incorrect.
 - When requested by the complainant, the CDE determines when direct intervention is applicable.
- Requires corrective action by the LEA if noncompliance issues are identified during the investigation.
- Provides monitoring and technical assistance to LEAs to ensure resolution of findings of noncompliance.
- Where applicable, notifies the parties of the right to request reconsideration of the CDE's decision/report by the Superintendent of Public Instruction at the CDE within 35 calendar days of the receipt of the decision/report.
- For those programs governed by part 76 of Title 34 of the *Code of Federal Regulations*, notifies the parties of the right to appeal to the United States Secretary of Education.

Williams Complaints

A Williams complaint concerns instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment. They may be filed anonymously. LEAs must have a complaint form available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. Under applicable regulations, a notice must be posted in each classroom in each school notifying parents and guardians of the matters subject to a Williams complaint and where to obtain a form to file a complaint.

A Williams complaint must be resolved by the school principal or by the district superintendent or his or her designee. A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the board. Except for complaints involving a

condition of a facility that poses an emergency or urgent threat, there is no right of appeal to the CDE.

In the case of complaints concerning a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution has the right to file an appeal to the Superintendent of Public Instruction at the CDE within 15 calendar days of receiving the LEA's decision.

For further information on Williams complaints please go to the CDE Web site and search for Williams Facilities Complaints and Appeals.

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

A complaint regarding State Preschool Health and Safety issues incorporate emergency and/or urgent facilities conditions that pose a threat to the health and safety of students. They may be filed anonymously. LEAs must have a complaint form available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. Under applicable regulations, a notice must be posted in each state preschool classroom notifying parents and guardians of the matters subject to these complaints and where to obtain a form to file a complaint.

A state preschool health and safety complaint must be resolved by the school principal or by the district superintendent or his or her designee. A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the board. A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of the district superintendent has the right to file an appeal to the Superintendent of Public Instruction.

For further information please go to the CDE Web site and search for **State Preschool Health and Safety Issues in LEAs Exempt from Licensing** Complaints and Appeals.

Additional Information

For additional information, contact the appropriate office listed, or visit the UCP Web page at <http://www.cde.ca.gov/re/cp/uc>.

Contacts for Programs and Services Covered Under the UCP

Adult Education, Adult Education Office; 916-322-2175

After School Education and Safety, After School Division; 916-319-0923

Agricultural Career Technical Education, Career & College Transition Division; 916-319-0887

American Indian Education Centers and Early Childhood Education Program Assessments, Coordinated Student Support Division; 916-319-0506

Career Technical and Technical Education; Career Technical; Technical Training; and Career Technical Education and Regional Occupational Centers and Programs, Career Tech Ed (CTE) Leadership and Instructional Support Office; 916-322-5050

Child Care and Development (including State Preschool), Early Education and Support Division; 916-322-6233

Course Periods without Educational Content, Categorical Programs Complaints Management (CPCM) Office; 916-319-0929

Discrimination, Harassment, Intimidation, Bullying, Student Lactation Accommodations, and LGBTQ Resources, Education Equity UCP Appeals Office; 916-319-8239

Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and Pupils from Military Families, Coordinated School Health and Safety Office; 916-319-0914

Every Student Succeeds Act / No Child Left Behind including bilingual education, compensatory education, consolidated categorical aid, economic impact aid, English learner programs, migrant education, school safety plans, Categorical Programs Complaints Management (CPCM) Office; 916-319-0929

Local Control Accountability Plans (LCAPs): Content or Procedures, Local Agency Systems Support Office; 916-319-0809; **Fiscal, including the California Peer Assistance and Review Programs for Teachers**, School Fiscal Services Division; 916-322-3024

Physical Education: Instructional Minutes, Science, Technology, Engineering, and Mathematics (STEM) Office; 916-323-5847

Pupil Fees, Categorical Programs Complaints Management (CPCM) Office; 916-319-0929

School Facilities (for Williams Complaints), School Facility Planning Division; 916-322-2470

Revised March 2019

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State Preschool Health and Safety Issues, Early Education and Support Division;
916-322-6233

Tobacco-Use Prevention Education, Coordinated School Health & Safety Office; 916-
319-0914

Charter School Complaint Notice

California Education Code Requirements

California Education Code (ED) Section 47605(d)(4)

(https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Apple Valley Unified School District

12555 Navajo Rd

Apple Valley, Ca 92307

(760) 247-8001 ext. 20012

laura_nunes@avusd.org

Charter School Complaint Form

Name: _____ Email Address: _____

Mailing Address: _____

Date of Problem: _____ Phone Number: _____

Charter School (include address):

California Education Code (EC) Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- ☐ Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- ☐ Records were requested to be submitted to the charter school before enrollment.
- ☐ Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

Appendix H

H.1 Strategic Plan

H.2 Fiscal Plan

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN
July 1, 2019 – June 30, 2024

The plan for our future

Adopted October 14, 2019

**Lewis Center for Educational Research
STRATEGIC PLAN**

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Lewis Center for Educational Research
STRATEGIC PLAN
The plan for our future

Our Plan

Our plan charts a course that is bold yet attainable. Our vision calls for the Lewis Center and its schools to be nationally recognized as successful role models for others wishing to provide relevant education and unlimited opportunity to those they serve – as we do. The plan lays out how we, an operator of two uniquely different charter schools serving two distinctly different demographics, will align our efforts over the next years to achieve the goals our students, parents and communities have a right to expect and enjoy.

We recognize our responsibility and the leadership we have been entrusted to provide. We also recognize the value and impact of what becoming a model institution of our kind can mean. The stakes are high, but so is the opportunity when our vision is achieved.

MISSION
Why we exist

The mission of the Lewis Center for Educational Research is to ensure student success in a global society through data driven and research-based schools and programs that are safe, innovative and culturally inclusive.

VISION
What we want to be known for

The Lewis Center for Educational Research is internationally recognized as a leader in education due in part to its unique, long-term partnership with NASA. The Lewis Center's two award-winning TK-12 charter schools are model programs for STEAM and World Languages.

The Lewis Center is deeply involved in serving its two communities — the High Desert and San Bernardino, as well as the greater educational community — through its local and global programs.

The Lewis Center's excellent reputation can be attributed to its highly qualified, enthusiastic staff who — with the support of engaged parents, Board members and stakeholders — ensure students achieve at the highest academic levels.

VALUES

Ethical priorities to guide our decision-making and our treatment of one another

Integrity: We strive to engender trust in our intentions and abilities by acting courageously and adhering to a strong moral compass.

Excellence: We aspire to excellence through supporting our community of learners in the practice of continuous innovation, collaboration and growth.

Leadership: Being forerunners, pace-setters and cultivators, we demonstrate strong leadership rooted in principles of integrity, accountability, respect and communication.

Inclusiveness: We will leverage our diverse and inclusive community to achieve superior results in the field of education.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**GOALS
Goals to achieve our vision
(Updated Annually)**

Financial/Fiscal

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.

Facilities

Goal Two: Develop and maintain facilities to meet the TK-12 needs at both campuses.

Student Success

Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.

Staffing

Goal 4: Recruit, develop and retain a highly qualified and diversified staff.

Organizational Effectiveness

Goal Five: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**OBJECTIVES
The outcomes we expect**

Financial/Fiscal

Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.

- 1.1 Objective: Each school will maintain a reserve balance of less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance.
Strategy: The annual budget will be developed with reserves set aside to meet this goal and build the cash fund balance for each school.
Strategy: Savings from personnel vacancies will not be allocated to meet other needs within a budget cycle.
Strategy: A deferred maintenance plan will be considered in the development of the annual budget.
- 1.2 Objective: Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.
Strategy: Staff will utilize the purchasing procedures across the organization to ensure accuracy of monthly reports.
Strategy: Hold mid-year budget workshops with all budget managers.
Strategy: Hold annual budget workshop with Board and Executive staff.
- 1.3 Objective: Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by School Site Council.
Strategy: Principals will receive clear communication regarding all restrictive dollars, the total amount of each fund, and reporting requirements and timelines.
Strategy: The planning for this spending will be initiated with the development of the annual budget. As information is released from the State and Federal governments, these plans will be updated and communicated to the Board and stakeholders.
Strategy: The LCAP will steer budget development and fund priorities based on student learning outcome goals.
- 1.4 Objective: The Foundation Board will raise funds to support the needs of LCER schools and programs.
Strategy: The Foundation will continue to host the annual gala each spring with the proceeds allocated 50/50 toward each schools' capital campaigns.

Strategy: Foundation Board will host an additional event each fall that will cultivate our donors and raise additional funds.

Strategy: Foundation Board members will work to cultivate donors throughout our communities by attending local events and promoting the Lewis Center.

Facilities

Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.

2.1 Objective: Complete NSLA TK-12 and Head Start campus in Winter/Spring 2021.

Strategy: Finalize the settlement and new lease agreement with County and City.

Strategy: Continue to work with school development and finance teams to facilitate the construction and bond process.

Strategy: Secure the best option for financing of the construction to ensure long-term sustainability and feasibility for NSLA.

2.2 Objective: Create a deferred maintenance schedule to properly identify and address needs of aging equipment, building and infrastructure.

Strategy: Hold monthly meetings with Director of Finance, Facilities Manager, Principals and CEO to evaluate needs and monitor progress.

Strategy: Create annual staff and student surveys regarding maintenance and campus condition to guide planning and ensure safety.

Strategy: Create contingency plans for major system malfunctions in order not to interrupt instructional time.

2.3 Objective: Monitor technological systems to protect against external and internal security threats.

Strategy: Continue to modernize systems across campuses including: cameras, lighting, and alarms with law enforcement access as an important consideration.

Strategy: Continue to utilize e-rate funds to modernize the current system.

2.4 Objective: Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletic and P.E. fields, special education, parking lot rehabilitation, etc.).

Strategy: The Board and staff will research the best financing options to provide for continued stability and long-term planning.

Strategy: The staff will facilitate stakeholder input to create a prioritized facility plan for AAE that will drive the decisions for how best to utilize the additional funds.

Student Success

Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.

3.1 Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.

Strategy: Both schools will support the implementation of the adopted Math curricula through ongoing professional development and training.

Strategy: Both schools will increase STEAM offerings across grade levels to reinforce and support cross-curricular application of mathematical standards and concepts.

Strategy: AAE will offer fee reductions/waivers for SAT/ACT/AP preparation classes and tests to increase student participation and passing rates.

3.2 Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.

Strategy: Both schools have adopted the Positive Prevention Plus curriculum in alignment with the California Healthy Youth Act AB329. This will be taught at the seventh and ninth grade levels.

Strategy: Both schools are piloting the Stanford Harmony curriculum at the elementary level. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and caring adults.

Strategy: NSLA has adopted the Habitudes curriculum for middle school. The Habitudes curriculum helps to instill valuable life skills into middle and high school students and prepares them to be authentic leaders.

3.3 Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.

Strategy: AAE purchased a new classroom set of laptops to support the HS Computer Science courses. There will be additional efforts to increase enrollment in these classes.

Strategy: Both schools will increase student involvement in space science and aviation learning opportunities (i.e.: GAVRT, NASA's BEST, Space Science Electives, NASA Public Talks, AVCI STEM Nights and field trips, AFJROTC, AEX/Civil Air Patrol, community events and STEM camps).

Strategy: Partner with community agencies to support real-world STEAM applications at the middle/high school levels.

Strategy: Support professional development for teachers in the areas of technology, Next Generation Science Standards, GAVRT, visual and performing arts, and science.
Strategy: Both schools will increase offerings such as: coding, engineering, computer science, robotics, and makerspace.

3.4 Objective: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings.

Strategy: Field and study trips that support this objective will be encouraged for both students and staff (i.e.: Chilean Exchange, Chinese Delegation Exchange, international field trips, cultural activities, etc.)

Strategy: Develop the World Language component of the NSLA High School Program and seek ways to share courses between the two high schools.

Strategy: Seek community and governmental partners to provide real-world opportunities for global learning to students (i.e.: internships, field trips, collaborative projects, etc.)

Staffing

Goal 4: Recruit, develop and retain a highly qualified and diversified staff.

4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.

Strategy: Attend teacher recruitment job fairs specific to San Bernardino County.

Strategy: Recruit job seekers on EdJoin (certificated and classified) and various outside online job platforms and local newspapers (classified).

Strategy: Increase and leverage community involvement (i.e.: chamber memberships, economic development forums, community alliances, community cultural organizations, etc.) to elevate LCER's reputation across our communities and recruit diverse applicants for open positions.

4.2 Objective: Develop a comprehensive succession plan for all key positions.

Strategy: Under the direction of a board-appointed task force, research and draft a succession plan for the CEO.

Strategy: Under the direction of the CEO, the Executive Team will also draft internal plans within their departments to develop staff for growth opportunities for internal promotion.

Strategy: Develop LCER board and Lewis Center Foundation Board succession plans.

4.3 Objective: Invest in professional development for classified and certificated staff and board members.

Strategy: Utilize categorical and general funding to support teacher professional development that is aligned with student learning goals as stated in the LCAP.

Strategy: Support embedded and ongoing professional development in alignment with the adopted Math and Science curriculum.

Strategy: Develop management and classified capacity through internal and external trainings.

4.4 Objective: Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.

Strategy: Continue to seek ways to increase compensation for staff using salary comparisons as a guide for priorities.

Strategy: Provide opportunities for shared decision making through PLCs, surveys, ALTs, task forces, cross-organization collaboration, etc.

Strategy: Maximize the flexibility afforded to us as a charter in all areas.

Organizational Effectiveness

Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

5.1 Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.

Strategy: Align the CEO's evaluation process to the progress toward the mission, vision and goals adopted in the LCER Strategic Plan.

Strategy: Develop a board evaluation process to support the LCER Strategic Plan.

5.2 Objective: Board and Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.

Strategy: Each Executive Director will be engaged in key organizations within their area of expertise and will continue to seek opportunities to lead and present.

Strategy: Under the direction of the LCER PR and Marketing Coordinator, marketing and branding will increase through social media, print media, conference and community participation, and recruitment efforts as measured by monthly staff board reports.

Strategy: Communicate with parents of the school sites through School Site Councils, Parents and Pastries, Parent/Teacher Groups, English Learner Advisory Councils, Principal's Cabinets, school events, and ongoing communication to ensure that our reputation is strong (with the goal to measure increased attendance at these events or committees).

Strategy: Executive Team and LCER Support Staff will maintain an active presence on both campuses.

5.3 Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.

Strategy: Give progress updates at All Staff Meetings (August, December, June).

Strategy: Hold open financial updates around Interim Reporting timeframes or any major financial developments with staff to ensure transparency in LCER finances.

Strategy: Hold annual LCAP stakeholder meetings to report our progress toward goals.

Strategy: Increase attendance at board meetings through staff calendar invites, social media posts, and staff and student presentations and recognitions.

Lewis Center for Educational Research STRATEGIC PLAN

APPENDIX A

Historical Background of Strategic Plan

The Lewis Center for Educational Research (LCER) is in a transitional period in its life cycle. With the retirement of our charismatic, visionary founder, the Board of Directors and Executive Team determined that we are facing a challenging future. To plan for that future, and to assure that it is the future we want it to be, we decided to engage in strategic planning. Board members and senior administrators became the planning team. This team convened several times over a two-month period in the spring of 2016, and spent many hours examining issues and concerns, and to share thoughts, ideas and suggestions on the future of LCER and its two charter schools. The results of those sessions are contained in this strategic plan.

Process

In order to address immediate concerns, the planning team first held a five hour "strategic issues" session. Administrative staff presented update reports on issues identified at an earlier board retreat held in November, 2015. Staff asked for and received direction from the Board on most of these issues which are presented in Appendix B.

The strategic issues session was followed by a full day planning meeting. During the morning session, discussion continued on issues where, due to time constraints at the earlier meeting, direction was still desired by staff. The results of these discussions are presented in Appendix C. Meeting minutes from 2017 are presented in Appendix D, meeting minutes from 2018 are presented in Appendix D and meeting minutes from 2019 are presented in Appendix F.

The afternoon session was devoted to reviewing and modifying the LCER mission statement, developing a set of values, and completing a S.W.O.T. analysis. Statements to accompany the values were developed by a small volunteer task force who met a few days later. Those values and value statements are included in the body of the plan. The 2016 S.W.O.T. analysis is presented in Appendix G, the 2017 S.W.O.T. analysis is presented in Appendix H, the 2018 S.W.O.T. analysis is presented in Appendix I and the 2019 S.W.O.T. analysis is presented in Appendix J.

The third session was devoted to determining any remaining critical issues and developing strategic goals and objectives. Additionally, strategies for strategic management were discussed and responsibilities for developing and implementing action plans were assigned.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX B

**Summary of Issues Discussed at February 25, 2016 Session
(More Detail in Board Minutes)**

<u>Issues</u>	<u>Board's Concerns/Direction</u>
<u>Finances</u>	<ol style="list-style-type: none">1. Policies and procedures need revision.2. Some new policies and procedures need to be written.3. Restructuring of debt need to be completed.4. Tetra contract should be reviewed by legal counsel.5. Concern that staff is not on top of these issues
<u>Staffing</u>	<ol style="list-style-type: none">1. Grant writer position/person needs review.2. Do we need a PR/Community relations position? Can we afford it?3. Consulting contracts/position/expenditures need review.4. Concern that staff is not on top of these issues
<u>Parity</u>	<ol style="list-style-type: none">1. What is the cost of offering step or stipend for hard-to-fill positions such as BCLAD. Can we afford it? Stacy was given direction to cost out this option.2. Stacy was also given direction to cost out other options such as help with repaying student loans, improving leave and benefit package, absorbing health care cost increases, adding additional years to the salary schedule. Stacy to report costs with recommendations to Finance Committee. Finance Committee to bring recommendations to the full Board.3. Recruiting teachers is difficult due to salary schedule. Board member suggestion: what if we offered to pay for the last year or two of college in exchange for a multi-year commitment to LCER?
<u>Revenues opportunities</u>	<ol style="list-style-type: none">1. Board directed staff to pursue offering one TK class at each school starting fall 2016.2. Board agreed with staff recommendation to try to fill grade levels, thus increasing ADA.3. Staff floated several other ideas for increasing revenues. The three that the Board seemed most interested in were cell tower, selling surplus land, and fundraising.

Norton

1. Difficulty in filling upper grades because students must be bilingual and biliterate. Enrollment in upper grades will increase as students in lower grades move up.
2. Low test scores – student must answer questions by writing in English – no exceptions for English learners. No similar schools to use for comparison in California.
This is a concern for charter renewal.
3. Lease – needs to be renegotiated. Who is responsible? Current lease requires LCER to provide facilities for Head Start – current requirement for a new parking lot.
4. Relocation/expansion – CSUSB not an option. Could expand on current property. Could apply for Prop 39 and/or SB 740 funds.
Who's responsible?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX C

**Summary of Issues Discussed at February 29, 2016 Session
(More Detail in Board Minutes)**

<u>Issue</u>	<u>Board's Concerns/Direction</u>
<u>Use of Thunderbird</u>	<p>1. Board straw vote provided direction to Gordon to pursue after-school, joint program with AVUSD; keep Board informed of progress.</p> <p>2. Board expressed desire to explore option of selling TBC building, but only with consideration for improvements made by LCER. Can we sell if we don't own the land? Do we need AVUSD's approval to sell? Who's responsible for doing this?</p>
<u>Norton</u>	<p>1. Board decided to have charter renewed as a TK-12 school; strengthen TK-8 program while high school being developed; explore alternative models for high school; to be implemented by next charter renewal; bring plan and timeline for implementation with cost analysis for both the high school and the planning effort to the Board; put timeline in the current charter renewal application; should someone be hired to lead the planning effort?</p> <p>2. Board agreed NSAA's name needs to be changed to reflect what is actually happening. The School Board committee, staff and parents should discuss and recommend name change to the full Board. Some suggested name changes included:</p> <ul style="list-style-type: none">• Norton Language and Science Academy• Norton Science and Language Academy• Norton Academy• Norton Academy for Academic Excellence <p>3. Should Norton have an English Only strand for 5-8? NSAA School Board committee and staff should bring recommendation to the full Board along with implementation plan and cost analysis if recommendation is "yes."</p>

Organizational issues

Should LCER change its name?

Board consensus was to keep the LCER name. Some of the reasons given were:

- Too costly to rebrand
- The community knows us as LCER; to change the name would confuse the community.
- The name gives us a priority (research), and we should develop more university partnerships to do research. (Who is responsible?)
- The name reflects our desire to try new things, innovate

Should there be more emphasis on fundraising?

Board consensus was "yes," and to explore the option of pulling the Fundraising Committee from the Board and make it a separate fundraising foundation. Who will be responsible for this?

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX D

**Special Meeting of the
Lewis Center for Educational Research Board of Directors**

**Minutes
September 11, 2017**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 12:10 .m.

2.0 Roll Call

LCER Board Members Bud Biggs, Buck Goodspeed, Kirt Mahlum, Kevin Porter, Russell Stringham, Peter Torres, Marcia Vargas and Rick Wolf were present.

LCER Board Members Duberly Beck, Andy Jaramillo, Jose Palafox and Regina Weatherspoon-Bell were absent.

Staff members Valli Andreassen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, Jim Foley, Wes Kanawyer, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn and Paul Rosell were also present.

3.0 Public Comments: None

4.0 Discussion/Action Items on Strategic Planning

.01 Consultant Pat Caldwell Reviewed/Updated LCER Strategic Plan Mission, Vision and Values with the Board and staff.

- Mission: It was discussed and confirmed that we are using data driven and research proven practices at both schools, and the LCER is improving in this area. It was confirmed that we are innovative by using technology at both schools and seek opportunities that prepare our students. It was suggested to interview and get feedback on how we're doing from our graduates (college, trade, business, military), and from our teachers and parents as well. We feel the need to be innovative moving forward - being innovative is what makes us different. We need to balance innovation with legislation/day to day duties. Do we have a

safe and inclusive culture? At NSLA the location, facilities and traffic flow are unsafe, and traffic will increase with the additional warehouses. Upset parents are unsafe to the campus. Lisa noted that surveys show a positive response for safe campuses. Buck asked if safety should be moved up within the mission statement. At AAE outdoor facilities pose a safety hazard. Students feel safe per the student advisory council. It was asked if there is there diversity on the AAE student advisory council and if AAE has a real or perceived issue with diversity. We need to seek advice on how to increase diversity within the boundaries of a lottery enrollment. The Board needs diversity also.

- Vision: Are we exceeding needs? We are not "meeting" CAASP, let alone exceeding. What we're doing needs to be known. We need to tell our story and we need someone to tell it. Paul discussed how special ed students are included. We need to come up with a definition of "a focus on science". We are leading the way in NGSS. Kevin noted we need more science emphasis at both schools. GAVRT doesn't touch our students. A dual immersion high school at NSLA was discussed. Is it a reality fiscally? Marcia feels it is possible. It should definitely be a language focus high school - teaching through the language. Paul asked if the goal is innovation or to prepare students for a global society. We will keep dual immersion high school in the vision. The Board can modify the strategic plan anytime. Marcia noted the need to develop a task force to decide secondary plans for NSLA. Community engagement can be better.
- Values: Last year our focus wasn't innovation. We can now move forward with it as a focus. Kevin felt things were handled in an excellent manner and we have had tremendous collaboration and growth. Lisa thanked Pat and Board for staying focused on plan over the last year.

.02 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan strengths, weaknesses, opportunities and threats with Board and staff, and will incorporate them in the updated LCER Strategic Plan.

.03 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan Existing Goals and Objectives. The goals are our highest priorities. Lisa Lamb provided an update on accomplishments towards the current goals.

Goal 1: "Improve the financial condition of the LCER, including key provisions for sustainability" - we are still working on this goal. Under Objective 1.2 – the budget needs to be more understandable for Board and staff. The date to accomplish this by was updated to December 2017. Kevin would like us to be proactive in looking at figures. Under Objective 1.3 - a 3% reserve is standard. The objective to have no less than two months of total payroll and costs in reserves is over and above the 3%.

Goal 2: "Renew Norton's charter in December 2016 and continually strengthen the academic program" – the charter was renewed and we are in lease negotiations with the City and County of San Bernardino regarding the campus. We need to determine our final option and our budget. Lisa has been able to tell NSLA's story to many during this process.

Goal 3: "The Lewis Center for Educational Research will be unified under a common vision, mission, goals and objectives" – we are still working on trust and transparency and will review the objectives.

.04 Consultant Pat Caldwell lead a discussion on identifying any new critical issues and goals and objectives. Lisa Lamb presented information on a new goal of academics that will be included in the updated LCER Strategic Plan.

Kirt asked that more information on what's being done in math, robotics, etc. be included in the Board packets/meetings. Russ asked about coding and measureable results.

Lisa and Pat will make the revisions to the LCER Strategic Plan, and the Exec Team will review the objectives, and then bring the revised plan to the LCER Board for approval.

5.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX E

**Special Meeting of the
Lewis Center for Educational Research Board of Directors**

**Minutes
October 19, 2018**

1. **CALL TO ORDER:** Chairman Kevin Porter called the meeting to order at 8:35 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Kirt Mahlum (arrived at 9:00 a.m.), Jim Morris, Omari Onyango (left at 2:30 p.m.), Kevin Porter, David Rib and Marcia Vargas were in attendance.

LCER Board Members Sharon Page and Rick Wolf were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman and Paul Rosell were also in attendance.

Pat Caldwell facilitated the Strategic Planning.

3. **PUBLIC COMMENTS:** None
4. **DISCUSSION/ACTION ITEMS ON STRATEGIC PLANNING:**
 - .01 LCER Organizational Structure/Board and Staff Roles:** Pat Caldwell led an activity on the structure of the LCER. David Gruber also presented information on how LCER is funded.
 - .02 Review/Update LCER Strategic Plan S.W.O.T. Analysis:** Strengths, weaknesses, opportunities and threats were identified.
 - .03 Review/Update LCER Strategic Plan Existing Goals:** Pat Caldwell instructed the Board that strategic planning is visionary. The Board sets goals, which give direction for staff and the organization. Staff then develops objectives and strategies for how to implement the goals. Strategies can change throughout the year. Existing goals were reworded to the following:
Goal 1 – Build the financial capacity of the LCER, including key provisions for sustainability.
Goal 2 – Develop and maintain facilities to meet the TK-12 needs at both campuses.

Goal 3 - Strengthen the academic programs at both schools resulting in increased student mastery.

Goal 5 – (formerly Goal 4) The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

.04 Identify any New Critical Issues and Goals: The top 3 critical issues identified were: Successful NSLA expansion, financial stability/capacity, and maintain a high quality staff.

The following new goal was numbered as Goal 4 – Recruit, develop and retain a highly qualified staff.

The Executive Team will develop new objectives and strategies for implementing the goals, and the Strategic Plan will be revised and brought back to the Board for approval in February.

5. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research
STRATEGIC PLAN**

APPENDIX F

**Special Meeting of the
Lewis Center for Educational Research Board of Directors**

**Minutes
August 9, 2019**

1. **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 8:25 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Pat Caldwell, Jim Morris, Sharon Page, and Jessica Rodriguez (left at 1:00 pm.), Marcia Vargas and Rick Wolf were in attendance.

LCER Board Members David Rib and Omari Onyango were absent.

Staff members Valli Andreasen, Fausto Barragan, Matthew Cabe, Marcelo Congo, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman were also in attendance.

Heather Kinney attended the afternoon session on behalf of SBCSS.

3. **PUBLIC COMMENTS:** None

4. **DISCUSSION/ACTION ITEMS:**

.01 Review and Update LCER Mission and Vision – the LCER Board stated they would like to be more informed verbally about data driven results. They would like to add Global Society into the objectives. The LCER Board and LCER staff divided into 4 groups to work on the mission and vision, and then had a discussion as a whole. There was a discussion whether “student success” or “school and programs” should be first in the mission statement. The new mission statement developed for approval within the updated Strategic Plan is: “To ensure student success in a global society through data driven and research based schools and programs that are safe, innovative and culturally inclusive.” A committee was developed to work on the vision – Lisa Lamb, Sharon Page, Matt Cabe and Fausto Barragan.

They will bring the vision forward for approval by the LCER Board.
Information from the groups will be shared with the committee.

.02 Complete S.W.O.T. Analysis for 2019-20 School Year -

Strengths - NASA, passion, leadership, longevity, culture, safe, language, model-exemplary, campuses-facilities, student services, broadly supportive, different expectations, well-known, community, partnerships, diversity, committed board, parents, staff & faculty, Special Ed, inclusive, unique programs, STEAM, extra-curricular, diverse community, best practices, data driven, research based, PLCs, camaraderie, big wait list, curiosity, relationship with authorizers, relationships with elected officials, finances, stability, reputation, WASC accreditation, dual language, award winning programs, well established, back office structure, innovation, partnerships world wide, PR person, Lewis Center Foundation

Weaknesses - Internal marketing, student participation in GAVRT and space science classes, visibility, external marketing, local outreach needs to be reimagined, nobody knows our current story, not visionary, two schools working together to share best practices - still feels like forced play, branding, fundraising, energy of science teachers - no passion, competition for teachers, science isn't a fundamental part of our culture, salaries for teachers and administration, lack of science labs and resources, lack of team development in science programs, facilities a challenge, budgeting management of facilities, management of facilities - not enough special types of classrooms, maintenance and upkeep of grounds, not enough space, student recruitment at NSLA and AAE HS, grading policy no D, rigor, lack of fiscal and staffing to innovate, need more thinking outside of the box, challenge to meet the basics while enhancing ability to innovate, sports facilities at NSLA, stipends for sports staff, lack of school spirit, not enough onsite facilities for sports

Opportunities - NASA is cool right now, grant \$ for languages/STEM/low economic populations, college partnerships, optical telescope at CSUSB, parent connection, partnership opportunities, fundraising opportunities, artificial intelligence, leverage partnerships with business community, industry internships, cyber security program at CSUSB, free camp for ms girls, informal education partnerships (i.e. Discovery Cube), expand global exchanges, alumni involvement, local elected officials

Threats - political, California, litigious society, legislative, unfunded mandates, rules, compliance, CTA, other district compensation, other dual immersion programs, magnet schools, anti-immigration, tariffs, teacher shortage, city of SB disfunction, special ed law and litigation, vaping, social media, social-emotional trauma, mental health, cost of providing services, school safety, hard to keep up with changes - esp in technology, cost of doing it, home school charters/other educational opportunities, screen

time, cell phones, lack of human interaction, irrational parents, teachers who come with bad habits, cyber hacking

.03 Review Goals and Progress Made in 2018-2019 School Year – Lisa Lamb handed out progress on the goals and reviewed the current goals which she feels are still relevant.

.04 Finance Presentation – John Phan, Urban Futures Incorporated - Jim Morris recused himself for this presentation. John Phan reported that we interviewed and hired a new development team and the reasons for the change. He talked about the structure options for financing including concepts and terms. A tax exempt bond is the number one way for charters to finance. For the underwriter selection, two firms were chosen. Cross collateralization will not be required. We will need to establish two special purpose entities (LLC). This also allows an opportunity to refinance current bonds and separate additional financing to build AAE a multipurpose room as well as the NSLA new campus. The LCER Board would like a breakdown of how AAE can afford a higher loan amount. John will provide this.

.05 Norton Campus Expansion Development – Larry Rieder, Charter School Property Solutions

Larry Rieder presented on the Norton campus expansion development and provided an entitlement approval schedule. Final approval is expected February 15. Financing doesn't close until that process is completed. He also showed a new site plan that was reviewed.

.06 Critical Issues were not discussed as the current goals are still relevant.

.07 Updated and Revise LCER Goals as Needed - Goal 3 was updated to be titled "Student Success" instead of "Academics" to reflect the new mission statement. "Diversity" will be added to Goal 4. New objectives will be created by the Exec Team based on today's conversations.

5. **ADJOURNMENT:** Chairman Duberly Beck adjourned the meeting at 3:53 p.m.

Charter School Attenda CHARTER NAME: Academy for Academic Excellence
#NAME?

Fiscal Year 2019-20 First Interim Report
Projected ADA as of October 31, 2019

Rev. 4/26/19

#NAME?	Line	2018-19 Actual ADA P-2	2018-19 Funded ADA P-2	2019-20 Adopted Budget Projected ADA P-2	2019-20 Adopted Budget Funded ADA P-2	% Change over Prior Year	2019-20 First Interim Projected ADA P-2	2019-20 First Interim Funded ADA P-2	% Change over Prior Period	2020-21 First Interim Projected ADA P-2	2020-21 First Interim Funded ADA P-2	% Change over Prior Year	2021-22 First Interim Projected ADA P-2	2021-22 First Interim Funded ADA P-2	% Change over Prior Year
Grades 9-12															
Regular ADA	A-1	397.24	397.24	397.24	397.24	0.00%	392.29	392.29	-1.25%	407.26	407.26	3.82%	409.93	409.93	0.66%
Classroom-based ADA included in A-1	A-2	397.24	397.24	397.24	397.24	0.00%	392.29	392.29	-1.25%	407.26	407.26	3.82%	409.93	409.93	0.66%
Extended Year Special Ed	A-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-3	A-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed - NPS	A-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-5	A-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Extended Year Special Ed - NPS	A-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-7	A-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ADA Totals (A-1, A3, A5, A7)	A-9	397.24	-	397.24	397.24	0.00%	392.29	392.29	-1.25%	407.26	407.26	3.82%	409.93	409.93	0.66%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	397.24	397.24	397.24	397.24	0.00%	392.29	392.29	-1.25%	407.26	407.26	3.82%	409.93	409.93	0.66%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals															
Regular ADA	A-1	1,394.20	1,394.20	1,394.20	1,394.20	0.00%	1,391.33	1,391.33	-0.21%	1,411.08	1,411.08	1.42%	1,413.95	1,413.95	0.20%
Classroom-based ADA included in A-1	A-2	1,394.20	1,394.20	1,394.20	1,394.20	0.00%	1,391.33	1,391.33	-0.21%	1,411.08	1,411.08	1.42%	1,413.95	1,413.95	0.20%
Extended Year Special Ed	A-3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-3	A-4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed - NPS	A-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-5	A-6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Extended Year Special Ed - NPS	A-7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom-based ADA included in A-7	A-8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ADA Totals (A-1, A3, A5, A7)	A-9	1,394.20	-	1,394.20	1,394.20	0.00%	1,391.33	1,391.33	-0.21%	1,411.08	1,411.08	1.42%	1,413.95	1,413.95	0.20%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,394.20	1,394.20	1,394.20	1,394.20	0.00%	1,391.33	1,391.33	-0.21%	1,411.08	1,411.08	1.42%	1,413.95	1,413.95	0.20%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Funded ADA		-	1,394.20	-	1,394.20	-	1,391.33	1,391.33	-	1,411.08	1,411.08	-	1,413.95	1,413.95	-

* For non-classroom, P-2 ADA multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Rev. 4/26/19

ASSUMPTIONS:		2019-20	2020-21	Change	2021-22	Change
Local Control Funding (LCFF) - BASFCMAT Calculator:						
COLA (on Base)		3.26%	3.00%	-0.28%	2.80%	-0.20%
Cap Funding Rate		100.00%	100.00%	0.00%	100.00%	0.00%
LCFF before COE, IIR, Choice, & Charter supp. (FCMAT Calc, Calculator tab)		\$ 12,778,735	\$ 13,366,454	4.60%	\$ 13,806,480	3.29%
LCAP: Public Hearing Date (mm/dd/yyyy) (if applicable)						
Board Approval Date (mm/dd/yyyy)						
Lottery Allocation Amount Per ADA:						
Unrestricted		\$ 151	\$ 151	\$ -	\$ 151	\$ -
Restricted		\$ 53	\$ 53	\$ -	\$ 53	\$ -
ADA/Enrollment:						
Total Non-Classroom Based (Independent Study) ADA		0.00	0.00	0.00	0.00	0.00
Total Funded Non-Classroom Based (Independent Study) ADA		0.00	0.00	0.00	0.00	0.00
Total Classroom Based ADA		1,391.33	1,411.08	19.75	1,413.95	2.87
Total Funded P-2 Attendance		1,391.33	1,411.08	19.75	1,413.95	2.87
Estimated Enrollment	PY CBEDS Certified Enrollment	1,389	1,442	1,459	1,462	3.00
Enrollment Growth Over Prior Year		3.81%	1.18%	17.00	0.21%	
ADA to Enrollment Ratio	2018-19	1,003,700,344	96.49%		96.71%	
Estimated Unduplicated Count	PY CBEDS Certified Unduplicated Count	404	560	560	560	0.00
Unduplicated Pupil % (one year, not rolling)	PY	35.56%	38.83%	38.38%	38.30%	0.00
Certified Salaries and Benefits:						
Number of Teachers (FTE)		68.00	68.00	0.00	68.00	0.00
Classroom Staffing Ratio - Students per FTE		21.21	21.46	0.25	21.50	0.04
Teachers Increased/Decreased for projected Enrollment change over PY		0.00	0.00	0.00	0.00	0.00
Average Teacher Cost (Salary and Benefits)		103020.00	106825.70	3.50%	110357.50	3.59%
Step and Column Increase (Total Annual Cost)		275000.00	275000.00	0.00%	275000.00	0.00%
Health and Welfare Cost per Employee		11671.04	12196.20	4.50%	12745.03	4.50%
Retirement Cost per Employee		12915.68	13303.15	3.00%	13702.25	3.00%
Facilities:						
Rent		0.00	0.00		0.00	
Electricity		145000.00	190000.00	2.70%	195000.00	2.63%
Heating (gas)		12000.00	12300.00	2.50%	12650.00	2.85%
Other		0.00	0.00		0.00	
Administrative Service Agreements:						
0.11%	Oversight Fees to Sponsor	\$ 14,184	\$ 14,837	4.60%	\$ 15,325	3.29%
	Administrative Service Contract					
	Other Contracted Costs					
List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)						

INTER NAME: Academy for Academic Excellence
 NAME?
 #NAME?

Fiscal Year 2019-20 First Interim Report
 Unrestricted MWYP

Rev. 4/26/18

DESCRIPTION		Adopted Budget 2019-20	First Interim Actual thru October 31, 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	9,171,021	1,676,423	9,029,189	-1.55%	9,583,792	6.14%	10,019,005	4.54%
EPA	8012	2,188,664	603,346	2,332,907	6.59%	2,366,023	1.42%	2,370,836	0.20%
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	1,416,639	378,115	1,416,639	0.00%	1,416,639	0.00%	1,416,639	0.00%
Federal	8100-8299	-	-	-	-	-	-	-	-
State	8560	219,884	-	219,431	-0.21%	222,546	1.42%	222,989	0.20%
Lottery - Unrestricted	8560	-	-	-	-	-	-	-	-
Lottery - Prop 20 - Restricted	8300-8599	65,427	-	57,125	-12.69%	65,337	14.37%	65,486	0.23%
Other State Revenue	8660	-	-	-	-	-	-	-	-
Local	8792	-	-	-	-	-	-	-	-
Interest	8602 Local Special Education Transfer	-	-	-	-	-	-	-	-
AB602 Local Special Education Transfer	8600-8799	109,213	45,212	259,213	137.35%	110,000	-57.56%	110,000	0.00%
Other Local Revenues		\$ 13,170,848	\$ 2,703,096	\$ 13,314,504	1.09%	\$ 13,764,337	3.38%	\$ 14,204,965	3.20%
Total Revenues									
EXPENDITURES									
Certificated Salaries	1000-1999	5,263,556	1,700,366	5,263,556	0.00%	5,516,829	4.45%	5,670,597	2.75%
Classified Salaries	2000-2999	949,731	275,659	949,731	0.00%	975,849	2.75%	1,002,885	2.75%
Benefits	3000-3999	2,264,431	716,483	2,264,431	0.00%	2,332,364	3.00%	2,402,335	3.00%
Books & Supplies	4000-4999	540,761	186,850	540,761	0.00%	566,987	23.34%	690,262	3.49%
Contracts & Services	5000-5999	854,119	213,271	854,119	0.00%	854,637	0.06%	862,164	0.88%
Capital Outlay	6000-6599	1,124,500	327,053	1,124,500	0.00%	851,350	-24.29%	700,000	-17.76%
Other Outlay	7100-7299	1,625,322	-	1,625,322	0.00%	1,698,625	4.51%	1,753,685	3.24%
Debt Service (see Debt Form)	7400-7499	-	-	-	-	-	-	-	-
Total Expenditures		\$ 12,642,440	\$ 3,419,712	\$ 12,642,440	0.00%	\$ 12,898,640	2.03%	\$ 13,081,728	1.42%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
		\$ 528,408	\$ (716,616)	\$ 672,064	27.19%	\$ 865,696	28.81%	\$ 1,123,238	29.75%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	(203,881)	-	(203,881)	-	(252,968)	-	(305,625)	-
Other Uses	7600	-	-	-	-	-	-	-	-
Net Sources & Uses		\$ (203,881)	\$ -	\$ (203,881)	-	\$ (252,968)	-	\$ (305,625)	-
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 324,527	\$ (716,616)	\$ 468,183	44.27%	\$ 612,728	30.87%	\$ 817,613	33.44%

Fiscal Year 2019-20 First Interim Report
Unrestricted MYP

Rev. 4/26/19

DESCRIPTION		Adopted Budget 2019-20	First Interim Actual thru October 31, 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change	
FUND BALANCE, RESERVES										
	Beginning Balance at Adopted Budget	9791	3,068,915	3,068,915						
	Adjustments for Unaudited Actuals	9792	(180,548)	(180,548)						
	Beg Fund Balance at Unaudited Actuals		2,888,367	2,888,367						
	Adjustments for Audit	9793		366,886						
	Adjustments for Resstatements	9795	-	217,540						
	Beginning Fund Balance as per Audit Report +/- Resstatements		3,472,793	3,472,794						
	Ending Balance	9790	\$ 3,393,442	\$ 2,756,177	\$ 3,940,977	16.14%	\$ 4,553,706	15.55%	\$ 5,371,318	17.95%
Components of Ending Fund Balance (Budget):										
a. Nonspendable										
	Revolving Cash	9711	-							
	Stores	9712	-							
	Prepaid Expenditures	9713	-							
	All Others	9719	-							
b. Restricted										
c. Committed										
	Committed - Stabilization Arrangements	9750	-							
	Committed - Other	9760	-							
	Assignments	9780	-							
e. Unassigned										
	Reserve for Economic Uncertainties	9789	324,527	324,527	0.00%	400,360	23.36%	412,457	3.01%	
	Unesignated / Unappropriated Amount / Unrestricted Net Position	9790	3,068,915	2,756,177	3,616,450	17.84%	4,153,316	14.85%	4,958,861	19.40%

UTTER NAME: Academy for Academic Excellence
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Fiscal Year 2019-20 First Interim Report
 Unrestricted MYP

Rev. 4/26/19

DESCRIPTION	Adopted Budget 2019-20	First Interim Actual thru October 31, 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:								
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)								
1 Ex. Ex. Rate	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
Total Federal Awards Budgeted:	\$ -	\$ -	\$ -	-	\$ -	-	\$ -	-
Lottery Unrestricted Allocation per ADA			\$ 151.00		\$ 151.00		\$ 151.00	
Lottery Unrestricted Estimated Award			\$ 219,431		\$ 222,546	1.42%	\$ 222,989	0.20%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE								
1 Ex. Mandate Block Grant	-	-	-	-	-	-	-	-
2 MAA	30,000	-	21,698	-27.67%	30,000	38.26%	30,000	0.00%
3 Mandated Block Grant	35,427	-	35,427	0.00%	35,337	-0.26%	35,486	0.42%
4	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-	-
17	-	-	-	-	-	-	-	-
18	-	-	-	-	-	-	-	-
Total Other State Revenue Funds Budgeted:	\$ 65,427	\$ -	\$ 57,125	-12.69%	\$ 65,337	14.37%	\$ 65,486	0.23%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1 Ex. Services Reimbursed by District	-	-	-	-	-	-	-	-
2 ROTC	79,213	21,261	79,213	0.00%	80,000	0.99%	80,000	0.00%
3 Athletics	30,000	-	30,000	0.00%	30,000	0.00%	30,000	0.00%
4 Local Donations/Grade Level	-	23,951	150,000	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-
Total Other Local Revenue Funds Budgeted:	\$ 109,213	\$ 45,212	\$ 259,213	137.35%	\$ 110,000	-57.55%	\$ 110,000	0.00%

RTER NAME: Academy for Academic Excellence
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Fiscal Year 2019-20 First Interim Report
Restricted WYP

Rev. 4/26/19

DESCRIPTION	Adopted Budget 2019-20	First Interim Actual thru October 31 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
REVENUES								
LCFF Sources								
LCFF								
EPA	8011							
State Aid - Prior Year	8012							
In Lieu Property Taxes	8019							
Federal	8096							
State	8100-8299		549,837	-	549,837	0.00%	549,837	0.00%
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	5,471	77,019	(0)	78,112	1.42%	78,271	0.20%
Other State Revenue	8300-8599	2,529	14,050	-	14,050	0.00%	14,050	0.00%
Local								
Interest	8660							
AB602 Local Special Education Transfer	8792		706,868	0.00%	706,868	0.00%	706,868	0.00%
Other Local Revenues	8600-8799	22,092	72,350	0.00%	72,350	0.00%	72,350	0.00%
Total Revenues	\$ 1,420,283	\$ 112,168	\$ 1,420,124	-0.01%	\$ 1,421,217	0.08%	\$ 1,421,376	0.01%
EXPENDITURES								
Certificated Salaries	1000-1999		633,150		633,150	0.00%	650,462	2.75%
Classified Salaries	2000-2999		338,185		338,185	0.00%	346,441	2.44%
Benefits	3000-3999		285,842		285,842	0.00%	294,417	3.00%
Books & Supplies	4000-4999		212,104		212,104	0.00%	222,912	5.10%
Contracts & Services	5000-5999		38,768		38,768	0.00%	39,874	2.84%
Capital Outlay	6000-6999		-		-	-	-	-
Other Outlay	7100-7299		116,115		116,115	0.00%	120,760	4.00%
Debt Service (see Debt Form)	7400-7499		-		-	-	-	-
Total Expenditures			\$ 1,624,164		\$ 1,624,164	0.00%	\$ 1,673,249	3.02%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES			\$ (203,881)		\$ (204,040)		\$ (252,032)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900		203,881		203,881	0.00%	252,968	24.08%
Other Uses	7600		-		-	-	-	-
Net Sources & Uses			\$ 203,881		\$ 203,881	0.00%	\$ 252,968	24.08%
NET INCREASE (DECREASE) IN FUND BALANCE			\$ (0)		\$ (159)		\$ 936	9.24%

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Fiscal Year 2019-20 First Interim Report
 Restricted WYP

Rev. 4/26/19

DESCRIPTION	Adopted Budget 2019-20	First Interim Actual thru October 31 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	346,345	346,345					
Adjustments for Unaudited Actuals	9792	7,147	7,147					
Big Fund Balance at Unaudited Actuals		353,492	353,492					
Adjustments for Audit	9793							
Adjustments for Restatements	9795							
Beginning Fund Balance as per Audit Report +/- Restatements		353,492	353,492		353,333		354,269	
Ending Balance		\$ (45,472)	\$ 353,333	2.02%	\$ 354,269	0.26%	\$ 355,192	0.26%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740							
c. Committed								
Committed - Stabilization Arrangements								
Committed - Other	9750							
d. Assigned	9760							
e. Unassigned	9780							
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

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Fiscal Year 2019-20 First Interim Report
 Restricted WYP

Rev. 4/26/19

DESCRIPTION		Adopted Budget 2019-20	First Interim Actual thru October 31 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
ASSUMPTIONS RESTRICTED PROGRAMS:									
LIST FEDERAL RESTRICTED REVENUES									
1	EX Title I	-	-	-	-	-	-	-	-
2	Title I	160,795	-	160,795	0.00%	160,795	0.00%	160,795	0.00%
3	Title II	34,100	-	34,100	0.00%	34,100	0.00%	34,100	0.00%
4	Local Assistance (SELP)	154,942	-	154,942	0.00%	154,942	0.00%	154,942	0.00%
5	Cafeteria-Federal	200,000	-	200,000	0.00%	200,000	0.00%	200,000	0.00%
6		-	-	-	-	-	-	-	-
7		-	-	-	-	-	-	-	-
8		-	-	-	-	-	-	-	-
9		-	-	-	-	-	-	-	-
Total Federal Awards Budgeted:		\$ 549,837	\$ -	\$ 549,837	\$0.00	\$ 549,837	0.00%	\$ 549,837	\$0
Lottery Prop. 20 Restricted Allocation per ADA									
Lottery Estimated Prop 20 Restricted Award		\$ 53,000		\$ 53,000		\$ 53,000		\$ 53,000	
		\$ 77,178		\$ 77,019	-0.21%	\$ 78,112	1.42%	\$ 78,271	0.20%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"									
1	Cafeteria-State	14,050	-	14,050	0.00%	14,050	0.00%	14,050	0.00%
2	Classified Employee Prof. Development	-	2,529	-	-	-	-	-	-
3	Low Performing Student Block Grant	-	-	-	-	-	-	-	-
4		-	-	-	-	-	-	-	-
5		-	-	-	-	-	-	-	-
6		-	-	-	-	-	-	-	-
7		-	-	-	-	-	-	-	-
8		-	-	-	-	-	-	-	-
9		-	-	-	-	-	-	-	-
10		-	-	-	-	-	-	-	-
11		-	-	-	-	-	-	-	-
12		-	-	-	-	-	-	-	-
13		-	-	-	-	-	-	-	-
14		-	-	-	-	-	-	-	-
15		-	-	-	-	-	-	-	-
16		-	-	-	-	-	-	-	-
17		-	-	-	-	-	-	-	-
18		-	-	-	-	-	-	-	-
Total Other State Revenue Funds Budgeted:		\$ 14,050	\$ 2,529	\$ 14,050	0.00%	\$ 14,050	0.00%	\$ 14,050	\$0
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED IN "Other Local Revenues"									
1	Cafeteria-Local	72,350	22,092	72,350	0.00%	72,350	0.00%	72,350	0.00%
2		-	-	-	-	-	-	-	-
3		-	-	-	-	-	-	-	-
4		-	-	-	-	-	-	-	-
5		-	-	-	-	-	-	-	-
6		-	-	-	-	-	-	-	-
Total Other Local Revenue Funds Budgeted:		\$ 72,350	\$ 22,092	\$ 72,350	0.00%	\$ 72,350	0.00%	\$ 72,350	\$0

HARTER NAME: Academy for Academic Excellence
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Fiscal Year 2019-20 First Interim Report
 Summary MYP

Rev. 4/26/13

DESCRIPTION		Adopted Budget 2019-20	First Interim Actual thru October 31, 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	9,171,021	1,676,423	9,029,189	-1.55%	9,583,792	6.14%	10,019,005	4.54%
EPA	8012	2,188,664	603,346	2,332,907	6.59%	2,366,023	1.42%	2,370,836	0.20%
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	1,416,639	378,115	1,416,639	0.00%	1,416,639	0.00%	1,416,639	0.00%
Federal	8100-8299	549,837	-	549,837	0.00%	549,837	0.00%	549,837	0.00%
State									
Lottery - Unrestricted	8560	219,884	-	219,431	-0.21%	222,546	1.42%	222,999	0.20%
Lottery - Proj. 20 - Restricted	8560	77,178	5,471	77,019	-0.21%	78,112	1.42%	78,271	0.20%
Other State Revenue	8300-8399	79,477	2,529	71,175	-10.45%	79,387	11.54%	79,536	0.19%
Local									
Interest	8660	-	-	-	-	-	-	-	-
AB602 Local Special Education Transfer	8792	706,868	82,096	706,868	0.00%	706,868	0.00%	706,868	0.00%
Other Local Revenues	8600-8799	181,563	67,304	331,563	82.62%	182,350	-45.00%	182,350	0.00%
Total Revenues		\$ 14,591,131	\$ 2,815,284	\$ 14,734,628	0.98%	\$ 15,185,554	3.06%	\$ 15,626,341	2.90%
EXPENDITURES									
Certificated Salaries	1000-1999	5,916,706	1,890,622	5,916,706	0.00%	6,169,391	4.27%	6,339,049	2.75%
Classified Salaries	2000-2999	1,287,916	378,938	1,287,916	0.00%	1,322,290	2.67%	1,358,653	2.75%
Benefits	3000-3999	2,550,273	802,198	2,550,273	0.00%	2,626,781	3.00%	2,705,585	3.00%
Books & Supplies	4000-4999	752,885	288,974	752,885	0.00%	889,899	18.20%	923,205	3.74%
Contracts & Services	5000-5999	892,887	243,079	892,887	0.00%	892,894	-0.01%	902,038	1.04%
Capital Outlay	6000-6999	1,124,500	327,053	1,124,500	0.00%	851,350	-24.29%	700,000	-17.78%
Other Outlay	7100-7299	1,741,437	-	1,741,437	0.00%	1,819,385	4.48%	1,879,275	3.29%
Debt Service (see Debt Form)		-	-	-	-	-	-	-	-
Total Expenditures		\$ 14,266,604	\$ 3,930,864	\$ 14,266,604	0.00%	\$ 14,571,890	2.14%	\$ 14,807,805	1.62%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
		\$ 324,527	\$ (1,115,580)	\$ 468,024	44.22%	\$ 613,665	31.12%	\$ 818,536	33.38%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8800	-	-	-	-	-	-	-	-
Other Uses	7600	-	-	-	-	-	-	-	-
Net Sources & Uses		\$ -	\$ -	\$ -	-	\$ -	-	\$ -	-
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 324,527	\$ (1,115,580)	\$ 468,024	44.22%	\$ 613,665	31.12%	\$ 818,536	33.38%

HARTER NAME: Academy for Academic Excellence
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Fiscal Year 2019-20 First Interim Report
 Summary MYP

Rev. 4/26/19

DESCRIPTION	Adopted Budget 2019-20	First Interim Actual thru October 31, 2019	First Interim Projected Budget 2019-20	Percent Change	First Interim Projected Budget 2020-21	Percent Change	First Interim Projected Budget 2021-22	Percent Change
FUND BALANCE RESERVES								
Beginning Balance at Adopted Budget	9791	3,415,260	3,415,259	0.00%				
Adjustments for Unaudited Actuals	9792	(173,401)	(173,401)					
Begin Fund Balance at Unaudited Actuals		3,241,859	3,241,858					
Adjustments for Audit	9793	366,886	366,887					
Adjustments for Restatements	9795	217,540	217,540					
Beginning Fund Balance as per Audit Report +/- Restatements		3,826,285	3,826,285		4,294,310	12.25%	4,307,974	14.29%
Ending Balance	9790	\$ 3,735,787	\$ 2,710,705	14.83%	\$ 4,294,310	14.29%	\$ 5,726,511	16.68%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. Restricted								
Committed	9740	346,345	353,333	2.02%	354,269	0.26%	355,192	0.26%
c. Committed - Stabilization Arrangements								
Committed - Other	9750	-	-		-		-	
d. Assigned								
Unassigned	9780	-	-		-		-	
e. Reserve for Economic Uncertainties								
Undesignated / Unappropriated Amount / Unrestricted Net Position	9789	324,527	324,527	0.00%	400,390	23.38%	412,457	3.01%
Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790) (Total Expenditures + Other Uses)	9790	\$ 3,068,915	\$ 2,756,177	17.84%	\$ 4,153,316	14.85%	\$ 4,958,861	19.40%
		\$ 0.24	\$ 0.70		\$ 0.31		\$ 0.36	

DEBT - Multiyear Commitments

Fiscal Year 2019-20 First Interim Report

CHARTER NAME: Academy for Academic Excellence

Rev. 4/28/19

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

☒ NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2019 Principal Balance	2019-20 Payment		2020-21 Payment		2021-22 Payment		Object Code(s)
			Principal	Interest	Principal	Interest	Principal	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Leases									
1									
2									
3									
Other									
Other Commitments:									
Comments:									
</									

Appendix I

Insurance

EVIDENCE OF COVERAGE BOUND

Effective Date: July 1, 2019 12:01 AM - July 1, 2020 12:01 AM

Named Member:

Coverage Provided by (CP):

Core Liability Program

Coverage Limits: \$5,000,000 Per Member Aggregate

The Core Liability Program breaks down as follows:

Page 1 of 6

CharterSAFE

	<p><u>Automobile</u> Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos</p> <p>Auto Liability</p> <p>Uninsured/Underinsured Sublimit</p> <p>Automobile Medical Payment Sublimit</p> <p>Auto Physical Damage Deductible: \$500 per occurrence for Hired auto Physical Damage</p>	<p>\$2,000,000 per occurrence</p> <p>\$1,000,000 per occurrence sublimit</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence</p>
	<p><u>Excess Reinsurance</u> Applies to the following coverage areas:</p> <ul style="list-style-type: none"> General Liability, <u>excluding</u> Damage to Premises Rented Employee Benefits Liability Educator's Legal Liability, <u>excluding</u> IEP Defense sublimit Sexual Abuse Liability Law Enforcement Activities Liability Automobile Liability, <u>excluding</u> Auto Physical Damage D&O and EPL <u>excluding</u> Fiduciary Liability 	<p>\$3,000,000 per occurrence/ claim based on underlying coverage</p> <p>\$3,000,000 aggregate</p> <p>Note: Coverage over the underlying \$2,000,000 to make a total of \$5,000,000</p>

Please note that limits of \$50,000,000 above the CharterSAFE program limit of \$5,000,000 is with SELF JPA. SELF JPA is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage. You can access SELF JPA's information at www.selfjpa.org.

Crime		
A	<p><u>Crime</u></p> <p>Monies and Securities Deductible: \$500 per occurrence</p> <p>Computer & Funds Transfer Fraud Deductible: \$500 per occurrence</p> <p>Forgery or Alteration Deductible: \$500 per occurrence</p> <p>Employee Dishonesty Deductible: Varies*</p>	<p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p>
<p>*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.</p>		

CharterSAFE

Property

A,F,
G,I,
K,O,
V,X,
Y

Property

Valuation: Replacement Cost

Total Insured Value: (Building Value + Content Value + EDP)

Deductible: \$1,000 per occurrence*

Building (including tenant improvements and betterments)

Personal Property - Contents & Electronic Data Processing

Builder's Risk - As scheduled with CharterSAFE for projects over \$200,000

Boiler and Machinery / Equipment Breakdown

Business Interruption - \$10,000,000

Extra Expense - \$10,000,000

As scheduled with CharterSAFE subject to the maximum limit of \$150,000,000 per occurrence.

See "Exposures & Locations" section

*WATER DAMAGE Deductible is subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims at the location of loss on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

Student & Volunteer Accident

A,S

Student Accident and Volunteer Accident

Deductible: \$500 per incident for losses arising out of participation in *High Risk Activities***

Student Accident

\$50,000 per incident

Volunteer Accident

\$25,000 per incident

Additional Program Coverages

A,M

Pollution Liability and First Party Remediation

Deductible: \$10,000 per occurrence

\$1,000,000 per pollution condition
\$5,000,000 aggregate for all
CharterSAFE members combined

A,Q,
P

Terrorism Liability*

\$5,000,000 per
occurrence/aggregate for all
CharterSAFE members combined

A,Q,
P

Terrorism Property

Deductible: \$1,000 per occurrence

Total insured Value (Building Value + Content Value + EDP)

As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence.
See "Exposures & Locations" section

A,N

Cyber Liability*

Deductible: \$2,500 per claim

\$1,000,000 per claim
\$5,000,000 aggregate for all
CharterSAFE members combined

CharterSAFE

Workers' Compensation

A,U	<u>Workers' Compensation</u> Workers' Compensation Workers' Compensation rate: \$1.177 per \$100 of payroll Employer's Liability	Statutory \$5,000,000 per accident \$5,000,000 per disease per employee \$5,000,000 per disease policy limit
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* Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

** A list of High Risk Activities is available at www.chartersafe.org or you may contact Carly Weston (cweston@chartersafe.org / 818-394-6547) from CharterSAFE's Risk Management Team.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

CharterSAFE

EXPENDITURES & LOCATIONS

Location Address(es)	Students	Employees	Payroll
Academy for Academic Excellence: 15552 Wichita	0	0	\$0.00
Academy for Academic Excellence: 17500 Mana Road	1,380	148	\$7,186,436.00
Academy for Academic Excellence: 20702 Thunderbird	0	0	\$0.00
Lewis Center for Educational Research: 17500 Mana Road	0	0	\$0.00
Norton Space and Aeronautics Academy: 503 Central Avenue	782	40	\$3,465,563.00
The High Desert Partnership in Academic Excellence Foundation, Inc: Storage Shed	0	0	\$0.00
Total:	2,162	188	\$10,651,999.00

Vehicles

Vehicle Type	Make	Model	Year	VIN
Auto	Chevy	HHR	2008	3GNDA13D98S581237
Van	GMC	Safari	2001	1GKDM19W41B520926
Bus	Thomas		2007	1T7YU4A2671283803
Auto	Ford		1991	1FTDF15N1MKA000951
Auto	Toyota	Camry SE	2012	4T1BF1FK3CU570119
Van	Dodge	Van	2005	WD8PD7444557822777
Bus	Ford	E450 Goshen	2001	
SUV	Jeep	Liberty	2002	1J4GK48K02W185439
Truck	Chevrolet	K2500	2006	1GBHK23G86F257371

Locations

CharterSAFE

Location Address(es)	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Academy for Academic Excellence: 15552 Wichita Apple Valley School District Apple Valley, CA 92307	\$0	\$12,500	\$12,500	\$25,000
Academy for Academic Excellence: 17500 Mana Road (Mojave River Campus) 17500 Mana Road Apple Valley, CA 92307	\$18,674,500	\$1,498,104	\$397,000	\$20,569,604
Academy for Academic Excellence: 20702 Thunderbird (Thunderbird Campus) Apple Valley, CA 92307	\$3,370,000	\$115,000	\$30,000	\$3,515,000
Lewis Center for Educational Research: 17500 Mana Road 17500 Mana Road Apple Valley, CA 92307	\$0	\$0	\$0	\$0
Norton Space and Aeronautics Academy: 503 Central Avenue 503 Central Avenue San Bernardino, CA 92408	\$1,052,000	\$231,000	\$85,500	\$1,368,500
The High Desert Partnership in Academic Excellence Foundation, Inc: Storage Shed 13467 Navajo Rd. Apple Valley, CA 92307	\$8,000	\$12,500	\$12,500	\$33,000
Total:	\$23,104,500	\$1,869,104	\$537,500	\$25,511,104

Appendix J

Desert/Mountain SELPA Agreement



DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA

17800 Highway 18 • Apple Valley, California 92307-1219
(760) 242-6333 • FAX [760] 242-6339

CERTIFICATE OF MINUTES GOVERNING BOARD OF THE DESERT/MOUNTAIN SELPA

The Governing Board met in regular session on the 24th day of August, 2001, at 17800 U.S. Hwy. 18, Apple Valley, California.

Members Present: 10

Members Absent: 8

Alternates Present: 0

The following Motion was made by Member Stephen Vaughn, seconded by Member Virgil Barnes, and approved unanimously on a vote of the Members of the Board:

The Board of Directors approved the alignment of the Academy for Academic Excellence as a LEA Member with the Desert/Mountain Special Education Local Plan Area (SELPA), retroactive to January 2000.

Ayes: 10

Nays: 0

Absent: 8

I, Ronald J. Powell, Ph.D., Secretary of the Governing Board of the Desert/Mountain SELPA of San Bernardino County, do hereby certify that the above is a true and correct copy of the motion duly made, adopted, and entered on the minutes of the Governing Board on August 24, 2001.

Dated: August 24, 2001

Signed: _____


Dr. Ronald J. Powell



DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA

17800 Highway 18 • Apple Valley, California 92307-1219
(760) 242-6333 • FAX [760] 242-6339

May 25, 2001

Mr. Rick Piercy, CEO
Academy for Academic Excellence
20702 Thunderbird Road
Apple Valley, CA 92307

Dear Mr. Piercy,

The Academy for Academic Excellence, as an independent LEA, has been participating as a member of the Desert/Mountain SELPA since January 2000. In this capacity, the Academy for Academic Excellence is a member of the SELPA Board of Directors and participates in all aspects of SELPA governance. The Desert/Mountain SELPA is proud of its affiliation with the Academy for Academic Excellence and the quality educational programs that the Academy provides to all students including those with disabilities.

Sincerely,

Ronald J. Powell, Ph.D.
Administrator

RJP:bma

**Lewis Center for Educational Research
Academy for Academic Excellence**

17500 Mana Road
Apple Valley, CA 92307
p://www.avstc.org
-946-5414 Fax 760-946-9193



Board of Directors
Desert/Mountain SELPA
17800 Highway 18
Apple Valley, CA 92307

To the Governing Board,

Please accept our request for formal approval of the Academy for Academic Excellence (AAE) charter school as an independent LEA member of the Desert/Mountain Special Education Plan Area. The AAE is an independent charter operated by the High Desert partnership in Academic Excellence foundation, Inc., and chartered by the Apple Valley Unified School District in 1997.

As you know, we have been active SELPA participants since January 2000; we participate with representation on the SELPA Board of Directors and have actively participated in all aspects of SELPA governance since that time.

Further, we ask that you approve the request retroactively to January 2000 to accurately reflect our participation.

Very sincerely,

A handwritten signature in dark ink, appearing to read "Craig Campbell". The signature is fluid and cursive, written over the printed name.

Craig Campbell, Vice President
Lewis Center for Educational Research
Academy for Academic Excellence

cc: Dr. Ronald J. Powell
Rick Piercy

**JENAE HOLTZ, CHIEF EXECUTIVE OFFICER, CAHELP JPA
DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA)
ASSURANCE STATEMENT**

1. FREE APPROPRIATE PUBLIC EDUCATION, 20 U.S.C. § 1412(a)(1)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA, including those that are out of geographic boundaries, between the ages of three through 21, inclusive, including students with disabilities who have been suspended or expelled from school. The Desert/Mountain SELPA will have a policy in place that assures compliance for the out of geographic region charter schools.

2. FULL EDUCATIONAL OPPORTUNITY, 20 U.S.C. § 1412(a)(2)

It shall be the policy of this LEA that all students with disabilities have access to educational programs, nonacademic programs, and services available to students without disabilities.

3. CHILD FIND, 20 U.S.C. § 1412(a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the state, including children with disabilities who are homeless or are wards of the state and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services. The Desert/Mountain SELPA will assure that there is a process in place for the out of geographic region charter schools to be in compliance with this requirement.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP), 20 U.S.C. § 1412(a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability who requires special education and related services in order to benefit from his/her IEP. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's

progress and make appropriate revisions. The Desert/Mountain SELPA will have in place a means of reporting this information for the individual charter schools in the same manner as the other member LEAs.

5. LEAST RESTRICTIVE ENVIRONMENT, 20 U.S.C. § 1412(a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS, 20 U.S.C. § 1412(a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. The Desert/Mountain SELPA will monitor the compliance for the out of geographic region charter schools.

7. EVALUATION, 20 U.S.C. § 1412(a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY, 20 U.S.C. § 1412(a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA). The Desert/Mountain SELPA will monitor the compliance for out of geographic charter schools.

9. PART C TRANSITION, 20 U.S.C. § 1412(a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family. The Desert/Mountain SELPA will assure that there is a process in place to comply with this requirement for all out of geographic region charter schools.

10. PRIVATE SCHOOLS, 20 U.S.C. § 1412(a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private schools by their parents. The Desert/Mountain SELPA will assure that all out of geographic region charter schools will have a policy in place that complies with this requirement.

11. LOCAL COMPLIANCE ASSURANCES, 20 U.S.C. § 1412(a)(11)

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, part 30.

12. INTERAGENCY, 20 U.S.C. § 1412(a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for a free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE, 20 U.S.C. § 1412(a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS, 20 U.S.C. § 1412(a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a state complaint with the California Department of Education (CDE) about staff qualifications.

15. PERFORMANCE GOALS, 20 U.S.C. § 1412(a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS, 20 U.S.C. § 1412(a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate-assessments consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS, 20 U.S.C. § 1412(a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local, and other federal funds.

18. MAINTENANCE OF EFFORT, 20 U.S.C. § 1412(a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

19. PUBLIC PARTICIPATION, 20 U.S.C. § 1412(a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION, 20 U.S.C. § 1412(a)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL, 20 U.S.C. § 1412(a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION, 20 U.S.C. § 1412(a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS, 20 U.S.C. § 1412(a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standards.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY, 20 U.S.C § 1412(a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE, 20 U.S.C. § 1412(a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substance Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS, 20 U.S.C. § 1411(e), (f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA, 20 U.S.C. § 1418(a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. READING LITERACY, STATE BOARD REQUIREMENT, 2/99

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS, CALIFORNIA EDUCATION CODE § 56207.5(a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a LEA in a SELPA may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, Academy for Academic Excellence certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et. seq., and implementing regulations under 34 C.F.R., Parts 300 and 303, 29 U.S.C. § 794, 705(20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title 5 of the California Code of Regulations.

Section II: Attachments

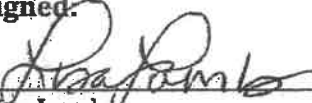
Be it further resolved, the LEA superintendent/CEO shall administer local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent/CEO ensures that policies and procedures covered by this assurance statement are on file at the LEA at the Desert/Mountain SELPA office.

Adopted this 5th day of Feb, 2018.

Yeas: 6 Nays: 0

Signed:



Lisa Lamb

***Lewis Center for Educational Research
Board of Directors***

CERTIFICATION OF MINUTES

The Governing Board of the Lewis Center for Educational Research met in Regular Session on the 5th day of February, 2018, at the Norton Science and Language Academy in San Bernardino, CA.

MEMBERS PRESENT WERE:

Duberly Beck
Jim Morris
Kevin Porter
Marcia Vargas
Delores Williams
Rick Wolf

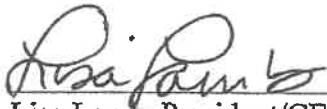
MEMBERS ABSENT WERE:

Kirt Mahlum
Peter Torres

Action Item 6.01: Approve D/M SELPA Local Plan

NUMBER OF MEMBERS VOTING AYE:	6
NUMBER OF MEMBERS VOTING NO:	0
NUMBER OF MEMBERS ABSENT:	2
NUMBER OF MEMBERS ABSTINING:	0

I hereby certify the foregoing to be a full, true and correct copy of action items duly passed by the Governing Board of the Lewis Center for Educational Research at a Regular Meeting of the Board held at the Norton Science and Language Academy in San Bernardino, CA on February 5, 2018.



Lisa Lamb, President/CEO

DM SELPA Local Plan

**Desert/Mountain Special Education Local Plan Area
(May 2017)**

TABLE OF CONTENTS

- IV. Certification of Participation, Compatibility & Compliance Assurances
- V. Assurance Statement
- VI. Governance & Administration
- VII. Literacy Policy
- VIII. Policies/Administrative Regulations
 - a. List of Desert/Mountain SELPA Policies & Administrative Regulations
- IX. Attachments
 - 1. List of Participating Local Education Agencies (LEAs) in the Desert/Mountain SELPA

**Certification of Participation, Compliance JPA
and Compliance Assurances**

2018 JUN -1 PM 1:43

1. Designate the Special Education Local Plan Area (SELPA) Option:

☐ Single District

☒ Multiple District

☐ District/County

SELPA Code
3601

SELPA Name
Desert/Mountain SELPA

Application Date
July 1, 2018

SELPA Address
17800 Highway 18

SELPA City
Apple Valley

SELPA Zip Code
92307

SELPA Director Name (Print)
Jenae Holtz

Director Telephone Number
(760) 955-2556

Director E-mail
Jenae.holtz@cahelp.org

2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])

Designated RLA/AU Name
San Bernardino County Superintendent of Schools

RLA/AU Address
601 North E Street

RLA/AU City
San Bernardino

RLA/AU Zip Code
92415

Name of RLA/AU Superintendent
Ted Alejandre

Superintendent Phone Number
(909) 386-2406

Superintendent E-mail
Ted.alejandre@sbcss.net

Date of Governing Board Approval
April 6, 2018

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 United States Code (U.S.C.) 1400 et seq, and implementing regulations under 34 Code of Federal Regulations Parts 300 and 303, 29 U.S.C. 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California Education Code (EC) Part 30, and Chapter 3 Division 1 of Title V of the California Code of Regulations.

Signature of RLA/AU Superintendent

Date

3. Certification of Compatibility by the County Superintendent of Schools

Name of County Office of Education (COE)
San Bernardino County Superintendent of Schools

COE Address
601 North E Street

COE City
San Bernardino

COE Zip Code
92415

Name of COE Superintendent
Ted Alejandre

Superintendent Phone Number
(909) 386-2406

Superintendent E-mail
Ted.alejandre@sbcss.net

Pursuant to EC Section 56140, I certify that this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

Signature of County Superintendent or Authorized Representative

Date

4. Certification of the Community Advisory Committee

(Complete Form SED-LP-2)

For Department of Education Use Only

Recommended for Approval by the Superintendent of Public Instruction:

Date:

By:

Approval Date:

**Certification of Participation, Compatibility,
and Compliance Assurances**

Community Advisory Committee Certification		
CAC Compliance Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	✓	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	✓	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).	✓	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	✓	
Certifying Signature		
Name of Chairperson (print) <i>CRISTINA DURAN</i>	Phone <i>760 221-5048</i>	
Signature of CAC Chairperson <i>[Signature]</i>	Date <i>5-17-18</i>	

If you checked [✓] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

**JENAE HOLTZ, CHIEF EXECUTIVE OFFICER, CAHELP JPA
SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA)
ASSURANCE STATEMENT**

1. FREE APPROPRIATE PUBLIC EDUCATION, 20 U.S.C. § 1412(a)(1)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA, including those that are out of geographic boundaries, between the ages of three through 21, inclusive, including students with disabilities who have been suspended or expelled from school. The Desert/Mountain SELPA will have a policy in place that assures compliance for the out of geographic region charter schools.

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It shall be the policy of this LEA that all students with disabilities have access to educational programs, nonacademic programs, and services available to students without disabilities.

3. CHILD FIND, 20 U.S.C. § 1412(a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the state, including children with disabilities who are homeless or are wards of the state and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services. The Desert/Mountain SELPA will assure that there is a process in place for the out of geographic region charter schools to be in compliance with this requirement.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP), 20 U.S.C. § 1412(a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with

a disability who requires special education and related services in order to benefit from his/her IEP. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions. The Desert/Mountain SELPA will have in place a means of reporting this information for the individual charter schools in the same manner as the other member LEAs.

5. LEAST RESTRICTIVE ENVIRONMENT, 20 U.S.C. § 1412(a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS, 20 U.S.C. § 1412(a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. The Desert/Mountain SELPA will monitor the compliance for the out of geographic region charter schools.

7. EVALUATION, 20 U.S.C. § 1412(a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY, 20 U.S.C. § 1412(a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy

Act (FERPA). The Desert/Mountain SELPA will monitor the compliance for out of geographic charter schools.

9. PART C TRANSITION, 20 U.S.C. § 1412(a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family. The Desert/Mountain SELPA will assure that there is a process in place to comply with this requirement for all out of geographic region charter schools.

10. PRIVATE SCHOOLS, 20 U.S.C. § 1412(a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private schools by their parents. The Desert/Mountain SELPA will assure that all out of geographic region charter schools will have a policy in place that complies with this requirement.

11. LOCAL COMPLIANCE ASSURANCES, 20 U.S.C. § 1412(a)(11)

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, part 30.

12. INTERAGENCY, 20 U.S.C. § 1412(a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for a free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE, 20 U.S.C. § 1412(a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS, 20 U.S.C. § 1412(a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a state complaint with the California Department of Education (CDE) about staff qualifications.

15. PERFORMANCE GOALS, 20 U.S.C. § 1412(a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS, 20 U.S.C. § 1412(a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access

assessments with or without accommodations, or access alternate-assessments consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS, 20 U.S.C. § 1412(a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local, and other federal funds.

18. MAINTENANCE OF EFFORT, 20 U.S.C. § 1412(a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

19. PUBLIC PARTICIPATION, 20 U.S.C. § 1412(a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION, 20 U.S.C. § 1412(a)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL, 20 U.S.C. § 1412(a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION, 20 U.S.C. § 1412(a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies,

procedures, and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS, 20 U.S.C. § 1412(a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standards.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY, 20 U.S.C § 1412(a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE, 20 U.S.C. § 1412(a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substance Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS, 20 U.S.C. § 1411(e), (f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA, 20 U.S.C. § 1418(a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. READING LITERACY, STATE BOARD REQUIREMENT, 2/99

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS, CALIFORNIA EDUCATION CODE § 56207.5(a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a LEA in a SELPA may not be treated differently from a similar request made by a school district.

In accordance with federal and state laws and regulations, Desert/Mountain SELPA certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et. seq., and implementing regulations under 34 C.F.R., Parts 300 and 303, 29 U.S.C. § 794, 705(20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title 5 of the California Code of Regulations.

Be it further resolved, the LEA superintendent/CEO shall administer local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent/CEO ensures that policies and procedures covered by this assurance statement are on file at the LEA at the Desert/Mountain SELPA office.

Adopted this ____ day of ____, 20____.

Signed:

Ted Alejandre
County Superintendent of Schools

GOVERNANCE

I. PURPOSE

The Desert/Mountain Special Education Local Plan Area ("Desert/Mountain SELPA") is a service area composed of participating Local Education Agencies (LEAs) and is the governance structure responsible for the implementation of the provisions of the Local Plan. By participating in the Desert/Mountain SELPA, participating LEAs agree to the roles and responsibilities for the provision of special education and related services within the service area as specified in the Local Plan. Pursuant to California Education Code § 56026.3, a LEA means a school district, a county office of education, a charter school participating as a member of a SELPA, or a SELPA. Participating LEAs in the Desert/Mountain SELPA include school districts, the Office of the San Bernardino County Superintendent of Schools, LEA charter schools (including LEA charter schools located outside of the geographic boundaries of the Desert/Mountain SELPA) and the SELPA. Participating LEAs join together for the purpose of adopting a plan for providing access to quality educational programs and services appropriate to the needs of each eligible student with a disability enrolled in participating LEAs.

The California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA), through the Governance Council, is the governing body of the Desert/Mountain SELPA. The CAHELP JPA Governance Council may consider changes or amendments to the permanent portion of the Local Plan at any time. The CAHELP JPA Governance Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, which is not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by the Executive Council of the Desert/Mountain SELPA, and all LEA governing boards. For LEA charter schools located outside of the geographic boundaries of the Desert/Mountain SELPA, Chief Executive Officer (CEO) may be substituted for Superintendent and noted as the official responsible in the administration of the Desert/Mountain SELPA Local Plan including all federal and state requirements.

II. GOVERNANCE STRUCTURE

A. General Description

Participating LEAs of the Desert/Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain SELPA. The CAHELP JPA Governance Council shall be the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy.

In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

For Charter LEAs outside the geographic boundaries of the Desert/Mountain SELPA catchment area (San Bernardino County), the CAHELP JPA Governance Council shall ensure that these Charter LEAs have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the Desert/Mountain SELPA office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation.

The function of the Desert/Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain SELPA. All such programs are to be operated in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain SELPA policies and procedures.

Some Charter LEAs are outside of the geographic boundaries of the Desert/Mountain SELPA. The CEOs of all of the LEA Charters outside of the geographic boundaries are responsible for the management and supervision of all special education program operations. To this end, the Desert/Mountain SELPA will provide technical assistance in ensuring that the out of geographic Charter LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and Desert/Mountain SELPA policies and procedures.

This Local Plan is a joint effort of the CAHELP JPA, Office of the San Bernardino County Superintendent of Schools, and participating LEAs, including Charter LEAs outside the geographic boundaries of the Desert/Mountain SELPA. Participating LEAs work in cooperation with the Office of the San Bernardino County Superintendent of Schools to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools, and juvenile court schools within the Desert/Mountain SELPA will have access to appropriate special education programs and related services. The Desert/Mountain SELPA will ensure and provide support to the LEAs that are out of the geographic area

to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

The Office of the San Bernardino County Superintendent of Schools is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA, and the CAHELP JPA Governance Council may change the RLA and AU in its discretion and in accordance with California law.

All structural changes within the organization of the Desert/Mountain SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The SELPA Steering Committee examines program issues and staffing needs, and advises the CAHELP JPA Governance Council regarding the adoption of the Annual Service Plan. The SELPA Finance Committee examines fiscal issues and advises the CAHELP JPA Governance Council regarding the adoption of the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The Desert/Mountain SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn, be advised by the SELPA Steering Committee, SELPA Finance Committee, and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

B. CAHELP JPA Governance Council

CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the Desert/Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council shall have one vote. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy"), if the Superintendent/CEO or CEO is unable to attend a meeting, which designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO or CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with disabilities and to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all SELPA funds and provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert/Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the CAHELP JPA Governance Council on a particular agenda item, or have the Governance Council consider a topic, are invited to complete a Request to Address the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert/Mountain SELPA Local Plan and recommend modifications as necessary. The CAHELP CEO and SELPA Steering Committee shall assist the CAHELP JPA Governance Council with these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity, or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the Local Plan. The County Superintendent of Schools as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert/Mountain SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

1. Responsibilities of the CAHELP JPA Governance Council

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- a. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;

- b. Review and approve all Desert/Mountain SELPA policies, procedures, standards, and guidelines;
- c. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- d. Review, approve, and monitor all budgets assigned to the Desert/Mountain SELPA office;
- e. Provide leadership to the Desert/Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- f. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- g. Evaluate the performance of the CAHELP CEO;
- h. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- i. Meet as often as necessary during the year to implement the business of the Desert/Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- j. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- k. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- l. Approve interagency agreements;
- m. Designate participants for the SELPA Steering Committee, and SELPA Finance Committee;
- n. Establish and promote a Community Advisory Committee (CAC);
- o. Receive recommendations from the CAC, SELPA Steering Committee, LEA boards, and other concerned agencies and individuals;
- p. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;

- q. Annually evaluate the Local Plan implementation and operations; and
- r. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

C. Administration of the Local Plan

1. SELPA Steering Committee

Each participating LEA shall appoint an appropriate administrator of special education programs to membership on the SELPA Steering Committee. The SELPA Steering Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain SELPA.

The SELPA Steering Committee meets on a regular basis. The CAHELP CEO serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the SELPA Steering Committee include, but are not limited to, the following:

- a. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;
- b. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;
- c. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;
- d. Develop, review, and/or modify an annual budget for SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council;
- e. Recommend and monitor staff development training programs, including parent education activities;
- f. Provide recommendations for membership for the CAC;

- g. Develop, review, and/or modify the Annual Service Plan prior to adoption by the CAHELP JPA Governance Council; and
- h. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the CAHELP JPA Governance Council.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Steering Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Steering Committee, or CAHELP JPA Governance Council, as appropriate.

1. SELPA Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and/or an administrator who is knowledgeable in the area of special education finance to the SELPA Finance Committee. The SELPA Finance Committee meets on a regular basis. The CAHELP CEO serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide for informed decision-making.

1. Responsibilities of the SELPA Finance Committee

The duties of the SELPA Finance Committee include, but are not limited to, the following:

- a. Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the CAHELP JPA Governance Council;
- b. Review and make recommendations to the CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs;
- c. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the CAHELP JPA Governance Council; and
- d. Review, modify, and recommend an annual budget for SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council.

The SELPA Finance committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain SELPA.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Finance Committee, or CAHELP JPA Governance Council, as appropriate.

2. Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the Desert/Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA and Bylaws, and California and federal law.

A. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the Desert/Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The SELPA Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in

accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The CAHELP CEO, with the assistance of the SELPA Steering Committee, SELPA Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the SELPA Steering and SELPA Finance Committees. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEA's special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements.

If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

1. Procedures for Changes in Governance Structure

Any changes in the governance structure of the Desert/Mountain SELPA are subject to specific provisions of California Education Code §§ 56140, 56195, et seq., 56195.1 et seq., and 56205 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code § 56195.1 by notifying the CDE, Desert/Mountain SELPA, and County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code § 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent of the county, which would have LEAs as participating agencies in the alternative plan (California Education Code § 56195.1).

3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code § 56140(b)).
4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEA(s). The LEA(s) participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code § 56140(b)(2)).
5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert/Mountain SELPA must meet the standards established by the State Board of Education.

III. Request for SELPA Membership LEAs and Charter Schools (California Education Code §§ 56203, 56203(b), 56203(c), 56207.5, 56207.5(a), 56207.5(b), 56207.5(c), and 56195.1(c)(2)(f))

A request by a charter school to participate as a LEA in the Desert/Mountain SELPA will not be treated differently from a similar request made by an LEA. In reviewing and approving a request by an LEA or charter school to participate as an LEA, the following requirements shall apply:

- a. The LEA or charter school shall participate in state and federal funding for special education and the allocation policy adopted by the CAHELP JPA Governance Council in the same manner as other participating LEAs of the Desert/Mountain SELPA;
- b. The LEA or charter school shall participate in the governance of the Desert/Mountain SELPA in the same manner as other LEAs of the Desert/Mountain SELPA; and
- c. The approval of additional members to the Desert/Mountain SELPA by the CAHELP JPA Governance Council shall follow guidelines as specified in the policy and procedure manual.

In the event of lack of agreement among CAHELP JPA Governance Council members regarding the participation of members in the Desert/Mountain SELPA, it shall be the responsibility of the CAHELP CEO to resolve the conflict. If the conflict regarding the participation of members in the Desert/Mountain SELPA cannot be resolved satisfactorily, the issue may be appealed to the CAHELP JPA Governance Council for a hearing on the matter. The decision of the CAHELP JPA Governance Council shall be final.

1. General Description

The CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the Desert/Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council shall have one vote. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy"), if the Superintendent/CEO or CEO is unable to attend a meeting, which designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO or CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting. The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Smooth and efficient implementation and operation of the Local Plan continues to be a priority of the SELPA Steering Committee, which is composed of special education administrators of each participating LEA and the Area Director of the San Bernardino County Superintendent of Schools office. This structure facilitates the development of an efficient management process that will allow control, direction, and management of the various activities required by the Local Plan.

2. Responsibilities of Participating LEAs

LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating agencies. Participating LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within the Desert/Mountain SELPA, or through additional contractual arrangements with LEAs

outside of the Desert/Mountain SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the Desert/Mountain SELPA.

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities, it shall be the responsibility of the CAHELP CEO to resolve the conflict. If the conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the decision of the CAHELP CEO to the CAHELP JPA Governance Council for a hearing on the matter. The decision of the CAHELP JPA Governance Council shall be final.

3. Withdrawal from the SELPA (California Education Code § 56195.3(b))

Each participating LEA will cooperate with the County office and other LEAs in the Desert/Mountain SELPA in planning its option under California Education Code § 56195.1, and notify the department, impacted special education local plan areas, and participating County offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the County office for review in accordance with guidelines approved by the CAHELP JPA Governance Council.

Any LEA initiating a proposal to withdraw from the Desert/Mountain SELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the Desert/Mountain SELPA shall be borne entirely by the LEA initiating the change.

4. LEA Governing Boards

The Boards of Education of the LEAs and the elected Superintendent of the Office of the County Superintendent of Schools, in representing the involved communities, have overall responsibility for implementation and operation of the Local Plan. Policymaking responsibilities are fulfilled by the County Superintendent and local boards' review/approval of the Local Plan.

All LEA Boards of Education and the Superintendent of the Office of the San Bernardino County Superintendent of Schools shall have the responsibility for the final approval of the Local Plan for special education and significant revisions of that Local Plan. Additionally, they shall have final approval of the appointment of parents in their communities to serve on the CAC.

1. Responsibilities of LEA Governing Boards

Additional responsibilities include:

- a. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA;
- b. Operate local programs consistent with applicable state and federal laws and regulations and Desert/Mountain SELPA-adopted policies and procedures and the Desert/Mountain SELPA Local Plan;
- c. Develop and adopt policies for the operation of the LEA, which are consistent with those of the Desert/Mountain SELPA and which promote access to appropriate programs and services for all children with disabilities;
- d. Provide suitable housing for special education programs maintained by the LEA;
- e. Review and approve the Desert/Mountain SELPA Local Plan for special education prior to approval by the State Board of Education;
- f. By approving the Local Plan, enter into an Agreement for Participation with other LEAs participating in the plan, for the purpose of the delivery of regional services and programs as appropriate;
- g. Participate in the governance of the Desert/Mountain SELPA through their designated representatives to the CAHELP JPA Governance Council. The governing boards provide the CAHELP JPA Governance Council with the authority to act as the board designee to approve and amend policies as necessary; and
- h. Appoint members to the CAC.

5. LEA Superintendents/CEOs

The LEA Superintendent/CEO represents the LEA as a member of the CAHELP JPA Governance Council and provides a liaison function between the LEA governing board and the CAHELP JPA Governance Council. The LEA Superintendent/CEO provides leadership within the LEA in support of special education programs.

A. Responsibilities of the LEA Superintendents/CEOs:

- a. Provide leadership within the LEA in support of special education programs;
- b. Represent the LEA as a member of the CAHELP JPA Governance Council;

- c. Act as a liaison between the governing board of the LEA and the CAHELP JPA Governance Council, transmitting suggestions for the development and/or changes of policy to the CAHELP JPA Governance Council and vote upon such matters in accordance with direction from the LEA governing boards;
- d. Advise the LEA governing boards of policies adopted by the CAHELP JPA Governance Council and provide the governing boards with copies of such policies;
- e. Recommend the adoption of the LEA special education policies to the governing boards; and
- f. Annually recommend to the governing board the modifications of the LEA special education programs, which are necessary to meet the changing needs of the students, to be included in the required Annual Service and Budget Plans submitted to the Desert/Mountain SELPA.

6. LEA Special Education Administrators

The LEA Special Education Administrators are responsible for the operation of Local Education Agency programs to ensure that all eligible children with disabilities receive appropriate services.

- a. Responsibilities of the LEA Special Education Administrators
 - a. Advise the CAHELP CEO and the CAHELP JPA Governance Council regarding the status, accomplishments, and needs of special education programs operated within the Local Education Agencies;
 - b. Provide leadership and support through inter-district relationships to implement the Local Plan, including any regionalized programs and services;
 - c. Act as liaison with parents, community resources, other LEAs, the CAHELP CEO, and the CAHELP JPA Governance Council;
 - d. Coordinate and facilitate the day-to-day participation of LEA special education personnel and utilize other available LEA resources to improve special education services in accordance with the provisions of the Local Plan and decisions made by the CAHELP JPA Governance Council;
 - e. Provide technical advice and assistance to the CAHELP JPA Governance Council and the CAHELP CEO;

- f. Gather, interpret, and report data regarding the implementation, administration, and operation of the Local Plan;
- g. Coordinate and facilitate the provision of LEA special education services in accordance with the provisions of the Local Plan and decisions made by the CAHELP JPA Governance Council; and
- h. Advise the CAHELP CEO of the annual program needs of the LEA to be considered in the development of the Annual Budget plan and the Annual Service Plan and recommend programs and services to be considered for inclusion in the Regional Services Program budget.

IV. Implementation of Administrative Functions (California Education Code §§ 56195(b)(3)(c)(2), 56195.1, 56205(a)(12)(D)(ii), 56205(a)(12)(D)(ii)(IV))

a. Designation of the Responsible Local Agency

The Office of the San Bernardino County Superintendent of Schools is designated as the Responsible Local Agency (RLA) for the Desert/Mountain SELPA. The CAHELP JPA Governance Council may, in its discretion, change the RLA as permitted under the JPA, Bylaws, Local Plan, and California law.

a) Responsibilities of the RLA

The RLA shall be responsible for functions as specified under E.C. 56195.1(c)(2) such as, but not limited to:

- I. Receipt and distribution of regionalized services funds as approved by the CAHELP Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The SELPA Steering Committee and SELPA Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
- II. Provision of administrative support;
- III. Coordination and implementation of the Local Plan;
- IV. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;

- V. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; and
- VI. The employment of staff as designated by the CAHELP JPA Governance Council to support SELPA functions.

The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

b) Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the SELPA functions according to this policy.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office, including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable SELPA employed personnel.

c) CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate the decision making process regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information,

specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interests of the Desert/Mountain SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all SELPA activities.

a. Responsibility of the CAHELP CEO

The CAHELP CEO shall serve as the chief administrator of the SELPA to coordinate the implementation of the Local Plan for Special Education on behalf of participating LEAs including the following:

- 1) Provide overall coordination of the Local Plan implementation;
- 2) Provide leadership for Special Education within the Desert/Mountain SELPA;
- 3) Serve as the Executive Secretary to the CAHELP JPA Governance Council's; as Secretary, the CAHELP CEO shall:
 - a. Prepare and handle the CAHELP JPA Governance Council's meeting agenda;
 - b. Prepare and handle the CAHELP JPA Governance Council's meeting minutes;

- c. Handle and care for all Special Education Local Plan Area and CAHELP JPA Governance Council's records and documents (records custodian); and
 - d. Prepare a tentative calendar of the CAHELP JPA Governance Council's meetings for the ensuing year for the considerations of the CAHELP JPA Governance Council at a regular meeting in early spring.
- 4) Initiate proposed policies for adoption by the CAHELP JPA Governance Council;
- 5) Report, on an annual basis, the status of the Local Plan implementation;
- 6) Develop the annual income and expenditure budgets for the Special Education Local Plan Area;
- 7) Develop and implement procedures for operation within the Special Education Local Plan Area;
- 8) Serve as the Chairperson of the SELPA Steering Committee;
- 9) Serve as the Chairperson of the SELPA Finance Committee;
- 10) Serve as the Chairperson of Ad Hoc Committees as designated by the CAHELP JPA Governance Council;
- 11) Evaluate Special Education Local Plan Area staff, as appropriate;
- 12) Serve as an ex officio member of the Community Advisory Committee, including the responsibility to respond to items and concerns of that group;
- 13) Represent the Desert/Mountain SELPA on the Region 10 Coordinating Council;
- 14) Review special education forms to assure compliance with the law;
- 15) Coordinate the compliance review process;
- 16) Coordinate development of fiscal policies and administer the utilization of the SELPA "X-Pot";

- 17) Implement the regionalized services of the Desert/Mountain SELPA:
 - 1) Administer staff development programs;
 - 2) Coordinate program review;
 - 3) Supervise data collection, information management and reporting;
 - 4) Coordinate curriculum and program development;
 - 5) Coordinate ongoing monitoring of Local Plan implementation through program review;
 - 6) Coordinate ongoing comprehensive evaluation of special education programs;
 - 7) Assign, supervise and evaluate Program Specialists and other Desert/Mountain SELPA staff; and
 - 8) Other matters related to the representation and operation of the Desert/Mountain SELPA.
- 18) Assist in the development of the Annual Budget Plan and annual Desert/Mountain SELPA operations budget;
- 19) Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy;
- 20) Coordinate the funds for low incidence services, equipment, and materials in accordance with established procedures;
- 21) Complete reports for the Desert/Mountain SELPA and individual LEAs in accordance with State priorities criteria, and California Education Code Sections 56220(c)(1), 56368, 56780;
- 22) Apply for discretionary funds and other grants that become available to the Desert/Mountain SELPA;
- 23) Monitor the appropriate use of federal, state, and local funds allocated for special education programs (56205(a)(12)(D)(ii)(IV));

- 24) Prepare and submit to the State Department of Education all reports required for the Desert/Mountain SELPA (56205(a)(12)(D)(ii)(V));
- 25) Develop and coordinate the implementation of agreements and contracts with nonpublic schools and agencies providing services to students with disabilities;
- 26) Develop and coordinate the implementation of agreements with other SELPAs and agencies;
- 27) Provide for the ongoing evaluation of the effectiveness of special education programs and services and identify special education program and service needs for the Desert/Mountain SELPA;
- 28) Request input from the LEAs regarding regionalized and program specialist services;
- 29) Coordinate and facilitate the establishment of Desert/Mountain SELPA standards, procedures, processes, and regulations for the implementation of the Local Plan;
- 30) Provide technical assistance to LEAs in due process and complaint procedures, and represent or designate appropriate personnel to represent the Desert/Mountain SELPA in due process and complaint procedures;
- 31) Act as a liaison between and among the Desert/Mountain SELPA, the State Department of Education, the CAHELP JPA Governance Council, SELPA Steering Committee, Community Advisory Committee, Federal Departments, and elected government officials; and
- 32) Update the CAHELP JPA Governance Council, SELPA Steering Committee and SELPA Finance Committee on legislative changes, proposals, trends, and related concerns.

d) SELPA Staff

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain SELPA. In reviewing and approving the Desert/Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the SELPA office upon recommendation of the SELPA Steering Committee.

Desert/Mountain SELPA staff shall be employed by the AU and supervised by the CAHELP CEO according to the AU's policy and practices. The CAHELP CEO shall use a selection process that includes representation from the Desert/Mountain SELPA, SELPA Steering Committee, and other LEA and/or community representatives as appropriate.

e) Program Manager Individual Protections

The description of due process procedures in California Education Code Sections 56500-56509, for purposes of Code of Federal Regulations, 34 C.F.R. 300.500-300.520, is hereby included in the Local Plan by reference.

The Program Manager Individual Protections assists and/or conducts the procedures involved in due process hearings, complaints, and investigations for all participating LEAs within the Desert/Mountain SELPA including LEAs that are out of geographic boundaries. Inherent to this assignment is dissemination of information and initiation of procedures that ensure compliance with all parent/child rights and requirements. These include availability of parent/child rights notices, equal access to programs, correction of identified program/service problems, and compliance with mandated timelines for assessment and placement of children.

a. Responsibilities of the Program Manager Individual Protections

The responsibilities of the Program Manager Individual Protections shall include but not be limited to:

- 1) Coordinate Inter/Intra-SELPA program placements;
- 2) Develop, review and revise interagency agreements;
- 3) Coordinate consultant/expert witness contracting;
- 4) Negotiate contracts and coordinate services, oversight, and evaluation of nonpublic schools;
- 5) Negotiate contracts and coordinate services, oversight, and evaluation of nonpublic agencies (NPA);
- 6) Coordinate independent educational evaluations (IEEs);
- 7) Develop, review, and revise compliance procedures within all Desert/Mountain SELPA participating LEAs, including those that are out of geographic boundaries;

- 8) Advise LEAs, including those that are out of geographic boundaries, regarding compliance procedures and changing legislation;
- 9) Assist LEAs, including those that are out of geographic boundaries, in complaint/mediation procedures;
- 10) Represent LEAs, including those that are out of geographic boundaries, in due process proceedings as appropriate; and
- 11) Coordinate legal assistance and representation for participating LEAs, including those that are out of geographic boundaries.

Any LEA failing to adhere to Desert/Mountain SELPA advice regarding state and federal law relative to the IEP development process shall bear any and all subsequent due process or private contracting costs associated with said independent actions. The Desert/Mountain SELPA notification of fiscal responsibility shall be in the form of a written formal memo directed to the LEA special education administrator with a copy to the Superintendent/CEO.

Any LEA wishing to appeal this decision by the CAHELP CEO shall request the matter be placed on the agenda at a SELPA Steering Committee meeting with a subsequent recommendation to the CAHELP JPA Governance Council for final action.

All contacts with SELPA-retained attorneys or legal consultants shall be made only after approval of the CAHELP CEO or designee. Any LEA initiating contact with a legal advisor without prior approval will bear the cost of the contract.

f) Program Manager Regional Services

The Program Manager Regional Services interacts with all LEAs, including those that are out of geographic boundaries, to determine staff development needs, initiates training activities/programs, and manages resources available to support staff development training and transition services for all individuals who are responsible for special education and for youth with disabilities. Activities are initiated through the SELPA Steering Committee as well as with various teacher/administrator groups.

a. Responsibilities of the Program Manager Regional Services

- 1) Coordination of program specialist's services;

- 2) Coordination of Desert/Mountain SELPA personnel development activities;
- 3) Develop, facilitate, implement, and evaluate Desert/Mountain SELPA staff development programs;
- 4) Facilitate the alignment of curriculum between special education and general education;
- 5) Evaluate the effectiveness of programs for students with disabilities; and
- 6) Coordinate the implementation of grant and contract funding services to students with disabilities.

g) Fiscal and Budget Management Services

The Desert/Mountain SELPA shall provide for fiscal and budget management services in order to coordinate and monitor the receipt and distribution of federal and state funds for special education. This individual performs the business management functions of the Desert/Mountain SELPA and acts as a fiscal consultant to participating LEAs, including those that are out of geographic boundaries, regarding special education funding issues. These services include analysis of expenditure and program data to improve the efficiency and effectiveness of special education programs as well as the analysis of the impact of legislative proposals on LEA and SELPA budgets.

1. Responsibilities of Fiscal and Budget Management Services

Fiscal and Budget Management Services include, but are not limited to:

- A.** Develop, review and administer the fiscal and accounting functions of the Desert/Mountain SELPA;
- B.** Prepare Special Education fiscal and accounting reports required by the state;
- C.** Develop and recommend funding allocation models for the equitable distribution of special education revenues;
- D.** Plan, organize and implement the budget development process;
- E.** Prepare multi-year revenue and expenditure forecasts and trend analysis;

- F.** Analyze, review, and recommend fiscal implications in response to legislative proposals and demographic trends;
- G.** Analyze and interpret statistical and financial information related to special education revenue and expenditure data;
- H.** Develop, review, and recommend strategies for the reduction of LEA encroachment and the efficient operation of special education programs; and
- I.** Monitor the distribution and utilization of special education funds according to the approved SELPA funding allocation plan and the Annual Budget Plan for the LEAs, including those that are out of geographic boundaries.

h) Program Specialists

The program specialists are employed by the RLA for employment purposes, and serve the Desert/Mountain SELPA under the direction of the CAHELP CEO. The CAHELP JPA Governance Council designates the number and type of specialists upon recommendation of the SELPA Steering Committee and approves the SELPA budget for its expenditures.

1. Qualifications of Program Specialists

A program specialist shall hold a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization, and have advanced training and related experience in the education of students with disabilities and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

2. Responsibilities of Program Specialists

The governing boards of the LEAs identify the importance of employment of program specialists to provide unique and necessary services to LEAs and to students in the Desert/Mountain SELPA, including those that are out of geographic boundaries. Program specialists shall provide the following services:

- a.** Observe, consult with, and assist, in accordance with LEA procedures, special education teachers and support staff, including those that are out of geographic boundaries;

- b. Plan programs, coordinate curricular resources, and share in the evaluation of the effectiveness of programs for children with disabilities, including those that are out of geographic boundaries;
- c. Assist with LEA staff development, program development, and innovation of special methods and approaches;
- d. Provide coordination, consultation, and program development in one or more specialized areas of expertise;
- e. Upon request, participate in IEP team meetings, including those that are out of geographic boundaries, where technical assistance is needed;
- f. Assist in mediation, due process hearings, and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the Desert/Mountain SELPA;
- g. Assist LEAs, including those that are out of geographic boundaries, in the determination of appropriate special education programs and services to ensure that students with disabilities have full educational opportunities regardless of the district of residence;
- h. Assist in developing training for parents and members of the Community Advisory Committee;
- i. Provide staff development training and technical assistance for general and special education teachers, administrators, support staff and parents, including those that are out of geographic boundaries; and
- j. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, Inland Regional Center, California Children's Services, and the Probation Department, including those that are out of geographic boundaries.

1. Regionalized Services and Operations (E.C. 56205(a)(12)(B) and 56368.23

The CAHELP CEO, in coordination with participating LEAs, including those that are out of geographic boundaries, implements the Local Plan including the following regional services and operations:

- Coordination of the Desert/Mountain SELPA and the implementation of the Local Plan;
- Coordination of a system of identification and assessment;
- Coordination of a system of procedural safeguards;
- Coordination of general and special education personnel development opportunities and parent education;
- Coordination of a system of curriculum development and alignment with the core curriculum;
- Coordination of a system of internal program review, evaluation of the effectiveness of the Local Plan, and implementation of a Local Plan accountability mechanism;
- Coordination of a system of data collection and management to facilitate state and federal reporting requirements;
- Coordination of interagency agreements;
- Coordination of services to medical facilities;
- Coordination of services to licensed children's institutions and foster family homes;
- Preparation and transmission of required special education local plan area reports, including program and fiscal reports;
- Fiscal and logistical support of the Community Advisory Committee;
- Coordination of transportation services for children with disabilities;
- Coordination of career, vocational education, and transition services;
- Assurance of full educational opportunity;
- Fiscal administration and the allocation of state and federal funds;
- Direct instructional support provided by program specialists;
- Direct support provided by clinical counselors;

- Providing for Continuing Education Units;
- Coordination of the distribution and assignment of specialized equipment and services for students with low incidence disabilities;
- Preparation and coordination of contracts for nonpublic school and nonpublic agency services; and
- Representation on the Region 10 Coordinating Council.

2. Dispute Resolution (California Education Code 56205(b)(5))

In the event of a disagreement regarding the distribution of funding, responsibility for service provision and any other governance activities specified within the Local Plan, it is the intent of the CAHELP JPA Governance Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The CAHELP JPA Governance Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a LEA, including those that are out of geographic boundaries, disagrees with a decision or practice of another agency or the Desert/Mountain SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective Superintendent/CEO or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the CAHELP CEO or his/her designee, or the services of a neutral mediator from outside the Desert/Mountain SELPA. In the event the issue cannot be resolved either party may request review by the SELPA Steering Committee, or SELPA Finance Committee, as appropriate. If the issue cannot be resolved with the recommendation of the SELPA Steering Committee, or SELPA Finance Committee, either party may request that the issue be placed on the agenda of the CAHELP JPA Governance Council for a hearing on the issues and ultimate resolution. The decision of the CAHELP JPA Governance Council shall be final.

3. Community Advisory Committee Public Participation/Certification (E.C. 56205(a)(12)(C))

• Selection of the Community Advisory Committee (CAC)

Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the CAC for the purpose of: advising the CAHELP CEO regarding the development, amendment and review of the Local Plan; recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such other responsibilities as designated in the Local Plan. Each CAC representative shall be responsible to the

governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area charter schools will participate in CAC activities through video or telephone conferencing.

- **Procedures for CAC Appointment**

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities. Members shall include the following:

- Members shall include the following:
 - Parents – A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
 - School Personnel – School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
 - Students with disabilities enrolled in special education programs;
 - Representatives of public and private agencies;
 - Others – Persons concerned with students with disabilities; and
 - One member shall be appointed by the SELPA Steering Committee.

- **Responsibilities of the CAC**

The CAC shall serve in an advisory capacity to the Desert/Mountain SELPA and shall act to:

- I. Improve communications among students with disabilities, their parents/guardian, and LEA staff;
- II. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert/Mountain SELPA, and legislative staff members;
- III. Advise local, county, and state officials of the development, operation, and review of the Local Plan;

- IV.** Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
- V.** Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
- VI.** Advise the CAHELP CEO and SELPA Steering Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
- VII.** Make recommendations on annual priorities to be addressed under the Local Plan to the SELPA Steering Committee;
- VIII.** Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
- IX.** Encourage public involvement in the development and review of the Local Plan;
- X.** Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
- XI.** Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
- XII.** Submit an annual written report to the CAHELP CEO and the SELPA Steering Committee regarding progress of CAC projects;
- XIII.** Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
- XIV.** Become familiar with the laws pertaining to special education and students with disabilities; and
- XV.** Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

READING LITERACY

The Desert/Mountain SELPA and participating LEAs are committed to the improvement of educational results for all students including those who require special education. The Desert/Mountain SELPA shall ensure that special education students will actively participate in the California Reading Initiative to the maximum extent appropriate and in the least restrictive environment. In order to support this initiative, the Desert/Mountain SELPA shall provide and/or facilitate staff development opportunities for special education instruction staff (as evidenced by annual professional development calendars) in at least the following areas of literacy:

- a. Information about current literacy and learning research;
- b. State-adopted curriculum standards and frameworks;
- c. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to improve literacy and increase participation of students with disabilities in statewide assessments.

Full access shall be afforded to students with disabilities to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks, as well as instructional materials and support in order for students with disabilities to attain higher standards in reading.

The Reading Literacy policy applies to all LEAs, including those that are out of geographic boundaries.

The Desert/Mountain SELPA has adopted Policies and Administrative Regulations as outlined on the list on page 33. The policies set forth in full within this document are included to fulfill Local Plan document requirements.

F. List of Desert/Mountain SELPA Policies and Administrative Regulations

- A. Chapter 1: Identification & Referral**
- B. Chapter 2: Evaluation & Assessment**
- C. Chapter 3: Eligibility Criteria**
- D. Chapter 4: Instructional Planning & the Individualized Education Program (IEP)**
- E. Chapter 5: Supports & Services-a Continuum of Options**
- F. Chapter 6: Student Promotion & Retention**
- G. Chapter 7: Procedural Safeguards**
- H. Chapter 8: Uniform Complaint Procedures**
- I. Chapter 9: Transition Services**
- J. Chapter 10: Positive Behavioral Interventions**
- K. Chapter 11: Suspension & Expulsion**
- L. Chapter 12: Interagency Agreements**
- M. Chapter 13: Low Incidence Funding**
- N. Chapter 14: State Special Schools**
- O. Chapter 15: Student Records**
- P. Chapter 16: State & District Assessment Programs**
- Q. Chapter 17: Other Public Education Program**
- R. Chapter 18: Nonpublic Schools & Agencies**
- S. Chapter 19: Private Schools Services**
- T. Chapter 20: Provision of Healthcare Services**
- U. Chapter 21: Civil Rights Protection & 504 Accommodations**
- V. Chapter 22: Personnel Development**
- W. Chapter 23: Guidelines for the Provision of Special Education in Charter Schools**
- X. Chapter 24: Fiscal Allocation Plan**
- Y. Chapter 25: Guidelines for Independent Educational Evaluations (IEEs)**

PARTICIPATING LOCAL EDUCATION AGENCIES (LEAs)

- Academy for Academic Excellence Charter School
- Adelanto Elementary School District
- Apple Valley Unified School District
- Baker Valley Unified School District
- Barstow Unified School District
- Bear Valley Unified School District
- Excelsior Charter School
- Excelsior Charter School Corona -Norco
- Health Sciences High and Middle College Charter School
- Helendale Elementary School District
- Hesperia Unified School District
- High Tech Elementary Point Loma
- High Tech Explorer Elementary School
- High Tech High Media Arts
- High Tech High
- High Tech High International
- High Tech High Middle Media Arts
- High Tech High Middle School
- High Tech High Learning Statewide Benefit Charter School
- **Sites:**
 - High Tech High Chula Vista High School
 - High Tech High Chula Vista Elementary
 - High Tech High Chula Vista Middle
 - High Tech High North County High School
 - High Tech High Middle North County
 - High Tech High Elementary North County
 - High Tech High Mesa
- Lucerne Valley Unified School District
- Needles Unified School District
- Norton Space and Aeronautics Academy Charter School
- Oro Grande Elementary School District
- San Bernardino County Superintendent of Schools
- Silver Valley Unified School District
- Snowline Joint Unified School District
- Trona Joint Unified School District
- Victor Elementary School District
- Victor Valley Union High School District

Appendix K

K.1 LCAP

K.2 LCAP Addendum

K.3 LCFF Subgroup Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Academy for Academic Excellence

, Code: 36750773630837

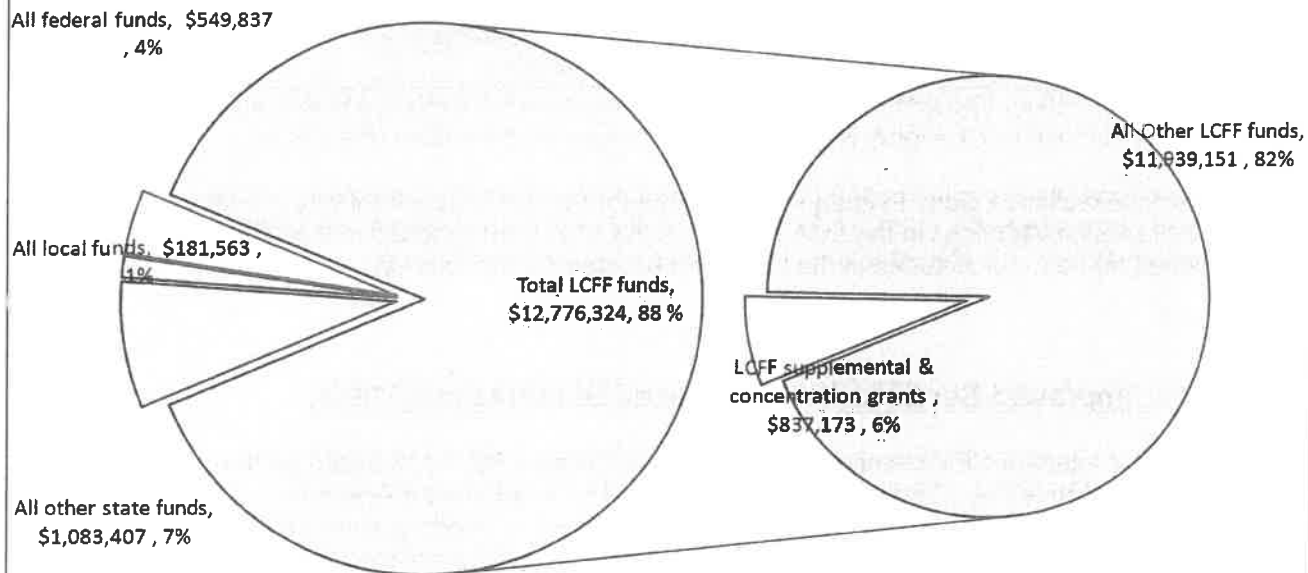
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Valli Andreasen,

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

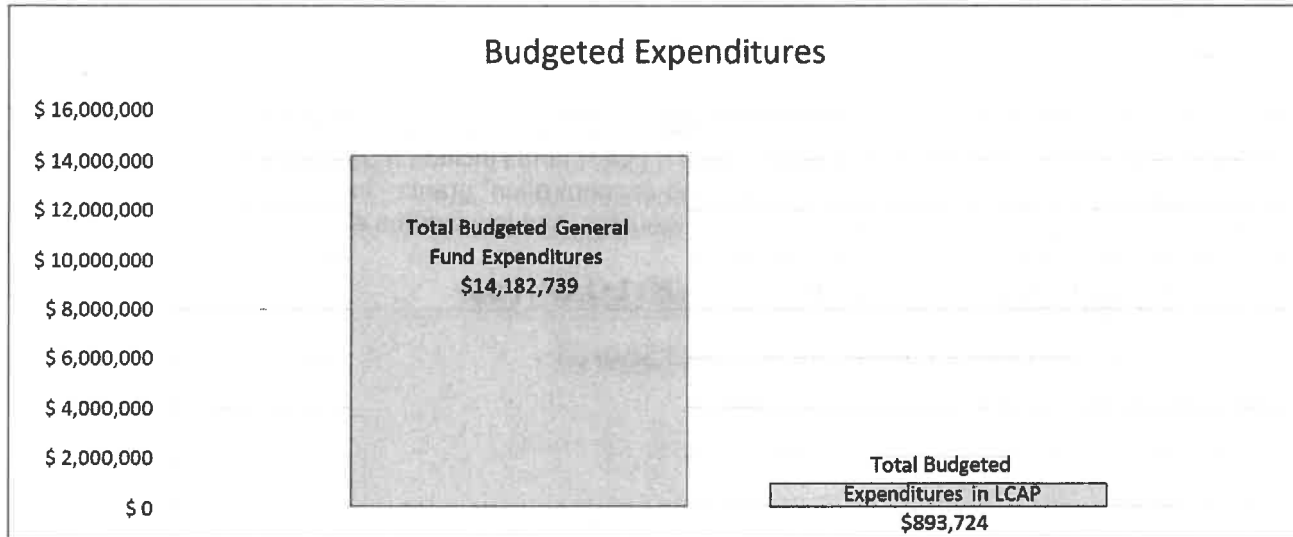


This chart shows the total general purpose revenue The Academy for Academic Excellence expects to receive in the coming year from all sources.

The total revenue projected for The Academy for Academic Excellence is \$14,591,131, of which \$12,776,324 is Local Control Funding Formula (LCFF), \$1,083,407 is other state funds, \$181,563 is local funds, and \$549,837 is federal funds. Of the \$12,776,324 in LCFF Funds, \$837,173 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much The Academy for Academic Excellence plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

The Academy for Academic Excellence plans to spend \$14,182,739 for the 2019-20 school year. Of that amount, \$893,724 is tied to actions/services in the LCAP and \$13,289,015 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

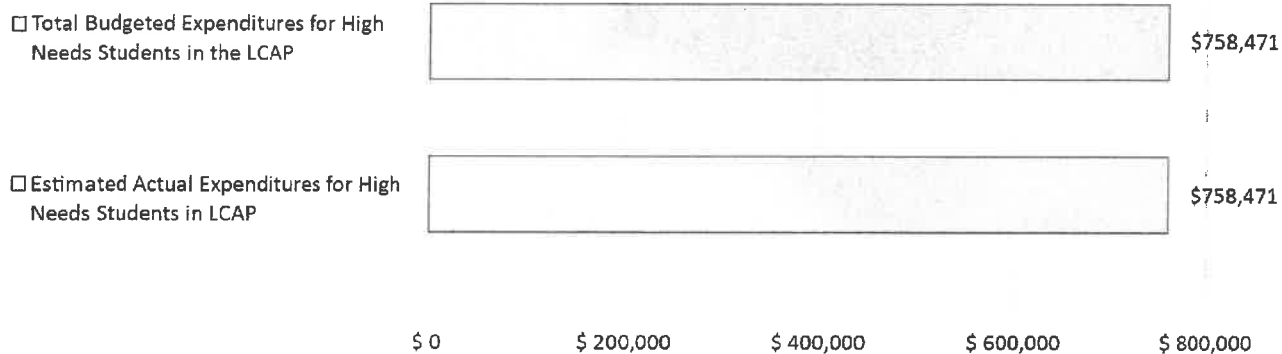
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, The Academy for Academic Excellence is projecting it will receive \$837,173 based on the enrollment of foster youth, English learner, and low-income students. The Academy for Academic Excellence must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, The Academy for Academic Excellence plans to spend \$837,173 on actions to meet this requirement.

LCFF Budget Overview for Parents

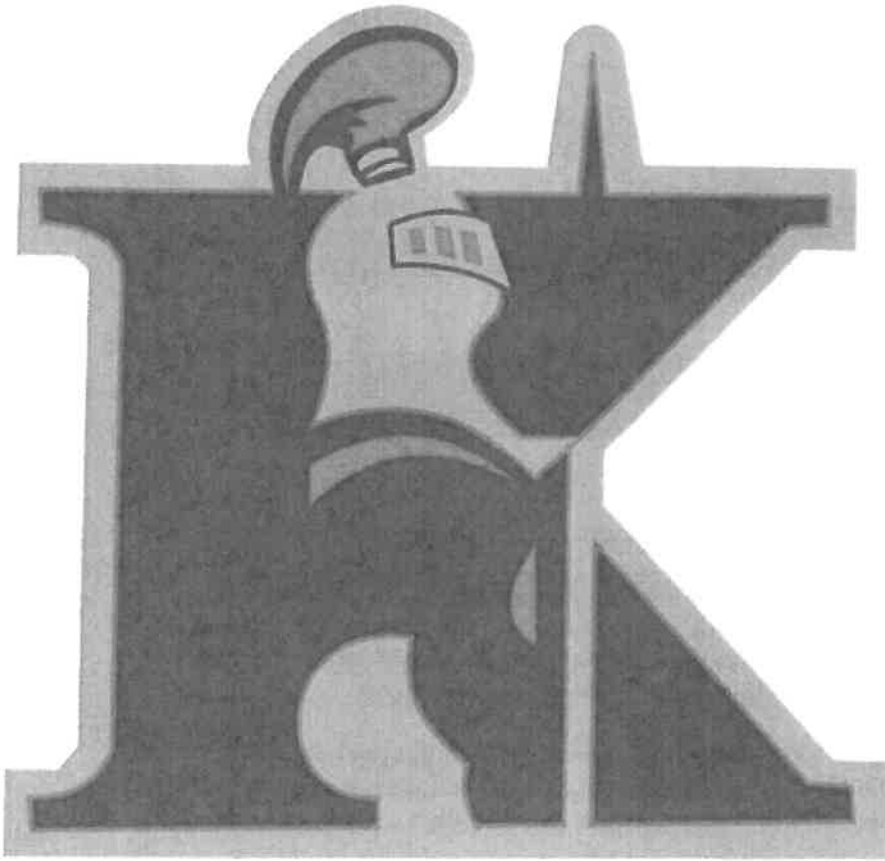
Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what The Academy for Academic Excellence budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Academy for Academic Excellence estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, The Academy for Academic Excellence's LCAP budgeted \$758,471 for planned actions to increase or improve services for high needs students. The Academy for Academic Excellence estimates it will actually spend \$758,471 for actions to increase or improve services for high needs students in 2018-19.



Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
The Academy for Academic Excellence	Valli Andreasen	vandreassen@lcer.org

2017-20 Plan Summary The Story

Describe the students and community and how the LEA serves them.

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. The AAE serves a TK-12 population of approximately 1,400 students on a 150-acre parcel of land that includes parts of the Mojave River.

We are a college-preparatory program, committed to high levels of learning for all students. A strong emphasis on academic rigor, content relevance and teacher-practitioner research has allowed the AAE to develop many best practices for the benefit of students and staff.

Students graduating from the AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. The AAE maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining a strong connectedness between parents, students and the school.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

AAE stakeholders work collaboratively in using the AAE Mission as the guidepost for decision making for the school. The same three goals continue to be the focus for the 2019-2020 LCAP. The goals are as follows:

- Goal 1: Prepare all students for post-secondary success.
- Goal 2: Create an engaging, well-balanced experience for all students.
- Goal 3: Provide safe and well-maintained facilities with positive school climate.

Key LCAP actions to support these areas are as follows:

- As a TK-12 school, AAE will continue to focus on Early Intervention through flexible learning time in grades K-5, a full-time Reading Specialist, Tier II and Tier III interventions, bi-monthly Schoolwide Intervention Team meetings, and more.
- At the secondary level, AAE provides many support classes in the areas of English/Language Arts, Science and Mathematics to differentiate instruction for struggling students. These courses are open to regular education, special education, and English Language Learners.
- Academic and mental health counseling are important to supporting students' success and improving behavior. The AAE will continue to provide focused academic counseling to all secondary students as led by the Counseling Department consisting of a Head Counselor, Full-time Academic Services Coordinator, Full-Time Transition Coordinator and Full-time Registrar. Social-emotional counseling services are provided by our full time, bilingual School Psychologist and supported by the Counseling Department. Additionally, the AAE works closely with the Desert Mountain SELPA to provide Tier III mental health support.

The items contained in the plan include all of those services provided to students that are above the base program from all funding sources, state and federal, general and categorical. Therefore, the plan includes budgeted expenditures which are in excess of the calculated supplemental and concentration grant funding.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

AAE's Graduation Rate is one of the strongest indicators of its mission. Historically, the AAE has maintained a 95% or higher graduation rate. The goal remains 100% and intentional, coordinated efforts continue to maintain this standard. (See: Goals 1, 2, 3) The AAE California School Dashboard performance level for Graduation Rate is blue.

A-G Completion has increased every year for the past 3 years. 2019 seniors have a projected 73% A-G completion rate compared to the Class of 2018's rate of 66%. This continues to be an action area for preparing all students for post-secondary success. (See: Goal 1). The AAE California School Dashboard performance level for College/Career is green.

Goal #6 from an earlier plan year, "Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs", has prompted significant schoolwide change. As a result of this goal, teachers implemented the following data sources in the past three years: DRA, Illuminate, Carnegie, CST Science, CAASPP Interims and SBA Summatives. This integration of data to inform instruction will continue to be developed and expanded through the PLC (See: Goal 1)

AAE has been honored the past several years as "Best of the Desert" locally and has been recognized as a US News Best High School and US News Best Charter School.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The Suspension Rate is an area denoted as a need on the dashboard with a performance level of orange. The overall suspension rate increased slightly to 4% suspended at least once. The suspension rate for students with disabilities is higher. Steps taken for improvement include adding an additional administrator and counselor to handle SEL needs, further developing multi-tiered behavior support interventions (See: Goals 1,2, 3)

Math performance in grades 3-8 is an area denoted as a need on the dashboard with a performance level of yellow. Students in these grades reported as an yellow performance level. CAASPP reports 37% of students in this grade band were proficient in math. To support student learning needs, AAE implements Professional Development through the adopted math curriculum and placement of a part-time math teacher in grades 6-12. In elementary, a new CCSS-aligned math curriculum will be implemented in 2019-20. Continued formative assessments are in place to identify the greatest areas of need and are supported by the Teacher on Assignment. (See Goal 1)

ELA performance in grades 3-8 is an area denoted as a need on the dashboard. Students in these grades showed an average proficiency of 59% according to the 2017-18 CAASPP assessment. To increase proficiency in this grade band, AAE continues to support Early Literacy and Tier II instruction with a Reading Specialist. Continued formative assessments aligned to the CCSS allow for intentional instruction to support areas of the greatest need in all grades, K-8. A Teacher on Assignment continues to support both data and instruction in the area of ELA. (See Goal 1)

An achievement gap amongst Special Education & ELL Students exists in the areas of English/Language Arts and Mathematics. To close these gaps, the Academic Leadership Team (ALT) and Schoolwide Intervention Teams will develop data-driven supports for these sub-groups. The MTSS approach will include differentiated instruction within the regular classroom, additional flexible learning time and intervention classes. (See Goals 1, 2)

In order to offer a wide variety of course offerings and ample instructional and behavioral support, the AAE must continue to seek outside funding sources. Historically, additional funding has come via LCER programs like GAVRT and K-16 Bridge. These funds have been used to support AAE facilities, teacher salaries, and instructional materials. It is important to secure outside funds and/or grants that will expand curricular and instructional support in middle school mathematics, TK-12 science, academic interventions and AP/Honors offerings. (See Goals 1, 2, and 3)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the dashboard, there is a performance gap in graduation rate for the White subgroup. White students are two performance levels lower than the all-student performance level. The overall status is Blue and White subgroup is Yellow because the graduation rate for these students declined 3.4%. The total graduation rate is 96.7% and the White subgroup is 93.9%. This disparity will be addressed through Goal 1. However, it should be noted that the size of the graduating cohort ranges from 90-110. Therefore, the percentages can swing drastically based on the performance of any individual student within a given subgroup.

In Math, Students with Disabilities are two performance levels lower than the all-student group. Additional embedded professional development that is aligned with the adopted curriculum will be provided for math teachers throughout the school year. This will include coaching. Additional support will be provided to Special Education students through the Learning Center (SAI setting), secondary Math intervention classes, instructional assistant support and flexible learning time. The general education and special education staff will collaborate regularly to ensure that students are making adequate progress.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Prepare all students for post-secondary success.

State and/or Local Priorities addressed by this goal:

- State Priorities:**
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Metric/Indicator	California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11.	California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11
18-19		
ELA- 62%		ELA- 57%
Math- 43%		Math- 38%
Baseline		
ELA- 56%		
Math- 37%		

Expected

Metric/Indicator Redesignated Fluent English Proficiency Rate	
18-19 RFEP-58%	
Baseline RFEP-52%	
Metric/Indicator Early Assessment Program	
18-19 Conditionally Ready and Above: ELA- 94% Math- 63%	
Baseline Conditionally Ready and Above: ELA- 92% Math- 59%	
Metric/Indicator AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class)	
18-19 AP Participation Rate: 50%	
AP Pass Rate: 60%	
Baseline AP Participation Rate: 48%	
AP Pass Rate: 58%	
Metric/Indicator Developmental Reading Assessment Proficiency in grades K-2.	

Actual

Metric/Indicator Redesignated Fluent English Proficiency Rate	
18-19 RFEP-19%	
Metric/Indicator Early Assessment Program	
18-19 Conditionally Ready and Above: ELA- 75% Math- 50%	
Baseline Conditionally Ready and Above: ELA- 92% Math- 59%	
Metric/Indicator AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class)	
18-19 AP Participation Rate for 2019: 95%	
Baseline AP Participation Rate: 48%	
AP Pass Rate: 58%	
Metric/Indicator Developmental Reading Assessment Proficiency in grades K-2	

Expected		Actual
18-19		
Students Proficient at Grade Level in DRA:	71%	Students Proficient at Grade Level in DRA: 62%
Baseline		
Students Proficient at Grade Level in DRA:	67%	
Metric/Indicator		
Maintain high levels of a-g completion.		Maintain high levels of a-g completion
18-19		
Percentage of students meeting a-g completion:	71%	Percentage of students meeting a-g completion: 66%
Baseline		
Percentage of students meeting a-g completion:	69%	
Metric/Indicator		
Maintain high cohort graduation rates.		Maintain high cohort graduation rates
18-19		
Cohort Graduation Rate:	95.7%	Cohort Graduation Rate: 97.9%
Baseline		
Cohort Graduation Rate:	95.1%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Implement quarterly formative benchmarks in grades 9-12 math courses.	Implement quarterly formative benchmarks in grades 9-12 math courses.	Illuminate DNA 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000	Edulastic - Carnegie Learning 5000-5999: Services And Other Operating Expenditures Supplemental \$300
		TOA 1000-1999: Certificated Personnel Salaries Supplemental \$65,000	TOA 1000-1999: Certificated Personnel Salaries Supplemental \$65,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer STAR Math and ELA (Renaissance Learning) norm-referenced assessment three times annually to monitor progress of CCSS in grades 1-8.	Administer STAR Math and ELA (Renaissance Learning) norm-referenced assessment three times annually to monitor progress of CCSS in grades 1-8.	Renaissance 5000-5999: Services And Other Operating Expenditures Supplemental \$12,800	Renaissance 5000-5999: Services And Other Operating Expenditures Supplemental \$12,800

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementing part-time math teacher in grades 9-12.	Continue implementing part-time math teacher in grades 9-12.	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$36,000	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$36,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement continued early literacy to include diagnostic assessment, small group instruction and running records.	Implement continued early literacy to include diagnostic assessment, small group instruction and running records.	2000-2999: Classified Personnel Salaries Supplemental \$72,209	Kindergarten/TK Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$72,209
		Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$125,000	Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental \$125,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development on current adopted curriculum.	Professional development on current adopted curriculum.	Benchmark 5000-5999: Services And Other Operating Expenditures Supplemental \$5600	Benchmark 5000-5999: Services And Other Operating Expenditures Supplemental \$2,800
Action 6			
Professional Development to facilitate implementation of AP course offerings.	Professional Development to facilitate implementation of AP course offerings.	Carnegie 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000	California Math Conference 5000-5999: Services And Other Operating Expenditures Supplemental \$2,204

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development to facilitate implementation of AP course offerings.	Professional Development to facilitate implementation of AP course offerings.	AP Trainings 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000	AP Trainings 5000-5999: Services And Other Operating Expenditures Supplemental \$4,279

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Pilot CCSS aligned math curriculum for elementary grades.	Pilot CCSS aligned math curriculum for elementary grades.		iReady Math professional development 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000
			Math curriculum pilots - printing costs 5000-5999: Services And Other Operating Expenditures Supplemental \$900

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

College and Career Readiness Supports	College and Career Readiness Supports	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$77,000	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$77,000
		Data Analyst 2000-2999: Classified Personnel Salaries Supplemental \$32,000	Data Analyst 2000-2999: Classified Personnel Salaries Supplemental \$32,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To ensure all AAE students graduate and are well-prepared for post-secondary success, actions were implemented to facilitate this goal including academic support in the areas of math and early literacy. Both professional development and personnel were included to support these two areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of these actions/services can be considered moderately successful when analyzing state and local assessment data. Both the ELA and Math CAASPP data remained the same, increasing by 1% in each subject area. There was a decline in the 11th grade CAASPP results for both ELA and Math, 92% in ELA to 75% and 59% in Math to 50% which impacts the students to conditionally ready and above on the EAP. There has not been a change of program or curriculum in the high school that could directly affect these results. The school will continue these goals and further analyze data in the 19-20 school year to determine what changes need to be made to support high school academics.

English Learners being reclassified went from 52% to 19% due to the change of the exam from CELDT to ELPAC. This change led to revising the past reclassification guidelines to align with the new assessment.

Professional development for AP teachers and the use of the college readiness block grant to offset some of the cost of AP exams, had a tremendous impact on participation for the 18-19 school year. Participation increased by 58% from the prior year. Parent informational meetings were given in the spring of 2018 in hopes of continuing and increasing participation in AP courses for the 19-20 school year. Continued professional development of AP teachers and funding to offset the cost of the exams will be analyzed to ensure AAE AP students are taking advantage of the opportunity.

Both students completing a-g and graduation rates stayed consistent with 66% of students completing a-g coursework and a 98% graduation rate.

Early literacy continues to be instrumental in the success of students in kindergarten through 2nd grades. The average proficiency rate of students in grades K-2 is 62%. This has caused the school to review the role of the Reading Specialist as both a Tier I and Tier II to now provide coaching and professional development K-3 for literacy instruction to reach more students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #2 for Illuminate DnA to develop high school math benchmarks was replaced with Edulastic software that supports the current high school math curriculum, Carnegie Learning. Illuminate's DnA did not provide the rigor in the high school math itembank of questions to support instruction in the classrooms. Edulastic was \$9,700 less than the original expenditure estimate.

Action #5 for PD on Benchmark was provided only once during the school year which accounts for the \$2,800 difference. The math dept. did not feel the previous PD from Carnegie was beneficial and instead chose to go to the California Math Conference which accounts for the difference from \$8,000 to \$2,204.

Action #6 for PD on AP was provided for all AP teachers but some were not able to attend until after July 1st, which puts the expense into the next calendar year.

Action #7 required printing costs of \$900 and a one-time professional development day, \$2,000, to implement two math curriculum pilots in grades TK-5.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain unchanged for the 19-20 school year. Due to the assessment change of CELDT to ELPAC, the reclassification percentage (metric/indicator 2) will change to 25% for the 19-20 school year. This can be found in Goal 1, Goals, Actions, & Services.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Create an engaging, well-balanced experience for all students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator	Expected	Actual
Participation in athletic program		Participation in athletic program
18-19		18-19
35% of students participate in the High School athletic program.		36% of students participate in the High School athletic program.
Baseline		
31% of students participate in the athletic program.		
Metric/Indicator		
Participation in Air Force JROTC		Participation in Air Force JROTC
18-19		18-19
30% of High School students participate in AFJROTC.		24% of High School students participate in AFJROTC.

Expected

Baseline

37% of High School students participate in AFJROTC.

Metric/Indicator

Participation in VAPA

18-19

45% of students grades 6-12 participate in VAPA.

Baseline

42% of students grades 6-12 participate in VAPA.

Metric/Indicator

Participation in Health Careers Pathway

18-19

6% of High School students participate in Health Careers Pathway.

Baseline

3% of High School students participate in Health Careers Pathway.

Metric/Indicator

Participation in Parent survey data

18-19

30% of families participated in the annual Parent Climate Survey.

Baseline

37% of families participated in the annual Parent Climate Survey.

Metric/Indicator

Participation in Parent survey data

18-19

0% of families participated in the annual Parent Climate Survey.

Baseline

Parent Climate Survey is given every two years; 2018-19 was a non-survey year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental \$240

Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental \$240

Increase communication about athletic program

Increase communication about athletic program

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase participation in athletic program	Increase participation in athletic program	Coaches 2000-2999: Classified Personnel Salaries Supplemental \$41,000	Coaches 2000-2999: Classified Personnel Salaries Supplemental \$35,250
		Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$48,000	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$48,000
		Materials 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000	Materials 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance.	1-to-1 device program implementation including device acquisition, infrastructure, and maintenance.	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
		IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental \$52,000	IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental \$52,000
		Maintenance 2000-2999: Classified Personnel Salaries Supplemental \$55,000	Maintenance 2000-2999: Classified Personnel Salaries Supplemental \$55,000

Action 4

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services		Actions/Services	Expenditures	Expenditures
Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.	Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.		ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental \$8,000	ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental \$8,000
Action 5				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Renovate existing band room to accommodate a larger band and dance classes.	Renovate existing band room to accommodate a larger band and dance classes.	VAPA room renovations 6000-6999: Capital Outlay Supplemental \$2,000	VAPA room renovations 6000-6999: Capital Outlay Supplemental \$1,793	
Action 6				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students	Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students.	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental 31,000	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental \$	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

AAE continues to provide a robust and rigorous experience for its students including athletics, technology, AFJROTC, visual and performing arts, and health careers pathways in all grade bands.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Almost all of the metric/indicators were met with this goal. Athletics, VAPA, and Health Careers all increased in participation, exceeding the original outcome. AFJROTC is the only program that saw a decline. To remedy this for the next school year, the middle school is offering a rotation elective for 8th graders teaching leadership and fitness. High school cadets have also presented in 8th grade homeroom periods about the program and benefits of being in AFJROTC. Based on preliminary 19-20 enrollment, these numbers are increasing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #2 for coaches has a difference between estimated, \$41,000 and actual, \$35,250, is due to the exclusion of one coach for golf, which is not part of the athletic program in the 208-19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain unchanged for the 19-20 school year.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder input has been gathered via:

- LCER Board Meeting Discussions
- LCER Finance Committee Meeting Discussions
- School Site Council Meetings
- Weekly Professional Learning Community (PLC) collaboration
- Monthly Parents and Pastries forum
- Monthly Parents and Teacher Committee (PTC)
- Monthly School Site Council meetings
- Bi-monthly Academic Leadership Team meetings
- Bi-monthly Schoolwide Intervention Team meetings

Meeting Types and Dates:

LCER Board meetings are held on the second Monday of the month. See minutes for LCAP update, presentation, and approval dates.

LCER Strategic Planning meetings were held on November 6, February 25, and February 29, 2016.

Professional Learning Committees (PLC) meet the first & second Wednesday of each month.

Parents and Pastries meets on the second Friday of each month

Parents and Teacher Committee (PTC) meets on the last Friday of each month.

Elementary, middle school, and high school Principal's Cabinet meetings with students.

School Site Council beginning 2019-20

Types of Communication and Outreach:

Social Media Postings (Facebook, Instagram and Twitter)

Parent Mass Emails through Parent Square

Letters Mailed Home

Elementary Teacher Weekly Newsletters

Parent Square Communication

Community Events

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The AAE stakeholders are extremely involved in the educational program. The AAE has over 700 parent volunteers who support the school's activities, classes and fundraising. The consultations with staff, students and families drive the goals in the LCAP. The surveys and forums indicate a continued focus on academic rigor in the areas of numeracy and literacy, technology integration across all subjects, high quality instruction in all grade levels, ongoing professional development support, ongoing instructional support for struggling readers and a continued safe school environment. These are embedded into the actions of the current goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Prepare all students for post-secondary success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Proficiency in core subject areas as measured by CAASPP needs to increase.

Math Achievement Results Grades 3-8,11

The percentage of math achievement as measured by the CAASPP for 2018 is as follows:

Met Standard: 24% Exceeded Standard: 14%

Math proficiency by subgroup according to the fall 2018 update on the California Accountability Dashboard, is as follows:

English Learners: 55.6 points below standard, -14.1 decline

Socioeconomically Disadvantaged: 48.4 points below standard, 11.5 increased

Students with Disabilities: 115.9 points below standard, 0 maintained

Hispanic Students: 52.7 points below standard, -1.1 maintained

The percentage of students in grades 1-8 meeting or exceeding the standards on site benchmarks for math, as of Spring 2019, are as follows:

Met Standard: 32% Exceeds Standard: 28%

ELA Achievement Results Grades 3-8, 11

The percentage of ELA achievement as measured by the CAASPP for 2018 is as follows:

Met Standard: 32% Exceeded Standard: 25%

ELA proficiency by subgroup according to the fall 2018 update on the California Accountability Dashboard, is as follows:

English Learners: 24 points below standard, -11.1 decline

Socioeconomically Disadvantaged: 8 points below standard, 1.1 maintained

Students with Disabilities: 82.1 points below standard, -21.3 decline

Hispanic Students: 6 points below standard, -17.3 decline

The percentage of students in grades 1-8 meeting or exceeding the standards on site benchmarks for ELA, as of Spring 2019, are as follows:

Met Standard: 42% Exceeds Standard: 17%

End of 2017-18 school year reported the following average percentage of students at grade level or above in Reading, Grades K-2, as measured by the DRA:

Average percentage of students at grade level or above: 62%

Proficiency in areas of higher learning need to increase.

High School EAP shows 50% of math students in 2018 were ready for college level math courses.

Student Redesignated Fluent English Proficiency Rate for the 2018-19 school year is 19%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		
	2017-18	2018-19	2019-20
California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11.	ELA- 56% Math- 37%	ELA- 62% Math- 43%	ELA- 65% Math- 46%
Redesignated Fluent English Proficiency Rate	RFEP-52%	RFEP-58%	RFEP-25%
Early Assessment Program	Conditionally Ready and Above: ELA- 92% Math- 59%	Conditionally Ready and Above: ELA- 94% Math- 63%	Conditionally Ready and Above: ELA- 95% Math- 65%
AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class)	AP Participation Rate: 48% AP Pass Rate: 58%	AP Participation Rate: 50% AP Pass Rate: 60%	AP Participation Rate: 51% AP Pass Rate: 61%
Developmental Reading Assessment Proficiency in grades K-2.	Students Proficient at Grade Level in DRA: 67%	Students Proficient at Grade Level in DRA: 71%	Students Proficient at Grade Level in DRA: 73%
Maintain high levels of a-g completion.	Percentage of students meeting a-g completion: 69%	Percentage of students meeting a-g completion: 71%	Percentage of students meeting a-g completion: 72%
Maintain high cohort graduation rates.	Cohort Graduation Rate: 95.1%	Cohort Graduation Rate: 95.7%	Cohort Graduation Rate: 96%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement quarterly formative benchmarks in grades 9-12 math courses.

2018-19 Actions/Services

Implement quarterly formative benchmarks in grades 9-12 math courses.

2019-20 Actions/Services

Implement quarterly formative benchmarks in grades 9-12 math courses.

Budgeted Expenditures

Year 2017-18

Amount \$10,000

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
Illuminate DNA

2018-19

\$10,000

Supplemental

5000-5999: Services And Other Operating Expenditures
Illuminate DNA

2019-20

\$0.00

Supplemental

5000-5999: Services And Other Operating Expenditures
Illuminate DNA (price increase)

Amount	\$53,000	\$65,000
Source	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries TOA	1000-1999: Certificated Personnel Salaries TOA

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools
	Specific Grade Spans: Grades 3-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administer STAR Math and ELA and (Renaissance Learning) norm-referenced assessment three times annually to monitor progress of CCSS in grades 1-8.	Administer STAR Math and ELA (Renaissance Learning) norm-referenced assessment three times annually to monitor progress of CCSS in grades 1-8.	Administer iReady norm-referenced diagnostic assessments for ELA and Math three times annually to monitor student progress of CCSS in grades 1-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,800	\$12,800	\$9,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Renaissance	5000-5999: Services And Other Operating Expenditures Renaissance	5000-5999: Services And Other Operating Expenditures iReady

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

Specific Student Groups: Tier II students, grades 9-12

Specific Grade Spans: Grades 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue implementing part-time math teacher in grades 9-12.

Continue implementing part-time math teacher in grades 9-12.

Continue implementing part-time math teacher in grades 9-12.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$36,000	\$29,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Math Teacher	1000-1999: Certificated Personnel Salaries Part-time Math Teacher	1000-1999: Certificated Personnel Salaries Part-time Math Teacher

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement continued early literacy to include diagnostic assessment, small group instruction and running records.

Implement continued early literacy to include diagnostic assessment, small group instruction and running records.

Implement continued early literacy to include diagnostic assessment, small group instruction and running records.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,209	\$72,209	\$82,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries TK & K Instructional Assistants
Amount	\$118,000	\$125,000	\$127,500
Source	Supplemental	Supplemental	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Reading Specialist	1000-1999: Certificated Personnel Salaries Reading Specialist	1000-1999: Certificated Personnel Salaries Early Literacy Intervention Specialist

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional development on current adopted curriculum. Professional development on current adopted curriculum. Professional development on current adopted curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5600	\$5600	\$3000
Source	Supplemental	Supplemental	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Benchmark	5000-5999: Services And Other Operating Expenditures Benchmark	5000-5999: Services And Other Operating Expenditures Benchmark
Amount	\$8,000	\$8,000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Carnegie PD	5000-5999: Services And Other Operating Expenditures Carnegie PD	

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Grade Spans: Grades 10-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action		Unchanged Action		Unchanged Action	
2017-18 Actions/Services		2018-19 Actions/Services		2019-20 Actions/Services	
Professional Development to facilitate implementation of AP course offerings.		Professional Development to facilitate implementation of AP course offerings.		Professional Development to facilitate implementation of AP course offerings.	
Budgeted Expenditures					
Year	2017-18	2018-19	2019-20		
Amount	\$3,000	\$8,000	\$8,000		
Source	Supplemental	Supplemental	Title II		
Budget Reference	5000-5999: Services And Other Operating Expenditures AP Trainings	5000-5999: Services And Other Operating Expenditures AP Trainings	5000-5999: Services And Other Operating Expenditures AP Trainings		
Action 13					
All		All Schools			
Specific Student Groups: Elementary TK-5		Specific Grade Spans: Grades TK-5			
OR					
[Add Students to be Served selection here]		[Add Scope of Services selection here]		[Add Location(s) selection here]	
Actions/Services					
New Action		Modified Action		Modified Action	
		Pilot CCSS aligned math curriculum for elementary grades.		Adopt CCSS aligned math curriculum for elementary grades including embedded professional development.	
Budgeted Expenditures					

Amount	\$150,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Adopted Math Curriculum/ Base and LPSBG
Amount	\$4,500
Source	Title II
Budget Reference	Professional Development PD on Adopted Math Curriculum

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
College and Career Readiness Supports	College and Career Readiness Supports	College and Career Readiness Supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$72,000	\$77,000	\$80,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Academic Services Coordinator	2000-2999: Classified Personnel Salaries Academic Services Coordinator	2000-2999: Classified Personnel Salaries Academic Services Coordinator
Amount	\$26,000	\$32,000	\$33,000
Source	Supplemental	Supplemental	
Budget Reference	2000-2999: Classified Personnel Salaries Data Analyst	2000-2999: Classified Personnel Salaries Data Analyst	
Amount			\$8,000
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures Offset for AP Exam fees
Amount			\$6,250
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies Dual Enrollment Textbooks

Action 15

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		After School Intervention Tutoring

Budgeted Expenditures

Amount	\$3,600
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries After school tutoring coordinator
Amount	\$24,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring Teachers

Action 16

All

All Schools

Specific Grade Spans: Grades 1-8

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Use of schoolwide student monitoring system

Budgeted Expenditures

Amount	\$10,336
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Edulimber Software

Action 17

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners	Schoolwide	All Schools
Actions/Services		New Action
		Teacher PD for English Learners

Budgeted Expenditures

Amount		\$1,000
Source		Title II
Budget Reference		Professional Development In-House PD for EL Instruction

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Create an engaging, well-balanced experience for all students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in athletic program	31% of students participate in the athletic program.	32% of students participate in the High School athletic program.	35% of students participate in the High School athletic program.	38% of students participate in the High School athletic program.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in Air Force JROTC	37% of High School students participate in AFJROTC.	28% of High School students participate in AFJROTC.	30% of High School students participate in AFJROTC.	32% of High School students participate in AFJROTC.
Participation in VAPA	42% of students grades 6-12 participate in VAPA.	44% of students grades 6-12 participate in VAPA.	45% of students grades 6-12 participate in VAPA.	46% of students grades 6-12 participate in VAPA.
Participation in Health Careers Pathway	3% of High School students participate in Health Careers Pathway.	5% of High School students participate in Health Careers Pathway.	6% of High School students participate in Health Careers Pathway.	7% of High School students participate in Health Careers Pathway.
Participation in Parent survey data	37% of families participated in the annual Parent Climate Survey.	24% of families participated in the annual Parent Climate Survey.	30% of families participated in the annual Parent Climate Survey.	33% of families participated in the annual Parent Climate Survey.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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[Add Students to be Served selection here]
[Add Scope of Services selection here]
[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase communication about athletic program

Increase communication about athletic program

Increase communication about athletic program

Unchanged Action

Unchanged Action

Unchanged Action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$240	\$240	\$240
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Square (10%)	5000-5999: Services And Other Operating Expenditures Parent Square (10%)	5000-5999: Services And Other Operating Expenditures Parent Square (10%)

Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase participation in athletic program	Increase participation in athletic program	Increase participation in athletic program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,000	\$41,000	\$43,250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Coaches	2000-2999: Classified Personnel Salaries Coaches	2000-2999: Classified Personnel Salaries Coaches
Amount	\$48,000	\$48,000	\$48,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation
Amount	\$21,000	\$21,000	\$21,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Materials	5000-5999: Services And Other Operating Expenditures Materials	5000-5999: Services And Other Operating Expenditures Materials & Equipment

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

Specific Grade Spans: Grades 4-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here] **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here] **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

New Action Unchanged Action Unchanged Action

2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance. 1-to-1 device program implementation including device acquisition, infrastructure, and maintenance. 1-to-1 device program implementation including device acquisition, infrastructure, and maintenance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Infrastructure	5000-5999: Services And Other Operating Expenditures Infrastructure	5000-5999: Services And Other Operating Expenditures Infrastructure
Amount	\$35,000	\$52,000	\$68,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures IT Dept.	5000-5999: Services And Other Operating Expenditures IT Dept.	5000-5999: Services And Other Operating Expenditures IT Dept.

Amount	\$55,000	\$55,000	\$55,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance	2000-2999: Classified Personnel Salaries Maintenance	2000-2999: Classified Personnel Salaries Maintenance

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.	Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.	Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$12,300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ROTC personnel	1000-1999: Certificated Personnel Salaries ROTC personnel	1000-1999: Certificated Personnel Salaries ROTC personnel

Action 5

All

All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Renovate existing band room to accommodate a larger band and dance classes.	

Budgeted Expenditures

Amount	\$2,000
Source	Supplemental
Budget Reference	6000-6999: Capital Outlay VAPA room renovations

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students	Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students	Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$31,000	\$32,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries After-school VAPA classes	1000-1999: Certificated Personnel Salaries After-school VAPA classes	1000-1999: Certificated Personnel Salaries After-school VAPA classes

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$837,173	7.012%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Supplemental and Concentration Funds are being expended on actions and services principally directed toward unduplicated student groups. The services in the LCAP

demonstrate an increase or improvement in services for unduplicated students as compared to the services provided to all pupils in the 2018-19 school year. Currently, AAE serves 28% of unduplicated pupils. The actions

specifically addressing unduplicated student groups are listed below:

To prepare all students for post-secondary success, the AAE will implement the following:

- Continued use of progress monitoring tools to ensure all student needs are met
- Support for intervention in both Math (part-time math teacher) and ELA (Reading Specialist)
- Professional development in both Math and ELA at all grade levels including EL instructional strategies
- CCSS adopted Math curriculum for elementary students
- Support for College and Career Readiness through counseling and partial payment of Advanced Placement test fees
- After school tutoring at all grade levels in the areas of Math and ELA

To create an engaging, well-balanced experience for all students, the AAE will implement the following:

- Ensure families are informed about school activities and announcements
- Support for athletic and AFJROTC transportation and coaches

- Ensure all students have technology for classroom instruction
- Students are provided a well-rounded educational experience through enrichment

To provide safe and well-maintained facilities with positive school climate, the AAE will implement the following:

- Professional development for all Character Development Officers for the safety of students
- Incentives for continued attendance

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$800,097

Percentage to Increase or Improve Services

6.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
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\$691,672	5.87%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For the 2017- 2018 school year, 28% of the enrolled students are unduplicated pupils including low income, foster youth, and English Learner pupils. Based upon the needs of the unduplicated students, AAE is improving services in the areas of instructional technology, early literacy intervention and increase attendance support. The needs of the targeted student populations influence the additional support provided throughout AAE so that pupils with need receive high levels of instruction and additional services.

For the 2017-2018 school year, the increase in LCFF Supplemental and Concentration Funding reflected in our LCAP is \$69,030 and our focus will be on refining our current programs and expenditures outlined below:

School Priorities and expenditures identified by our stakeholders in the 2017-2018 LCAP include:

- AAE will be purchasing and providing one-to-one tablets for the 4th grade class to improve student performance costing approximately \$25,000.
- AAE will provide Early Literacy support and intervention in grades K-3. Led by the full-time Reading Specialist and monitored by schoolwide Intervention Team to ensure that the interventions and supports provided are appropriate and that student progress is analyzed. Additional literacy support will be provided by instructional aides in the transitional kindergarten and kindergarten classes. (Reading Specialist \$117,720, Kindergarten Aides \$72,209)
- For the 2017-2018 school year, a new Perfect Attendance Program will be implemented at each quarter for the different grade bands. This program is the result of support from our PTC, Parents, and Community Partners. The SART program is led by school administration with support from the attendance office, counseling department and district nurse. These costs are included in the base program.

These services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities by:

- The one-to-one tablet program is directly linked to the Implementation of State Standards (Priority 2) as many of the core and supplemental curricular materials are accessed digitally through purchased apps and open source resources. This program is also linked to Pupil Achievement (Priority 4) as the one-to-one program provides the platform to use for norm referenced and benchmark assessments that teachers use to monitor academic progress throughout the school year. It is also the platform for annual SBA assessments. Additionally, the one-to-one program provides additional Course Access (Priority 7) to unduplicated pupil and students with special needs through APEX remedial courses and/or additional supplemental supports.
- Early literacy support is directly linked to the Implementation of State Standards (Priority 2) as literacy is the bedrock for academic success across all subject areas. Additional instructional support is given to English Learners and Students with Special Needs by the Reading Specialist, Kindergarten Aides and Special Education Aides.
- The improved Perfect Attendance Program is directly linked to Pupil Engagement (Priority 5) by focusing on improving school attendance rates for all students and decreasing chronic absenteeism rates. The quarterly incentive program should encourage students to maintain a higher level of attendance while the SART process will identify at-risk students and ensure that proper supports and an attendance plan is in place. This is turn will have a positive impact on passing and graduation rates in middle and high school.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

Planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
 -) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?

Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	831,097.00	752,023.00	694,097.00	831,097.00	893,724.00	2,418,918.00
	0.00	0.00	0.00	0.00	33,000.00	33,000.00
Base	7,000.00	0.00	7,000.00	7,000.00	152,000.00	166,000.00
Other	10,000.00	0.00	10,000.00	10,000.00	10,400.00	30,400.00
Supplemental	814,097.00	752,023.00	677,097.00	814,097.00	524,724.00	2,015,918.00
Title I	0.00	0.00	0.00	0.00	155,100.00	155,100.00
Title II	0.00	0.00	0.00	0.00	18,500.00	18,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Total Expenditures by C					t Type	
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	831,097.00	752,023.00	694,097.00	831,097.00	893,724.00	2,418,918.00	
	0.00	0.00	0.00	0.00	33,000.00	33,000.00	
0000: Unrestricted	10,400.00	400.00	10,400.00	10,400.00	10,400.00	31,200.00	
1000-1999: Certificated Personnel Salaries	355,000.00	314,000.00	255,000.00	355,000.00	230,400.00	840,400.00	
2000-2999: Classified Personnel Salaries	280,209.00	271,459.00	267,209.00	280,209.00	264,250.00	811,668.00	
4000-4999: Books And Supplies	250.00	250.00	250.00	250.00	156,500.00	157,000.00	
5000-5999: Services And Other Operating Expenditures	183,238.00	164,121.00	161,238.00	183,238.00	193,674.00	538,150.00	
6000-6999: Capital Outlay	2,000.00	1,793.00	0.00	2,000.00	0.00	2,000.00	
Certificated salaries	0.00	0.00	0.00	0.00	0.00	0.00	
Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00	
Professional Development	0.00	0.00	0.00	0.00	5,500.00	5,500.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Expenditure Types	All Funding Sources	831,097.00	752,023.00	694,097.00	831,097.00	893,724.00
		0.00	0.00	0.00	0.00	33,000.00
0000: Unrestricted	Other	10,000.00	0.00	10,000.00	10,000.00	30,400.00
0000: Unrestricted	Supplemental	400.00	400.00	400.00	400.00	800.00
1000-1999: Certificated Personnel Salaries	Base	7,000.00	0.00	7,000.00	7,000.00	14,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	348,000.00	314,000.00	248,000.00	348,000.00	669,300.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	155,100.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	2,000.00
2000-2999: Classified Personnel Salaries	Supplemental	280,209.00	271,459.00	267,209.00	280,209.00	809,668.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	150,000.00
4000-4999: Books And Supplies	Supplemental	250.00	250.00	250.00	250.00	7,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	183,238.00	164,121.00	161,238.00	183,238.00	527,150.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	11,000.00
6000-6999: Capital Outlay	Supplemental	2,000.00	1,793.00	0.00	2,000.00	2,000.00
Certificated salaries	Supplemental	0.00	0.00	0.00	0.00	0.00
Classified Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00
Professional Development	Supplemental	0.00	0.00	0.00	0.00	0.00
Professional Development	Title II	0.00	0.00	0.00	0.00	5,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures / Total					
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20 2017-18 through 2019-20 Total
Goal 1	451,609.00	432,492.00	416,609.00	451,609.00	1,447,904.00
Goal 2	273,240.00	236,283.00	253,240.00	273,240.00	821,270.00
Goal 3	106,248.00	83,248.00	24,248.00	106,248.00	149,744.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	
All Funding Sources						

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	
All Funding Sources						

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

The Academy for Academic Excellence

CDS Code:

36750773630837

Link to the LCAP:

(optional)

<http://aae.lewiscenter.org/documents/AAE/School%20Accountability/2019%20AAE%20LCAP.pdf>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2019-2020 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending the Academy for Academic Excellence (AAE). Title I, II, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including School Site Council, parents, leadership team, and student advisory panel.

AAE LCAP Goals are:

- Prepare all students for post-secondary success.
- Create an engaging, well-balanced experience for all students.
- Provide safe and well-maintained facilities with a positive school climate.

Title I, Part A

Title I funding is used in combination with state funding to help all students achieve academic success. As determined through multiple assessment sources, there is a need for early intervention in literacy. The majority of AAE's Title I funding supports this area of intervention through a highly-qualified, experienced Reading Specialist along with support staff. Intervention is done through a pull-out program and with in-class teacher coaching. After school tutoring takes place across grade levels 1st through 12th, in the areas of reading and mathematics, also receives Title I funds. Both programs are aligned to the school's mission and LCAP goals.

Title II, Part A

Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, Advanced Placement PD, and standard-specific PD all contribute to the academic improvement of students. Social-Emotional Learning and student safety PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title IV, Part A

Title IV funding is allocated to promote college and career readiness, offsetting the cost of Advanced Placement exams.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with activities funded by state and local funds is evident in the Academy for Academic Excellence (AAE) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team take place to approve of funding activities making certain they align with the school's mission and LCAP goals.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Academy for Academic Excellence (AAE) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. As reported on the Fall 2019 CA School Dashboard, AAE has 33.8% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence (AAE) is a single LEA Charter School that provides equitable access for all students to receive instruction from a highly-qualified, credentialed teacher. Teachers are annually verified through the school's Human Resource Department to ensure there are no misassignments. In both the Middle School and High School, there is only one teacher per subject area. In the elementary school, students are equally distributed between four teachers at each grade level taking into consideration gender, ethnicity, and academic performance.

For new teachers, AAE has structures in place to support them in their teaching practice and ensure they are effective. All new teachers are required to complete the Induction coursework as designed through the Center of Teacher Innovation. Each candidate is provided an experienced, credentialed coach on site.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

The Academy for Academic Excellence (AAE) was built on the philosophy of teachers, students, and parents all working together to prepare students for post-secondary success. To ensure parents are engaged in this process, several communication pathways have been set in place. Strategic decisions, such as the LCAP and WASC, are presented to parents for input and review before finalizing. AAE has always provided various means of communication and with the recent funding in 2018 of Title I, the school has added both a School Site Council (SSC) and English Learner Advisory Committee.

These structures of communication have become a natural part of the school's culture providing parents continuity of their opinions on school-wide decisions. These structures supporting family engagement are as follows:

- School Site Council convenes six times per year and is comprised of a school administrator, teachers, students, and parents.
- English Learner Advisory Committee convenes six times per year and is a supporting committee of the SSC.
- Parents & Pastries convenes monthly providing an open forum both in-person and web-based.
- School Board Meetings convene monthly and are open for public comment.
- School Parent Climate Survey is administered every two years. Parents have the option to comment on several school-specific topics that are used in future decision-making.
- Parent Teacher Organization to support the school's climate with student activities and fundraisers.
- Parent Volunteer Workshops provide information on volunteering at the school site and classroom expectations for volunteers.
- Love & Logic Classes for families to help parents meet the social-emotional needs of their children.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents are an important component of the Academy for Academic Excellence (AAE) governance process. Administration actively works to gather parental input in a variety of ways and ensure the process is effective. Parents are encouraged to make a difference in the governance of the school by participating in the School Site Council and English Learner Advisory Committee, which are actively involved in developing and approving the school's LCAP.

Parents have access to the Lewis Center for Educational Research Board (LCER) to address concerns publicly at monthly Board meetings. The LCER Board meetings are streamed live at both Norton Space and Language Academy (NSLA) and AAE, increasing accessibility for all stakeholders. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews the Staff Board Report and any Board presentations at a monthly Parents and Pastries meeting. These include presentations on SBA results, California School Dashboard, LCAP progress and annual updates.

Parents are provided access to meetings through AAE's mass messaging system, Parent Square, and Facebook live streaming. The school also posts celebrations and updates, lesson highlights and other information via social media platforms allowing for comments and questions. All parents are encouraged to attend these regularly scheduled open forums and are given access to appropriate representatives of the AAE to ensure successful communication among parents, students, and the school.

Parents and students are informed of and given access to the AAE Parent-Student Handbook, which establishes procedures and guidelines for the means and methods of engagement among staff, parents and students in the school and which must be read and acknowledged by both parent and student. In addition, reminders and updates are sent to parents through Parent Square.

During the school year, families are invited to Back to School Night to meet their child's teacher and receive school information. Parent-teacher conferences take place once during the school year for elementary to review each child's progress. Kindergarten provides two parent meetings prior to students entering kindergarten called Knights in Training. This is time for incoming students and teachers to work together and for parents to receive school information and kindergarten expectations. AAE also provides family events such as the STEAM night and Fall Festival.

Parents of AAE students are invited to complete a climate survey at least every two years to provide the school with objective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments and measure parent involvement, student achievement, health, and well-being. The AAE administration sincerely desires to continually improve operations, academic performance, and school climate. In the spirit of collaboration, the administration has actively sought input and honest feedback through the aforementioned measures, including increased participation in governing board meetings. As a result, the school has seen significant gains in the levels of engagement between home and school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The school site is using its second year of Title I funding to strategically upgrade the entire education program by focusing on closing the achievement gap for all subgroups. Through local and state assessments, the school identified the achievement gaps and the students in most need of additional educational services. To meet the needs of early literacy, a Reading Specialist is on staff to provide teacher coaching and small-group Reading instruction. Through local and state assessments, the school determined that attention to early literacy would help close the achievement gap in the later grades.

Title I funding also allowed for after-school tutoring beginning in 1st grade through high school. Tutoring is provided twice a week by a credentialed teacher and managed by a lead teacher. Tutoring is open to all students.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence does not qualify for targeted assistance at this time.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

School personnel coordinates with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Academy for Academic Excellence's School Counselor is the identified Homeless/Foster student liaison. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are referred to the School Counselor. Enrolled students who are identified by staff as being homeless or at risk for becoming homeless will also be referred to the School Counselor. The School Counselor provides a variety of services including individual counseling, ensuring free/reduced lunch applications are completed, and ensuring students have access to necessary supplies to be successful at school through school supply donations and uniform assistance.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence has implemented a broad collection of strategies and programs to support successful transitions from middle school to high school and from high school to post-secondary education.

Middle school students participate in a weekly Social-Emotional Learning curriculum to help them learn new skills to handle the emotional impact of transitioning from middle to high school.

Families of eighth grade students participate in a family information night in the spring where information is presented on successful transitions into middle school including changing academic expectations and preparing early on for post-secondary success.

High school students participate in a comprehensive 4-year program to help them make a successful transition to postsecondary education. Freshman participate in one semester of Freshman Studies which is a weekly class in which students learn about high school academic expectations, academic planning, financial aid for college, and options for post-secondary success. Sophomores begin career exploration using the ASVAB and various career interest surveys. Juniors participate in a variety of activities including college campus visits, SAT test preparation programs, and individual planning with the school counselor. Seniors at AAE participate in a Thursday lecture series which focuses on topics such as: completing the Cal State & University of California applications, financing their college education, college representative visits, and family application workshops. In addition, all seniors are encouraged to utilize the Victor Valley College Bridge program which helps students complete the transition from high school to community college.

Additional Information Regarding Use of Funds Under this Part ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To meet the school's identified areas of need, funds are used to provide the following:

- Early literacy decodable reading books to support phonics instruction.
- Social Emotional Learning curriculum in both elementary and middle school levels.
- Grades 4-12 one-to-one devices for curriculum delivery and digital literacy skills practice.
- After school tutoring that includes a targeted intervention coordinator and certificated tutors.
- Full-time certificated Reading Specialist to target early literacy intervention.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title II budget is used to support the school's long-term goals as determined through the school's self-study, WASC. All professional development (PD) for both certificated and classified staff is aligned to these goals before approval. This practice ensures that PD is of benefit to all students.

A major portion of the Title II budget is applied to new teacher Induction. Through the Teacher Induction program, new teachers and their coaches spend two years together to become proficient on the California Standards of Teaching Profession. Induction candidates gain knowledge and skills to effectively implement California's adopted state standards. Candidates improve their teaching through professional development, just-in-time coaching, expert teacher observations, inquiry goals established through self-reflection, and guided resources by topic. Coaches are chosen based on the number of years of teaching experience, leadership qualities, and longevity at the school site. This practice guarantees that all students receive an equitable and engaging education in any classroom.

Further funding of the Title II budget is allocated for professional development across the grade levels to again support the school's long-term goals. Some examples of these are:

- PD for Advanced Placement instructors to make sure all AP staff is current on instruction and assessment requirements
- Curriculum embedded support for all core instructional areas to help bridge the achievement gap
- NGSS implementation for all Science teachers to better understand the standards and instructional strategies
- Annual conferences such as the California Steam Symposium, California Math Conference, and California Charter School Association Conference

Title II funds are also used for student support services. Administrators and Character Development Officers attend trainings to support the school's culture goal. Some examples of these are:

- ALICE training
- Social Emotional Learning
- Crisis Prevention Institute

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Prioritizing funds is based on the school's long-term goals as identified by the school's self-study, WASC, which support the school's mission. After review of on-site benchmark data, diagnostic data, student climate surveys, and state assessment data, the academic team determines which actions will influence and have the greatest impact to closing the academic achievement gap.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence will use the following data in future decision-making and funding:

- Annual CAASPP data
- On-site benchmark assessments
- Failure rates
- Graduation rates
- Suspension rates
- Parent Climate survey
- Student Climate survey

Data collected is then used to determine professional development needs for the coming school year and how funding will be apportioned.

TITLE IV, PART A

Title IV, Part A Activities and Programs **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support the importance of college and career readiness and adhere to the school's mission of preparing students for post-secondary success, the school will continue to subsidize the Advanced Placement college-level exams. Students reported that in recent years that the cost of the exam deterred them from both taking the exam and enrolling in more AP classes. After offsetting some of the exam cost in 2018-19, the participation of students taking AP exams increased by 58%. Enrollment in AP classes for the 2019-20 school year increased by 26%. Subsidizing part of the cost for these exams and recruiting efforts by the school helped to build the AP program.

LCFF STATE PRIORITIES	
GOAL #1	
Goal 1: Unchanged goal from prior year.	
Goal: Prepare all students for post-secondary success.	
State Priorities:	
<ul style="list-style-type: none"> • Priority 1-Basic (Conditions of Learning) • Priority 2-State Standards (Conditions of Learning) • Priority 4-Pupil Achievement (Pupil Outcomes) • Priority 5-Pupil Engagement (Engagement) • Priority 6-School Climate (Engagement) • Priority 7-Course Access (Conditions of Learning) • Priority 8-Other Pupil Outcomes (Pupil Outcomes) 	
Specific Annual Actions to Achieve Goal	
Actions to achieve goal and support outcomes:	
<ul style="list-style-type: none"> • Implement quarterly benchmarks in grades 9-12 math courses • Administer iReady Math and Reading norm-referenced assessment three times annually to monitor CCSS progress in grades 2-8 • Part-time Math teacher in grades 9-12 • Implement continued early literacy to include diagnostic assessment, small group instruction, and running records • On-going professional development for current adopted curriculum • Professional development to facilitate implementation of AP course offerings • College and career readiness support (Academic Services Coordinator, Data Analyst, Dual Enrollment Textbooks, AP Exam Fees) • After School Tutoring • Schoolwide student monitoring system • Professional development for EL Master Plan building and EL instruction 	

<ul style="list-style-type: none"> Implement Social Emotional Learning Curriculum in grades K-8 	
Expected Annual Measurable Outcomes	
Outcome #1: Increase student proficiency on CAASPP indicators for English and Mathematics Metric/Method for Measuring: California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8, 11 percentage of proficiency by exam	

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	ELA: 59.8% Math: 41.0%	ELA: 60.0% Math: 41.2%	ELA: 60.2% Math: 41.4%	ELA: 60.4% Math: 41.6%	ELA: 60.6% Math: 41.8%	ELA: 60.8% Math: 42%
English Learners	ELA: 6.9% Math: 17.2%	ELA: 7.1% Math: 17.4%	ELA: 7.3% Math: 17.6%	ELA: 7.5% Math: 17.8%	ELA: 7.7% Math: 18.0%	ELA: 7.9% Math: 18.2%
Socio Economically Disadvantaged	ELA: 49.5% Math: 29.5%	ELA: 49.7% Math: 29.7%	ELA: 49.9% Math: 29.9%	ELA: 50.1% Math: 30.1%	ELA: 50.3% Math: 30.3%	ELA: 50.6% Math: 30.5%
Students with Disabilities	ELA: 21.9% Math: 16.7%	ELA: 22.1% Math: 16.9%	ELA: 22.3% Math: 17.1%	ELA: 22.5% Math: 17.3%	ELA: 22.7% Math: 17.5%	ELA: 22.9% Math: 17.7%
African American Students	ELA: 55.6% Math: 22.2%	ELA: 55.8% Math: 22.4%	ELA: 60.0% Math: 22.6%	ELA: 60.2% Math: 22.8%	ELA: 60.4% Math: 23.0%	ELA: 60.6% Math: 23.2%
Asian Students	ELA: 77.8% Math: 70.4%	ELA: 77.9% Math: 70.5%	ELA: 78.0% Math: 70.6%	ELA: 78.1% Math: 70.7%	ELA: 78.2% Math: 70.8%	ELA: 78.3% Math: 70.9%
Filipino Students	ELA: 71.4% Math: 35.7%	ELA: 71.5% Math: 35.9%	ELA: 71.6% Math: 36.1%	ELA: 71.7% Math: 36.3%	ELA: 71.8% Math: 36.5%	ELA: 71.9% Math: 36.7%
Hispanic or Latino Students	ELA: 48.2% Math: 33.9%	ELA: 48.4% Math: 34.1%	ELA: 48.6% Math: 34.3%	ELA: 48.8% Math: 34.5%	ELA: 49.0% Math: 34.7%	ELA: 49.2% Math: 34.9%
White Students	ELA: 66.6% Math: 46.3%	ELA: 66.8% Math: 46.5%	ELA: 67.0% Math: 46.7%	ELA: 67.2% Math: 46.9%	ELA: 67.4% Math: 47.1%	ELA: 67.6% Math: 47.3%
Students of Two or More Races	ELA: 66.2%	ELA: 66.4%	ELA: 66.6%	ELA: 66.8%	ELA: 67.0%	ELA: 67.2%

	Math: 41.5%	Math: 41.7%	Math: 41.9%	Math: 42.1%	Math: 42.3%	Math: 42.5%
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Expected Annual Measurable Outcomes						
Outcome #2: Increase the percentage of students prepared for college Metric/Method for Measuring: California Dashboard Performance Levels						

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	65.3%	65.5%	65.7%	65.9%	66.1%	66.3%
Socio Economically Disadvantaged	65.0%	65.2%	65.4%	65.6%	65.8%	66.0%
Hispanic or Latino Students	55.2%	55.4%	55.6%	55.8%	56.0%	56.2%
White Students	68.8%	69.0%	69.2%	69.4%	69.6%	69.8%

Expected Annual Measurable Outcomes						
Outcome #3: Increase Advanced Placement (AP) Exam Participation Metric/Method for Measuring: Percentage of enrolled students taking AP Exam						

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students Enrolled & Taking Exam	92.5%	92.7%	92.9%	93.1%	93.3%	93.5%
Socio Economically Disadvantaged Enrolled and Taking Exam	96.0%	96.2%	96.4%	96.6%	96.8%	97.0%
African American Students Enrolled and	100%	100%	100%	100%	100%	100%

Taking Exam									
Asian Students Enrolled and Taking Exam	100%		100%		100%		100%		100%
Filipino Students Enrolled and Taking Exam	100%		100%		100%		100%		100%
Hispanic or Latino Students Enrolled and Taking Exam	98.5%		98.7%		98.9%		99.1%		99.5%
White Students Enrolled and Taking Exam	95.3%		95.5%		95.7%		95.9%		96.3%
Students of Two or More Races Enrolled and Taking Exam	85.7%		85.9%		86.1%		86.3%		86.7%

Expected Annual Measurable Outcomes

Outcome #4: Increase/Maintain Graduation Rate
Metric/Method for Measuring: Percentage of cohort graduates as measured by the California Dashboard Performance Levels

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	98.0%	98.1%	98.2%	98.3%	98.4%	98.5%
Socio Economically Disadvantaged	95.0%	95.1%	95.2%	95.3%	95.4%	95.5%
Hispanic or Latino Students	96.6%	96.7%	96.8%	96.9%	97.0%	97.1%
White Students	97.9%	98.0%	98.1%	98.2%	98.3%	98.4%

Expected Annual Measurable Outcomes	
Outcome #5: Decrease Suspension Rate Metric/Method for Measuring: Percentage of students suspended as measured by the California Dashboard Performance Levels	

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	3.5%	3.4%	3.3%	3.2%	3.1%	3.0%
English Learners	2.1%	2.0%	1.9%	1.8%	1.7%	1.6%
Socio Economically Disadvantaged	3.9%	3.8%	3.7%	3.6%	3.5%	3.6%
Students with Disabilities	7%	6.9%	6.8%	6.7%	6.6%	6.5%
African American Students	4.4%	4.3%	4.2%	4.1%	4.0%	3.9%
Asian Students	5.6%	5.5%	5.4%	5.3%	5.2%	5.1%
Filipino Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino Students	3.3%	3.2%	3.1%	3.0%	2.9%	2.8%
White Students	3.6%	3.5%	3.4%	3.3%	3.2%	3.1%
Students of Two or More Races	3.4%	3.3%	3.2%	3.1%	3.0%	2.9%

Expected Annual Measurable Outcomes	
Outcome #6: Increase the percentage of students reading at or above grade level in grades K-2 Metric/Method for Measuring: Percentage of proficient students as measured by the Developmental Reading Assessment (DRA)	

Applicable Student Groups	Baseline	2020-21	2021-22	2022-23	2023-24	2024-25
All Students	57%	58%	59%	60%	61%	62%
Socio Economically Disadvantaged	48%	49%	50%	51%	52%	53%
Hispanic or Latino Students	56%	57%	58%	59%	60%	61%
White Students	59%	60%	61%	62%	63%	64%

Appendix L

Academic Calendars
19/20 and 20/21

ACADEMY FOR ACADEMIC EXCELLENCE **2019-2020** SCHOOL YEAR

AAE STUDENT CALENDAR

180 School Days

Grading Periods 6-12

August 5-September 27 1st quarter
August 5-December 19 1st semester
January 13-March 20 3rd quarter
January 13-June 11 2nd semester

Grading Periods TK - 5

August 5-November 8 1st Trimester
November 12-February 28 2nd Trimester
March 2-June 11 3rd Trimester

Ceremonies

Kindergarten Recognition June 9
5th Grade Recognition June 10
8th Grade Recognition June 11
HS Graduation June 12

 No School  Holiday  Teacher In-Service, No Sch  Early Release

 Min Days  Elem Min Days

Gr 6-12 ~ 1st Semester Finals, December 18-19

2nd Semester Finals, June 9-10

Elementary Parent Conference November 12-15

July-19

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days (0)

August-19

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days (20)

September-19

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

School Days (19)

October-19

M	T	W	TH	F
	1	2	3	4
	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

School Days (14)

November-19

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (17)

December-19

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (14)

84 Day Semester

January-20

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days (14)

February-20

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

School Days (19)

March-20

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (15)

April-20

	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

School Days (19)

May-20

M	T	W		
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (20)

June-20

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

School Days (9)

96 Day Semester

Inclement weather days will be made up at the end of the year.

ACADEMY FOR ACADEMIC EXCELLENCE 2020-2021 SCHOOL YEAR

AAE STUDENT CALENDAR

180 School Days

Grading Periods 6-12

August 3-October 2	1st quarter
August 3-December 17	1st semester
January 11-March 19	3rd quarter
January 11-June 10	2nd semester

Grading Periods TK-5

August 3-November 6	1st Trimester
November 9-February 26	2nd Trimester
March 1-June 10	3rd Trimester

Ceremonies

Kindergarten Recognition	June 8
5th Grade Recognition	June 9
8th Grade Recognition	June 10
HS Graduation	June 11

 No School
 Holiday
 Teacher In-Service, No Sch
 Early Release

 Min Days
 Elem Min Days

Gr 6-12 ~ 1st Semester Finals, December 16-17

2nd Semester Finals, June 9-10

Elementary Parent Conference November 9, 10, 12, 13

July-20

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days (0)

August-20

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days (21)

September-20

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

School Days (21)

October-20

M	T	W	TH	F
			1	2
6	7	8	9	
13	14	15	16	
19	20	21	22	23
26	27	28	29	30

School Days (12)

November-20

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

School Days (17)

December-20

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

School Days (13)

84 Day Semester

January-21

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (14)

February-21

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

School Days (19)

March-21

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days (15)

April-21

	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days (19)

May-21

M	T	W		
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days (20)

June-21

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
15	16	17	18	19
22	23	24	25	26
29	30			

School Days (9)

96 Day Semester

Inclement weather days will be made up at the end of the year.