

Introduction:

LEA: Lewis Center for Educational Research

Academy for Academic Excellence

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LCAP Years: 2014-2018

Lewis Center for Educational Research's Mission: The purpose of the Lewis Center for Educational Research (LCER) 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.

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

To accomplish our organization and school's missions, we must ensure that all students are reaching mastery. We will do this by creating common core based formative and summative assessments, implementing intentional academic interventions, integrating instructional technology and increasing cross-curricular lessons and collaboration across all grade levels.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The

information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Stakeholder input has been gathered via: Foundation Board Strategic Planning Sessions Parent and Pastries monthly meeting feedback Weekly Professional Learning Community collaboration Special parent forums AAE Board Meeting discussions Academic Leadership Team Meetings Schoolwide Intervention Team Meetings Senior student forums Other feedback</p> <p>Meeting Types and Dates: Board Meetings were held on the second Thursday of each month. Foundation Board Meetings are held on the second Monday of each quarter. Strategic Planning Board Meetings were held on November 6, February 25 and February 29th. Parents and Pastries met on the last Thursday of each month. Parent and Teacher Committee (PTC) meetings were held on the last Thursday of each month.</p> <p>Types of Communication and Outreach: Social Media Postings (Facebook, Instagram, Twitter) Parent Mass Emails Letters Mailed Home Elementary Teacher Weekly Newsletters Autodialer Messages Remind Text App Community Events AAE Today School Website</p>	<p>During this school year, the Foundation Board worked with an outside consultant, Dr. Pat Caldwell. Through quarterly strategic planning sessions, task forces and targeted support, she has assisted the Foundation Board and LCER Executive Team in collaborating to clarify and develop value statements, mission, vision, S.W.O.T analysis, critical issues, goals, objectives and action plan. Each of these areas of strategic planning will set the stage for the future of the Lewis Center for Educational Research and the Academy for Academic Excellence.</p> <p>These meetings and forums have informed the revisions of our goals and spending priorities. As a result of these discussions, we have sought data to inform our goals and progress indicators. We will continue to use these methods of communication to ensure that the AAE is meeting the needs of its students and community.</p> <p>After SBAC and AAE assessment baseline data was established in 2014-2015, regular progress updates are shared with stakeholders (staff, parents, students, and board members).</p> <p>The AAE Administration collaborates with the Academic Leadership Team on a bi-weekly basis. Through this forum, school goals, programs and progress are regularly monitored.</p>

<p> Illuminate MyMentor (Learning Management System) School Marquee Back to School Night Topic Specific Assemblies New Family and Student Orientations Parent/Teacher Conferences Quarterly Progress Reports and Report Cards SBAC Scores Back Night Quarterly Awards Assemblies Parent Volunteer Workshops </p>	<p> This team guides the Professional Learning Community and school accountability measures such as: LCAP, WASC and the AAE Charter. </p> <p> The Teacher on Assignment meets with elementary grade level and middle school teams on a weekly basis to support instruction and assessment. High School Curriculum Leads meet with their department teams twice monthly to create assessment measures, discuss grading practices, and to evaluate curriculum and supplemental resources. </p> <p> The AAE K-12 teaching staff meets monthly. Topics of these meetings include: school safety, school goals, assessment, grading, and school updates. </p>
<p> Annual Update: We have continued to involve our stakeholders in the ongoing schoolwide accountability plan through open parent forums, student panels and AAE Professional Learning Community collaboration. </p> <p> Parent Involvement: <ul style="list-style-type: none"> Parents and Pastries is held on the last Thursday of each month in the morning to allow for greater participation and involvement. For a period of time, evening forums were held. However, the parent attendance at these meetings was extremely low. As a result, Parents and Pastries is continuing to meet only in the mornings with updates being shared via our active parent Facebook pages. These meetings continue to be an opportunity for parents to stay informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns and feedback </p>	<p> Annual Update: The meetings and forums have continued to inform the development of our goals and spending priorities. We have used the initial SBAC scores in order to focus our actions and services on the desired student outcomes. </p> <p> Specifically, the stakeholder involvement served to: </p> <ul style="list-style-type: none"> Guide the LCER budget process by ensuring that AAE goals were reflected in all spending priorities. Any budget increases were specifically linked to student outcomes and/or the eight state priorities. Revise the 2014-15 LCAP goals to align

to administration and to be involved in the development of plans for school improvement.

- Parent Teacher Committee (PTC) meets monthly. In the beginning of the school year, we aligned the PTC and Parents and Pastries Meetings to allow for greater participation. The PTC Board is highly involved in AAE activities, athletics, field trips, consolidation, fundraising and classroom support. They work closely with the school administration and their input is often requested.
- There are currently 1,140 approved parent volunteers. The approval process includes the completion of a volunteer workshop and fingerprint clearance. Our volunteers participate as chaperones, classroom helpers, coaches, office assistants, playground helpers and PTC members.
- Special meetings are held to inform and seek input regarding major changes such as the transition to common core and changes to academic policies.

Student panels:

- Administration has met with the middle and high school Associated Student Body (ASB) Officers and members of our AAE Ambassadors to gather feedback on improving AAE's Learning Management System, MyMentor, and the classroom implementation of other technology. Additional topics of discussion with these student groups include: the effectiveness of our academic guidance, the role of extra curricular activities, new internship opportunities, and overall analysis of school policies, culture and academics.
- The Ambassadors participated in a countywide Student Voice Panel with the County Superintendent, Ted Alejandre. During this all day event, students were involved in small group feedback sessions focusing on school reform for San Bernardino County. They shared their findings with the school

with the WASC Action Plan and AAE Mission.

- Revise the AAE Technology Plan.
- Revise the LCER Mission.
- Consolidation of the three campuses.
- Revisit the grading policy and pilot grading reforms with specific grade level teams.
- Create Essential Standards Charts for English/Language Arts and Mathematics in grades K-12.
- Create scope and sequences for English/Language Arts and Mathematics to reflect the California Common Core State Standards.
- Review and revise board policies, administrative regulations and the Parent/Student Handbook.
- Review and revise the LCER Bylaws.
- Continue to implement Illuminate as an integrated student information and data management system.
- Continue to develop an AAE K-12 Assessment Plan to reflect diagnostic, formative and summative assessments.
- Adoption of integrated math and science curriculum.
- Increase participation and attendance at extra-curricular activities.
- Develop a LCER Technology Task Force to increase the integration of instructional technology.
- Pilot elementary common core aligned

administrative team.

- Several high school students were invited to the 2nd Annual Mayor's Summit where they were able to meet with the Apple Valley Town Council and students from all of the local high schools. This was another forum for students to share their insight as how to improve local education and their community as a whole.
- The administration regularly seeks input from the Ambassadors and ASB regarding school goals, policies, culture, activities, academics and technology.

WASC:

- AAE had its Mid-Term WASC Review Visit last Spring. In order to prepare for the upcoming full self-study in 2018 and ongoing school improvement, the AAE Professional Learning Community (PLC) specifically analyzes the current action plan and progress toward WASC goals.
- The Academic Leadership Team (ALT) members will lead the WASC home and focus groups for the next self-study.
- The Academic Leadership Team has remained focused on the WASC and LCAP school goals in their decision-making.

Surveys:

- AAE Administration Feedback Survey regarding administrative support of all staff
- Teachers use surveys to gather feedback to inform course and new program development.
- Technology Survey to gather information to teachers regarding the effectiveness and usage of paid subscriptions, iPads and laptops
- Grade Policy survey to gather teacher input of the current No D policy
- Illuminate survey for all staff to determine professional

English/Language Arts curriculum and implement the newly developed textbook adoption process.

development needs

LCER Foundation Board and AAE School Board Committee:

- The Principals report the progress toward school goals monthly. This year, the report format has been changed to specifically highlight school operations, strategic planning, goals and measurable objectives, and student achievement and performance updates.
- The LCER Executive Directors give specific presentations regarding student achievement, school programs and strategic planning to the LCER Foundation Board.
- Student Ambassadors share information about school culture and programs at each AAE School Board Meeting.
- The President/CEO consults the LCER Foundation Board regarding organizational vision, policies, goals and initiatives.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?

- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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?
- 8) 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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.

GOAL 1:	Increase the number of students who have met grade level proficiency in Mathematics based upon norm referenced, formative and summative assessments.	Related State and/or Local Priorities: 1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
Identified Need:	<p>Previous California Standards Test scores and current AAE Benchmark scores continue to be lower than desired in the area of mathematics. Although interventions have been put into place in grades kindergarten through twelfth, scores and grades indicate the need for further growth.</p> <p>Recent Data:</p> <ul style="list-style-type: none"> • The most recent CST data showed that 58.7% of students are Proficient and Above. • The CAASPP Data from 2014-15 showed that 36% of students “Met or Exceeded” the state standards. • Our Socioeconomically Disadvantaged student’s rate is 57.7% Proficient and Advanced. • The CAASPP Data from 2014-15 showed that 30% of Socioeconomically Disadvantaged students “Met or Exceeded” the state standards. • 43.3% of students are working within the basic, below basic, and far below basic domains (42.3% for our Socioeconomically Disadvantaged students). • 64% of students are working at “nearly met or not met” state standards on the 2014-15 CAASPP (70% for our Socioeconomically Disadvantaged students). • The EAP scores for Summative Math in 2014 Show that 14% of participating students are College Ready with 76% Conditionally Ready. • The EAP scores for the 2014-15 CAASPP Math show that 22% of participating students are College Ready with 28% Conditionally Ready. • On the Accuplacer test in 2014, 9% of students tested college ready in Math, 62% College Ready in Reading and 38% College Ready in English. • AP Data shows 65 students took a total of 119 exams in 2014. Of those students, 31(47.7%) scored a 3 or better on at least one exam. On the Calculus AB exam, 1 out of 13(7%) scored a 3. On the Calculus BC exam, 3 out of 6(50%) scored a 3 or better. • AP Data shows 74 students took a total of 93 exams in 2015. Of those students, 56(75.6%) scored a 3 or better on at least one exam. On the Calculus AB exam, 2 out of 7(29%) scored a 4. On the Calculus BC 	

	<p>exam, 0 out of 1(0%) scored a 3 or better.</p> <ul style="list-style-type: none"> • In 2014 our CAHSEE Data shows out of 101 students 95(94%) passed math. Our Socioeconomically Disadvantaged Student data shows out of 25 students 21(84%) passed math. • In 2015 our CAHSEE Data shows out of 112 students 108(96%) passed math. Our Socioeconomically Disadvantaged Student data shows out of 24 students 22(92%) passed math. • On the ACT exam, 72% of the students who tested met the College Readiness Benchmark for Math. • On the ACT exam, 64% of the students who tested met the College Readiness Benchmark for Math in 2015. 		
Goal Applies to:	School:	Academy for Academic Excellence	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Students' proficiency on formative and summative assessments will increase by at least 3% until growth targets within this goal are met. The specific growth targets for each type of assessment will be set as baselines are established.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Through PLC collaboration, teachers have created formative and summative assessments in the areas of Mathematics. Grades K-5 have created their assessments in Illuminate. Secondary math created the assessments in Carnegie.	Grades K-12	<input checked="" type="checkbox"/> ALL	Illuminate Package- \$22,000 Carnegie- \$43,540
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
The daily schedule will be adjusted to include intentional re-teaching of math skills not yet mastered. Teachers reflected on assessment scores and grouped students for leveled group	Grades K-5	<input checked="" type="checkbox"/> ALL	Classified Support Salaries \$10,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	

instruction, "Flex Time", based on specific need (remediation, extended learning, advancement).		proficient __ Other Subgroups:(Specify)_____	
Transitioned to integrated, common core aligned curriculum. Pilot EngageNY math curriculum in grades K-4 and Carnegie curriculum in grades 6-9.	Grades K-9	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Approved Textbooks: Engage NY- \$2,200 Carnegie- \$43,540

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Students' overall proficiency on math formative and summative assessments will increase by at least 3% until growth targets within this goal are met.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the transition to integrated, common core aligned curriculum. Grade 5 will begin EngageNY pilot and Grade 10 will phase in the Integrated Math II.	Grades 5 and 10	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Approved Textbooks \$31,626
Hire an additional secondary math teacher/coach to support the demands of additional courses in the master schedule and to provide intensive in-class support for all secondary math teachers.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Teacher Salary \$85,000
Complete the creation of teacher-developed	Grades K-	<input checked="" type="checkbox"/> ALL	Illuminate

diagnostic, common formative and summative assessments. Teachers will create the assessments in Illuminate or Carnegie software. Teachers will individually and collaboratively analyze results to improve instruction and target students in need of targeted intervention.	12.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Package- \$22,000 Carnegie Digital Software- \$14,000
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LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	<p>Previous California Standards Test feedback, more recent SBAC scores, Carnegie Curriculum-Based Measures and Illuminate assessments data have indicated a lack of proficiency in approximately 63% of our students, school-wide. In order to ensure that the deficiencies are addressed, standardized pacing will be implemented in grades 3-8 and regular benchmarks will be administered to monitor growth and inform instruction. This will be better facilitated by Elementary’s purchase of a new, common math curriculum. In addition, the middle school math department is now much more familiar with the integrated approach to teaching math with their Carnegie curriculum and will be able to pace instruction more appropriately to meet student needs.</p> <p>1. Increase student mastery by 4% at each grade level (3-8 &11) as indicated by the SBAC. Show a 5% growth over the year, at each grade level, on school benchmarks administered on Illuminate.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete the transition to integrated, common core aligned curriculum. Grade 11 will phase in Integrated Math III using Carnegie Math.	Grade 11	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Curriculum- \$43,540 Student Graphing Calculators- \$6,000
Recruit part time math teacher to teach three	Grades 6-	<input checked="" type="checkbox"/> ALL	Teacher

intervention sections.	12	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Salary \$25,000
Revise diagnostic, common formative and summative assessments drafted in the 15-16 SY as a result of PLC analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Illuminate Package- \$22,000 Carnegie- \$31,626

GOAL 2:	Increase writing proficiency scores on summative assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need:	<p>Previous California Standards Test scores and previous Schoolwide Writing Assessment scores demonstrated a need in the area of overall writing and/or written expression. Although ELA supports have been put into place in grades kindergarten through twelfth through elementary flex or secondary ELA intervention courses, summative scores and class grades indicate the need for further growth.</p> <p>Supporting Data:</p> <ul style="list-style-type: none"> The most recent CST data showed that while 68.5% of students were proficient or advanced in overall ELA, 31.5% were working within the basic, below basic, and far below basic in ELA. 	

- The 2014-15 CAASPP data showed that while 58% of students “met or exceeded” the state standards in overall ELA, 41% were working within the “nearly met or not met” in ELA.
- For our Socioeconomically Disadvantaged students, 59.6% are Proficient or Advanced and 40.4 are basic, below basic or far below basic.
- For our Socioeconomically Disadvantaged students, 52% are “met or exceeded” state standards on the CAASPP ELA and 47% are “nearly met or not met” the state standards on the 2014-15 CAASPP.
- The EAP scores for ELA in 2014 Show that 37% of participating students are College Ready.
- The EAP scores for ELA in 2015 Show that 38% of participating students are College Ready.
- On the Accuplacer test in 2014, 9% of students tested college ready in Reading and 38% College Ready in English.
- On the 2014 ACT exam, 72% of the students that tested met the College Readiness Benchmark, 60% met the Reading College Readiness Benchmark and 84% met the English College Readiness Benchmark.
- On the 2015 ACT exam, 73% met the Reading College Readiness Benchmark and 100% met the English College Readiness Benchmark.
- On the 2015-2016 ACT, 24 students participated in 31 ACT exams. Of those students, 22 (91%) met the College Readiness benchmark for English, 18 (75%) met the College Readiness benchmark for Mathematics, and 16 (66%) met the College Readiness benchmark for Reading.
- 2014 SAT Writing Mean Score was 520 for those students that chose to take the test.
- 2015 SAT Writing Mean Score was 505 for those students that chose to take the test.
- 2016 SAT Reading mean score was 535 for students who opted to participate in the exam, 535 was the mean SAT Math score, and 541 was the mean score for SAT Writing.
- AP Data shows 65 students took a total of 119 exams in 2014. Of those students, 31 (47.7%) scored a 3 or better on at least one exam.
- AP Data shows 74 students took a total of 93 exams in 2015. Of those students, 56(75.6%) scored a 3 or better on at least one exam.
- AP Data shows that 64 students took a total of 112 exams in 2016. Results are not available until July 2016.
- On the English Language and Composition exam, 17 out of 37 (45%) scored a 3 or better. On the English Literature and Composition exam, 9 out of 23 (39%) scored a 3 or better.
- On the 2015 English Language and Composition exam, 17 out of 28 (61%) scored a 3 or better. On the English Literature and Composition exam, 13 out of 17 (76%) scored a 3 or better.
- In 2014 our CAHSEE Data in ELA shows, out of 102 students tested, 93 (91%) passed. Our Economically Disadvantaged Student data shows out of 26 students 19 (73%) passed.

- In 2015 our CAHSEE Data in ELA shows, out of 112 students tested, 106 (95%) passed. Our Economically Disadvantaged Student data shows out of 24 students 21 (88%) passed.

Goal Applies to: Schools: Academy for Academic Excellence
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers created common formative assessments in Illuminate in the areas of English/Language Arts. Elementary teachers will create comprehensive ELA formative and summative assessments to include all of the CCSS domains.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Illuminate Package- \$22,000
The daily schedule was adjusted to include intentional re-teaching of skills not yet mastered.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base
The AAE hired a Reading Specialist to focus on early literacy interventions.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Salary \$85,000 Employee Benefits

\$21,250

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary and middle school teachers will further develop and refine common formative language arts exams in Illuminate. High school ELA teachers will create common writing assessments scored with a common rubric and aligned to the CCSS writing standards. All of these scores will be entered into Illuminate to allow for PLC reflection and analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Illuminate Package- \$22,000
First grade teachers will pilot EngageNY ELA curriculum to test the impact of this new curriculum on students' mastery of writing and other language arts skills.	Grade 1	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	EngageNY ELA curriculum- \$1,500
Professional Development to support writing instruction. Writing will be emphasized across content areas. Cross-curricular projects will be developed in all grades.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Travel and Conferences \$10,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Schoolwide Writing Portfolio will be developed for grades K-8 and be scored with common rubrics. The K-12 scores will be analyzed for trends and instruction will address identified weaknesses.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None beyond base
Teachers will begin to pilot newly available CCSS aligned ELA curriculum.	Specific grades TBD/All levels will begin to pilot	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Curriculum \$50,000
Professional Development to support writing instruction. Writing will be emphasized across content areas. Cross-curricular projects will be developed in all grades.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Travel and Conferences \$10,000

GOAL 3:	Implement the intentional use of formative assessment data, in addition to outside assessments, to ensure students master the Common Core State Standards.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify
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Identified Need:	AAE teachers had not previously developed common formative assessments. The Professional Learning Community process has shown the importance of using teacher-developed assessment data to drive collaborative analysis of instruction. The outside summative assessments were previously used to make curriculum decisions or course placement decisions for students. However, these results were not disaggregated in time to impact student mastery within a given year. As a result, interventions were not built into a student's school day, but were instead, offered as optional afterschool tutoring.
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Goal Applies to:	Schools: Academy for Academic Excellence Applicable Pupil Subgroups: All
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon student identified needs within the core classes. Teachers will base flex or intervention instruction on the formative assessment data which will result in improved student performance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary teachers will use flex time to provide intentional remediation to students in language arts, specifically reading fluency, vocabulary and reading comprehension. Secondary teachers will organize homeroom time to allow for students who need additional time to master English or Math concepts.	Grades K-12	<u>x</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Illuminate- SIS \$14,350 DNA \$5,538 Item Bank \$2,076 Renaissance \$19,280
The Reading Specialist and Education Specialist	Grades K-	<u>x</u> ALL	Teacher

will work with low performing students in elementary grades to provide additional support and help students raise their reading proficiency at a more rapid rate.	5	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salary \$75,000 Employee benefits \$18,750
Secondary math and English intervention courses created. These small group classes have additional support from instructional assistants. Middle school students, who had not proved proficiency, were placed in a fundamentals math course in addition to their grade level math class.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon identified student needs within the core classes. Teachers will base flex time or intervention instruction on the formative assessment data which will result in improved student performance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary teachers will use flex time to provide intentional remediation to students in language arts and math. Secondary teachers will structure homeroom time to allow for students who need additional time with English or Math concepts.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Travel and Conferences \$10,000
During flex time, the grade level teachers, Reading Specialist and/or Education Specialist will work with low performing students in elementary	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Instructional Materials- \$10,000

grades to provide targeted support and help students raise their reading proficiency at a more rapid rate.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Secondary intervention math and English courses will continue to have additional support from instructional assistants. Middle school students, who had not proved proficiency, will be placed in a fundamentals math course in lieu of their grade level math class.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fundamentals Math Curriculum- \$7,500 Instructional Materials- \$5,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon student identified needs within the core classes. Teachers will base flex-time or intervention instruction on the formative assessment data which will result in improved student performance.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Flex time will be driven by common formative assessments and students will be regrouped based on mastery of identified essential standards. Additional support will be provided to the students in greatest need.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Instructional Materials- \$10,000
Secondary intervention math and English courses will continue to have additional support from instructional assistants.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Education Specialist/In- structional Assistants- Salaries in base funding calculations

GOAL 4:	Incorporate the use of technology and technological advances into its core curriculum.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Today's students face a rapidly changing world where technology is pervasive. It is no longer sufficient to teach technology as a subject, but rather it is time to leverage the power of technology as a tool for more effective teaching and learning. The ultimate goal of our One to One Laptop Learning Program is to equip our students with the knowledge and tools to become effective life long learners.		
Goal Applies to:	Schools:	Academy for Academic Excellence	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-12. Students will show an increase in technology proficiency for real-world application.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expanded the one-to-one laptop program to include grades 4-12.	Grades 4-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Wireless Access Points and Infastructure- \$12,230
Increased the number of iPads available for primary grade learning centers.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	72 iPads= \$44,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Carefully reviewed the paid subscriptions for applications and digital access. Ensure that students had access to programs to support the core content areas.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	List paid subscriptions to include textbook support

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-12. Students will show an increase in technology proficiency for real-world application.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a standing computer lab on the new 3-5 campus. This will be used as the high school yearbook classroom and the kindergarten through third grade lab.	Grades K-3 and 9-12.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Lab set up= \$1,200
Purchase additional subscriptions and applications: <ul style="list-style-type: none"> • Reading applications for iPads to be used during intervention blocks allowing students to practice targeted reading skills. • Upgrade IXL subscription to include targeted grammar practice. 	Grades K-3	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Reading Applications =\$1,000 IXL Grammar= \$3,500

Purchase additional technology equipment: <ul style="list-style-type: none"> • ELMOs for secondary teachers, as needed • Increase iPads in K-3 to replace out-of-date equipment and an increase in student population • Two desktop PCs for grades K-3 and 4-12 (technology rich classes only) to allow access for all students. • Apple TVs for one-to-one classrooms to allow teacher mobility and increased student interaction. 	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	ELMOs= \$3,800 72 desktop computers= \$23, 450 32 Apple TVs= \$2,400
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LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades TK-12. Students will show an increase in technology proficiency for real-world application.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create the LCER Technology Task Force comprised of administrators, elementary and secondary teachers, and IT staff. This team will attend an Executive Briefing at the Apple Headquarters in Cupertino, CA in July 2016. Strategic planning for technology integration will be the outcome of this team.	Grades TK-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Conferences and Travel- \$5,000
Develop additional courses with an intentional	Grades	<input checked="" type="checkbox"/> ALL	Class

<p>emphasis on technology integration. In grades K-5, computer coding will become part of the weekly magnet classes. In grades 6-12, technology elective courses will be added to the master schedule. These include: Robotics and Computer Science.</p>	<p>TK-12</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Supplies for Coding- \$500</p> <p>Class Supplies for Robotics- \$5,000</p> <p>Class Supplies for Comp. Sci.- \$5,000</p>
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<p>GOAL 5:</p>	<p>Increase a-g completion rates for graduating seniors.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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<p>Identified Need:</p>	<p>The AAE Professional Learning Community clarified that the AAE Mission is to “prepare students for post-secondary success through a relevant, rigorous college preparatory education.” Less than half of our recent graduates have completed a-g requirements necessary to immediately enroll in the CSU/UC system.</p> <p>In 2014, AAE had a cohort graduation rate of 97.8%. Socioeconomically Disadvantaged students cohort graduation rate was 94.3%. Of those graduates, 42.7% completed the UC/CSU required courses.</p> <p>In 2015, the cohort graduation rate of 99%. Socioeconomically Disadvantaged students cohort graduation rate was 100%. Of those graduates, 50 out of 95 (or 52.7% of) graduates from 2014-15 completed UC/CSU required courses.</p> <p>In 2016, AAE had a cohort graduation rate of 97.37%. Socioeconomically Disadvantaged students cohort graduation rate was 98.7%. Of the Class of 2016, 46 out of 76, or 60.5% of students will meet a-g requirements.</p>
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(Note: Of this number, 7 students met their VPA requirement at a community college. Because the class was not needed for graduation requirements, the students did not transfer the course to AAE. Although we can confirm that they met the requirement, Illuminate will not reflect this, and as a result, CalPads won't recognize it. If these students are not factored into the total, 39 out of 76 or 51% will meet a-g requirements.)

Goal Applies to:

Schools: Academy for Academic Excellence

Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:

As a result of increase student academic advisement and changes to the master schedule, more than 50% of the class of 2015 will meet a-g requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased a-g course offerings (Spanish, VPA, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective, Honors Environmental Science)	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	ERWC Curriculum- \$5,000
Counseling staff increased to 2.5 FTE (1 FTE is split between Transition Coordinator and Career Tech)	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Classified Support Salaries- \$66,000
Revised of graduation requirements to reflect a-g	Grades 9-	<input checked="" type="checkbox"/> ALL	None

requirements (removal of Health and Geography requirement and update of Math requirement)	12	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	beyond the base
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LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Further increase the percentage of a-g completion from 2014-2015 percentage to 60%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add additional a-g offerings into the master schedule (computer science, integrated science, business).	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development for Computer Science course- \$1,500 Curriculum- \$5,000 Lab Equipment- \$7,000
Expand college and career education for all high school students.	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Computers for Career Center- \$1,300 Instructional Materials- \$500 Field Trips- \$2,000
Continued revision of AAE graduation requirements	Grades 9-	<input checked="" type="checkbox"/> ALL	Teacher

to mirror a-g requirements (updated math and science requirements, required foreign language). Will build in a waiver pathway for students with special needs based on IEP/504 or consideration of the AAE Schoolwide Intervention Team.	12	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Salary- \$6,000
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LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Further increase the percentage of a-g completion from the present percentage to 65%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement the redesigned MyMentor 2.0. Features include: embedded four-year plans, student dashboard, personalized college and career planning tools, test prep and complete learning management system.	Grades 9-12.	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	MyMentor 2.0 funded through K16 Bridge program
Guide all students (with few exceptions) to complete their a-g coursework. Will build in a waiver pathway for students with special needs based on IEP/504 or consideration of the AAE Schoolwide Intervention Team.	Grades 9-12	__x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	None beyond base
Increase course offerings in the master schedule		__x ALL	None

(integrated math and science, technology, advanced mathematics, honors courses and concurrent college courses).	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	beyond base
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GOAL 6:	Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	The WASC visiting team recommended that the AAE develop a comprehensive long-term plan for assessments, instruction and curriculum adoption.
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Goal Applies to:	Schools: Academy for Academic Excellence
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Applicable Pupil Subgroups:	All
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	The PLC teams will develop essential standards charts for English/Language Arts and Mathematics. These charts will guide the development of common formative assessments and course scope and sequences.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Under the guidance of the Academic Leadership Team (ALT), the foundation of the Professional Learning Community was established. The teams were trained to analyze data from multiple sources	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Teacher Salaries: \$30,000 PLC Professional Development

and given structured time to complete this data analysis.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,500+sub costs
The Director of Research and Development attended the San Bernardino County Assessment Network meetings, Association of Consolidated Programs Administrators meetings and trainings provided by the California Department of Education, CAASPP office and Smarter Balanced. Information on data and assessment use was disseminated to the appropriate school site teams.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Travel and Conferences \$600
Elementary and secondary grade levels piloted math curriculum based upon the transition to CCSS. Multiple sources were reviewed by administration and teacher teams before curricula was purchased.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Carnegie Curriculum- \$43,540 EngageNY Curriculum- \$6,242

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	The PLC teams will complete the scope and sequences for core courses and the AAE assessment plan. The assessment plan will include formative, summative and outside measures. The ALT will draft curriculum adoption procedures and priorities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PLC teams will use the newly developed scope and sequences, in conjunction with assessment data, to create a more defined curriculum adoption plan.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	Teacher Salaries \$30,000 Travel and Conferences

		proficient __ Other Subgroups:(Specify)_____	\$7,500
Multiple data sources will be analyzed to determine program and course needs. These needs will be prioritized based upon WASC/LCAP action plan and goals.	Grades K-12	<input checked="" type="checkbox"/> ALL	None beyond base
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
The PLC will begin the full WASC self-study in preparation for the Spring 2017 visit. The groups will use multiple data sources to drive this effort.	Grades K-12	<input type="checkbox"/> ALL	Dues and Memberships \$1,000 annually
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	The AAE PLC will have established the collection and analysis of multiple data sources at each grade level to guide the school's overall mission, vision and goals. Additionally, this data will be analyzed to drive instructional and course decisions.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Multiple data sources will be analyzed to determine program and course needs. These needs will be prioritized based upon WASC/LCAP action plan and goals.	Grades TK-12	<input checked="" type="checkbox"/> ALL	None beyond base
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English	

		proficient __ Other Subgroups: (Specify) _____	
The PLC will complete the full WASC self-study for the Spring 2017 visit. Multiple data sources will drive this effort.	Grades TK-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	None beyond base
A detailed Assessment Plan will be developed to ensure that each grade level/department is collecting diagnostic, formative and summative assessment data.	Grades TK-12	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	None beyond base

GOAL 7: Recruit and retain highly qualified certificated and classified staff.		<p style="text-align: center;">Related State and/or Local Priorities:</p> <p style="text-align: center;">1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>
Identified Need:	<p>The supporting data includes:</p> <p>2013-2014 Turnover Rates</p> <ul style="list-style-type: none"> • 88 total Certificated Staff (including substitutes)- 22 full time, 3 part time and 9 substitutes. • 100 total Classified Staff (including substitutes)- 3 full time, 7 part time and 11 substitutes. <p>2014-2015 Turnover Rates- (as known as of May 26, 2015)</p>	

- 120 total Certificated Staff (including substitutes)- 5 full time, 2 part time and 15 substitutes.
 - 124 total Classified Staff (including substitutes)- 1 full time, 11 part time and 17 substitutes.
- 2015-2016 Turnover Rates (as known as of May 24, 2016)
- 115 total Certificated Staff (including substitutes)- 4 full time, 1 part time and 5 substitutes.
 - 119 total Classified Staff (including substitutes)- 4 full time, 4 part time and 2 substitutes.

Goal Applies to: Schools: Academy for Academic Excellence
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: Turnover rates for teaching staff will show a decline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reinstated the Exit Interview for staff who are not returning to determine their reasons for changing employment.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base.
3% across the board salary increases for classified and certificated staff. Increased the certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1100 Teacher Salaries: Step/class increases- 3% salary raises- Substitute increase

			from \$100 to \$120/per day
Teacher support services, such as: Induction (formerly BTSA), Instructional Technologist, Reading Specialist, Education Specialists, Instructional Assistants, Kindergarten Aides, and Academic Leadership Team, School Psychologist Intern.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5800: Professional Consulting Services \$2569 1100: Teacher Salaries \$70,000 3000: Employee Benefits 1100 Teacher Salary \$70,000 3000: Employee Benefits School Psych Intern-\$50,000 1100: Teacher Salaries \$30,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Turnover rates for staff will show a decline to less than 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5% across the board salary increase for all regular staff, including certificated and classified. Build additional longevity steps into the salary schedule.	Grades K-12	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teacher Salaries Classified Instructional Salaries Classified Support Salaries \$500,000
AAE will continue to fully support the Induction and applicable intern programs.	Grades K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Consulting Services \$2,080
Professional Development in core subject areas to support the state common core state standards, LCAP goals, Leadership training, for instructional staff and administration.	Grades K-12	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Travel and Conferences \$50,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Turnover rates for teaching staff will show a decline to 5% or less.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>The AAE will give 3% across the board raises staff salaries to close the discrepancy with the local LEAs.</p>	<p>Grades TK-12</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>3% Salary Increases- \$388,600</p>
<p>AAE will continue to fully support staff support services to include induction services, on-going training, employee recognition, schoolwide surveys and evaluations, and a strong school culture.</p>	<p>Grades TK-12</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>Intern and Induction Support Providers- \$2,025 per teacher</p>
<p>Professional Development in core subject areas to support the common core state standards, next generation science standards and new curriculum adoption.</p>	<p>Grades TK-12</p>	<p>___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>Travel and Conferences \$65,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>AAE Goal 1: Increase in Math proficiency rates in grades K-12.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Academy for Academic Excellence</p>
		<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Develop grade specific scope and sequence aligned to CCSS. • Vertical teaming to articulate best practices. • Create math intervention facilitating targeted instruction. • Increase in SBAC performance. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Implementation of common core aligned curriculum in grades 1-4 and 6-9, allowed for development of scope and sequence based on the common core. • PLC allowed for vertical teaming grades K-12 to discuss academic vocabulary and instruction. • Math intervention in grades 7-12 during homeroom and elective periods. • Use of diagnostic and common formative assessments created in Illuminate to show increase in math proficiency

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Fully transition to Common Core State Standards in grades K-12. Transition to an integrated math approach in grades 6-11. 9th graders will take Integrated Math I and 10th graders will take Integrated Math II. Honors courses added for both courses. Flex time for structured re-teaching and enrichment in grades K-12. Professional development for math teachers (California Math Council, Carnegie Training, EngageNY training). The Secondary Math Curriculum Lead was given a release period to coach and mentor other secondary math teachers. 	<p>Curriculum: New AP Calculus textbooks, Integrated Math I Carnegie textbooks, Grades 6-8 Carnegie Textbooks \$60,000</p> <p>Instructional Materials: EngageNY printed copies for grades K-5 \$10,000</p> <p>Professional Development \$5,000</p> <p>Technology: IXL for all grades, TimezAttack, FrontRow, 1</p>	<ul style="list-style-type: none"> All grades have fully transitioned to CCSS in Math. 5th grade implemented Engage NY in order to be consistent with all other elementary grade levels. Grades 7-10 implemented an integrated math curriculum using Carnegie math. Honors Integrated Math 8, Honors Integrated I, Honors Algebra II, Honors Trigonometry and AP Statistics were added to the master schedule. Intervention math homerooms were added at the secondary level. The Math Lead worked closely with teachers in grades 5-9 in order to support their transition to common core curriculum. She assisted them individually in the areas of: instructional strategies, assessment, planning, classroom management, data analysis and grading practices. 	<p>Curriculum: New AP Calculus textbooks, Integrated Math I Carnegie textbooks, Grades 6-8 Carnegie Textbooks \$43,540</p> <p>Instructional Materials: EngageNY printed copies for grades K-5 \$2,200</p> <p>Technology: IXL for all grades, TimezAttack, FrontRow, additional iPads, 1 to 1 Laptop</p>

		to 1 Laptop program, ELMOs \$25,000		program, ELMOs \$28,361
Scope of service:	Grades K-12		Scope of service:	Grades K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR:h <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Elementary: This year, all grades (K-5) used EngageNY as their primary curriculum. The materials were sent out for printing to provide students with an interactive textbook. Teaching teams collaborated to determine pacing and assessments for their students. Next year, EngageNY will continue to be the K-5 Math curriculum as evaluation of CAASPP Math scores support the use of this program to meet standards. Transitional Kindergarten is being added for 2016-17 and will also use EngageNY Math. Secondary: Last year, students who were significantly below grade level were given a mandatory elective remedial math class. This approach did not have the desired positive impact on mastery. This year, the regular grade level math was replaced with an intervention fundamentals math course in middle and high school. High school students will need to complete three years of math with Integrated 1 as part of their coursework in order to meet graduation requirements. The foundations level class will count toward their graduation requirements.		

Next year, we are recruiting a part time math teacher to teach 3 sections of remedial mathematics. This will allow our Education Specialist to focus support with the Tier 3 students as opposed to teaching larger Math Fundamentals courses. Money will be budgeted for professional development digital Carnegie component for grades 6-12. Additionally, new Calculus curriculum will be purchased. We will also pursue professional development training for instructional staff for research based intervention math instruction through the D/M SELPA and/or the county office.

Original GOAL from prior year LCAP:

AAE Goal 2: Increase in Writing proficiency rates in grades K-12.

Related State and/or Local Priorities:
 1 x 2 x 3 4 x
 5 x 6 x 7 x 8 x
 COE only: 9 10
 Local : Specify

Goal Applies to: Schools: Academy for Academic Excellence
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

- Students will demonstrate grade level proficiency in the major writing domains of: narrative, expository and argumentative.

Actual Annual Measurable Outcomes:

- Elementary:
- As a result of universal screening in grades K-2 and diagnostic testing in upper grades, the PLC decided to elevate reading intervention as a primary focus with structured writing instruction as a secondary focus. The teachers have been actively supported by the Reading Specialist in the development of Response to Intervention strategies and instructional blocks of time.
- Secondary:
- During the 2014-15 school year, the

instructional focus shifted to reading interventions. During the 2015-16 school year, the Secondary English Department developed a revised schoolwide writing platform. Each English teacher in grades 6-12 will use a common grading rubric and upload their students' work into the digital student portfolio. This portfolio was designed and developed through the collaboration of the English Department to address the need to track student proficiency in writing across middle and high school grade levels.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Schoolwide writing assessment benchmarks will be revised and aligned to the CCSS. The assessments will be given three times per year and will be vertically aligned in grades K-12. Baselines will be established for all students. Professional development focused on Schoolwide areas of student weaknesses. 	Reading Specialist- \$80,614 Teacher on Assignment- \$79,285 DRA Kits- \$961 Stipends for Academic Leadership	<ul style="list-style-type: none"> Schoolwide writing assessments have not yet been revised. Students in grades K-2 have been assessed using the DRA three times this year. Students in grades K-5 have been assessed using newly developed common formative assessments. Elementary daily schedule has 	Reading Specialist- \$80,614 Teacher on Assignment- \$79,285 DRA Kits- \$962 Stipends for Academic Leadership Team- \$25,000 Illuminate Package- \$22,000

	<p>Team- \$25,000 Illuminate- \$20,000 Professional Development- \$2,000</p>	<p>been modified to provide additional collaboration time for grade level teachers to analyze student mastery and build flex groups.</p> <ul style="list-style-type: none"> • Daily flexible learning time has been spent on leveled instruction based upon individual student performance on formative assessments. • Summative English/Language Arts tests have been developed in grades K-8. 	
<p>Scope of service:</p>	<p>Grades K-12</p>	<p>Scope of service:</p>	<p>Grades K-12</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The instructional focus shifted to reading fluency and comprehension as a result of the diagnostic test results in elementary grades. We pursued professional development for writing. This continues to be a need for all grade levels for the 16-17 school year. The elementary teachers piloted CCSS aligned writing and ELA curriculum. The middle and high school teachers developed a detailed writing portfolio to track the revised Schoolwide Writing Assessment based</p>		

on CCSS and scored with a common rubric. Next year, elementary teachers will implement a new ELA curriculum that has a strong writing strand. Middle and high school teachers will continue to collaborate on the writing projects that will be submitted to the student portfolio.

Original GOAL from prior year LCAP:

AAE Goal 3: Implementation of ongoing, formative assessment data in addition to outside assessments to ensure students are reaching mastery.

Related State and/or Local Priorities:
 1 x 2 x 3 4 x
 5 x 6 x 7 x 8 x
 COE only: 9 10
 Local : Specify _____

Goal Applies to:

Schools: Academy for Academic Excellence
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

- Development of common formative assessments in grades K-12 in English/Language Arts and Mathematics.
- Development of formative assessments in other secondary core subjects.
- Further development of Schoolwide Professional Learning Community in order to facilitate the collaboration necessary to ensure student mastery of essential standards.
- Continued implementation of outside summative and placement assessments, including: SBAC, PSAT, SAT, ACT, AP, Accuplacer, ASVAB, and CST/CMA (Science).
- Development of detailed assessment plan for all grade levels.

Actual Annual Measurable Outcomes:

- Began development of common formative assessments in grades K-12 in English/Language Arts and Mathematics.
- Began development of formative assessments in other secondary core subjects.
- Ongoing professional learning community development and collaboration.
- Continued implementation of outside summative and placement assessments, including: SBAC, PSAT, SAT, ACT, AP, Accuplacer, ASVAB and CST/CMA (Science).
- The AAE assessment plan shows that several grade levels need to further develop their assessments in order to adequately measure student progress.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Incorporate formative assessments in ELA and Math in all grades. • Continue to build and revise ongoing, formative assessments until there are a minimum of one per month per subject. • Revise the elementary and secondary scheduled to provide additional teacher collaboration time. • Create intentional secondary grade level focuses to ensure students develop post-secondary goals and are working toward them each semester. • Implementation of Illuminate Integrated Data Management and Student Information System. • Accuplacer assessment given to all seniors. • Hire full-time data clerk to facilitate testing schedules and maintain compliance and support data analysis. 	<p>Professional Development Illuminate Trainings and Workshops- \$1,200 System: Illuminate- \$20,000</p>	<ul style="list-style-type: none"> • Wednesday early release schedule organized by AAE Administration Team in order to facilitate PLC tasks including the development of formative assessments. • Implementation of Illuminate Integrated Data Management and Student Information System. • Ongoing Illuminate trainings and workshops. • Ongoing teaching team support sessions with Teacher on Assignment and Administration to identify essential standards, develop course scope and sequences and create formative assessments. • Eighth grade developed an intervention homeroom as a result of first semester assessment results. • A senior homeroom was 	<p>Professional Development Illuminate Trainings and Workshops- \$1,200 System: Illuminate- \$22,000</p>

		<p>created for students planning to attend VVC or another community college institution.</p> <ul style="list-style-type: none"> • These students were given a preliminary Accuplacer exam and then given access to a self-directed assessment prep online program. Upon completion of the online modules, students were reassessed with the Accuplacer. • All sophomores and interested juniors and seniors took the ASVAB. The Counseling Career Tech administered this exam and discussed the results with students. This information was shared with teaching and administrative staff. 	
Scope of service:	Grades K-12	Scope of service:	Grades K-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a		We restructured the elementary collaboration time. Last year, the lunchtime was extended to provide common planning time. However, the consolidation of the campuses has resulted in	

result of reviewing past progress and/or changes to goals?	<p>significant changes to the elementary bell schedules. In addition, the extended collaboration time did not prove to be universally effective for the primary purpose of planning flex-time instruction. For a combination of these reasons, the collaboration time was added to duty-free recess period in the morning for elementary teachers.</p> <p>We planned to invest additional money in intervention reading curriculum for primary grades next year in response to the DRA results and flex time observations. This continues to be a need as the adoption of base curriculum was prioritized for the 16-17 school year.</p> <p>Secondary ELA teachers develop revised writing assessments based upon the CCSS evaluated with a common writing rubric. They will continue to develop this writing portfolio system in order to best monitor student progress and mastery.</p> <p>An additional year is needed to develop CCSS-aligned, formative assessments in ELA and Mathematics for grades K-12.</p> <p>The AAE K-12 Assessment Plan will be updated to reflect the scope and sequences and assessments for each course.</p>
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Original GOAL from prior year LCAP:	AAE Goal 4: Incorporate the use of technology and technological advances into its core curriculum.	Related State and/or Local Priorities: 1 <u> </u> x 2 <u> </u> x 3 <u> </u> x 4 <u> </u> x 5 <u> </u> x 6 <u> </u> x 7 <u> </u> x 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
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Goal Applies to:	Schools: Academy for Academic Excellence
	Applicable Pupil Subgroups: All

Expected Annual Measurable	<ul style="list-style-type: none"> Technology integration will be evident in all core classes at all grade levels. 	Actual Annual Measurable	<ul style="list-style-type: none"> Technology use is evident in all grade levels. The level of integration is highest in middle
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Outcomes:		Outcomes: school as evidenced by MyMentor usage, assignments, Illuminate assessments and classroom observations.	
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Additional iPads in grades K-3. • One to one laptops in grades 4-12. • Revise AAE Technology Plan • Provide in-house trainings on MyMentor use • Coding class in kindergarten • Technology and typing instruction in elementary rotation classes • Purchase of digital textbooks and resources to support instruction and mastery • Teacher support from Instructional Technologist/TOA • Assessments on Illuminate • GAVRT/Space Science Program • Robotics class 	<p>Total Instructional Technology Costs- \$99,533</p>	<ul style="list-style-type: none"> • One to One Laptop Program in grades 4-12. • iPad centers in grades K-3, consisting of 100 total iPads. • New computer lab in South Elementary to serve grades K-3 and high school yearbook classes. • Robotics class (22 students in grades 7-8) • Use of MyMentor (grades 4-12) • Weekly keyboarding instruction in elementary magnet classes. • Coding instruction in kindergarten through 5th grade. • Teacher support from Instructional Technologist/TOA • Purchase of digital textbooks in math and psychology to support instruction and student access • In-house trainings on Illuminate and MyMentor provided • Technology Plan updated • Assessment created in Illuminate • GAVRT/Space Science Program 	<p>Total Instructional Technology Costs- \$99,533</p>

Scope of service:	Grades K-12	Scope of service:	Grades K-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- The weekly keyboarding practice will occur in during regular classroom instruction.
- Additional iPads will be purchased for primary grades to provide for greater student access.
- The purchase of additional ELMOs for middle school and all math teachers was postponed due to budget constraints. This continues to be a need as budget allows.
- Development of a second year Computer Science course for high school students.
- Increase in the loaner laptop supply to ensure that all students have access to technology.
- Starting with the 4th grade class in 2016-17, the one to one laptop program will be fully supported by the school as opposed to parent supported. This will allow the school to have a greater standardized platform for all students without the continual requests for customization.
- Opening of the library before and after school to provide a place for students to complete homework and projects on their laptops if on the loaner program.
- The new LCER Tech Task Force will meet monthly to evaluate current technology initiatives, identify professional development needs and drive full integration of instructional technology.

Original GOAL from prior year LCAP:	AAE Goal 5: Increase a-g completion rates for graduating seniors.	Related State and/or Local Priorities: 1__ x 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ _____
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Goal Applies to:	Schools: Academy for Academic Excellence	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increase A-G completion by 5% per year for the next 3 years.	Actual Annual Measurable Outcomes:	The Class of 2015 a-g completion rate is estimated to be 53%. This would be a 10% increase.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Increase Counseling Department Staff from 1 FTE to 2 FTE. • Hire Data Clerk FTE. 		<ul style="list-style-type: none"> • Increase a-g course offerings (Spanish, VPA, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective) • Counseling staff increased to 2.5 FTE (1 FTE is split between Transition Coordinator and Career Tech) • Revision of graduation requirements to reflect a-g 	

		requirements (removal of Health and Geography requirement and update of Math requirement) <ul style="list-style-type: none"> • Four year plans completed for all students • Parent notification regarding core courses outside of the a-g (ex: English 9, Math Foundations) • Revised College Planning Guide and Course Catalogs posted on website 	
Scope of service:	Grades 9-12	Scope of service:	Grades 9-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • The graduation requirements will continue to be revised until they closely align with a-g requirements. • Increased college and career counseling for all high school students • Increased course offerings introduced into the master schedule (Computer Science, Business, Integrated Science 9, Integrated Math II) • 4 year plan to be placed on MyMentor for increased access 	

Original GOAL from prior year LCAP:	AAE Goal 6: Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Academy for Academic Excellence		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Incorporate formative assessments in ELA and Math in all grades. • Continue to build and revise ongoing, formative assessments until there is a minimum of one per month per subject. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Formative assessments were built within Illuminate for English/Language Arts in grades K-8. • These assessments are administered quarterly. In Math, grades K-5 also developed quarterly, formative assessments in Illuminate. • Secondary math teachers used the Carnegie pre-built assessments. • Scope and sequences are under current development for all courses in all grades. • These will be used to complete the assessment plan and curriculum adoption procedures.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>Under the guidance of the Academic Leadership Team, the foundation of the Professional Learning Community was established. The teams were trained to analyze data from multiple sources and given structured time to complete this data analysis.</p>	<p>Grades K-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>Teacher Salaries \$25,000 PLC Professional Development \$200</p>
<p>The Director of Research and Development attended the San Bernardino County Assessment Network meetings, Association of Consolidated Programs Administrators meetings and trainings provided by the California Department of Education, CAASPP office and Smarter Balanced. Information on data and assessment use was also disseminated to the appropriate school site teams.</p>	<p>Grades K-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>Certificated Administrator Salary</p>
<p>Elementary and secondary math curriculum was piloted based upon the transition to CCSS. Multiple sources were reviewed by administration and teacher teams before curricula was purchased.</p>	<p>Grades K-12</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>_____</p>	<p>Carnegie Curriculum- \$43,540 EngageNY Curriculum- \$2,200</p>
	<p>Grades K-12</p>		
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

proficient __Other Subgroups:(Specify)_____		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have realized that we need to find different approaches to support staff in using a variety of data sources when making curricular and instructional decisions. In addition, the methods by which we communicate updates learned through various workshops and trainings needs to be reviewed by LCER and AAE administration to ensure its effectiveness. More input is needed from all stakeholders when implementing changes based upon data.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ 388,841
Goal 1: Increase in math proficiency rates in grades K-12.	
The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to purchase common core aligned curriculum for all math courses in grades K-10 in the 15-16 school year. All students have access to the core curriculum through grade level math classes and intervention courses as needed. The elementary grades used the EngageNY Math curriculum and the secondary grades use the Carnegie Integrated Curriculum. The total spent on new curriculum for math was \$43,540.	
Professional development was provided to teachers to support the implementation of the common core math standards, best instructional practices and new integrated curricula. The training costs for the 15-16 school year were approximately \$4,396 to include training fees, travel and substitute costs.	
Supplemental math software for the 15-16 school year included Big Brainz Timez Attack for \$3,180, IXL (grades K-5) for	

\$15,800, and IXL (High School) for \$863.

Total amount of Supplemental and Concentration grant funds	\$ 388,841
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Goal 2: Increase writing proficiency rates in grades K-12.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to first focus on early literacy intervention in grades K-5. As such, a reading specialist position was created to support this need (salary and benefits are approximately \$95,000). In addition, the support teachers administered the Diagnostic Reading Assessment (DRA) to all students in grades K-2 and at risk students in grades 3-5. The cost for this assessment was \$961.

The stakeholders also determined that high school intervention was needed for reading and writing. Thus, the English Reading and Writing Course (ERWC) was provided to juniors and seniors who had not yet reached “exempt” status as determined by their EAP assessment or who were likely to need additional support in this area. Additional English Language Arts intervention courses are offered at all secondary grade levels.

The High School English Department recognizes the need to incorporate academic research into writing projects. To supplement our limited library, they continue to rely on the database, EBSCO Host. This database costs \$5,788 per year. Additional supplemental software to support writing instruction included: Turn It In for \$1,662 per year and NewsELA for \$4,000 per year.

Four teachers representing elementary, middle and high school attended the Inland Area Writing Project. The cost of this professional development was \$5,251.

Total amount of Supplemental and Concentration grant funds	\$ 388,841
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Goal 3: Implement ongoing, formative assessment data, in addition to outside assessments, to ensure students are reaching mastery.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to transition to an integrated student information and data management system. After thorough investigation, a committee comprised of classified, certificated and administrative staff selected Illuminate. The cost is \$21,962 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately \$1,200 plus travel and substitute costs.

Other spending linked to this goal includes: the purchase of Diagnostic Online Reading Assessment (annual subscription \$800), Renaissance Learning (annual cost \$19,280), and *On Your Mark* books for the Academic Leadership Team members.

Total amount of Supplemental and Concentration grant funds	\$	<u>388,841</u>
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Goal 4: Incorporate the use of technology and technological advances into core curriculum.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the technological tools for all students in all grades. Spending in this category includes: computers, iPads, printers, monitors, ELMOs, educational applications, LED TV, mini laptops and other equipment purchased (\$38,000).

We also upgraded the Mindstorm Robots for the newly developed Computer Science course to the new EV3 models. This cost approximately \$5,000 for 10 robots, accessory kits and software site license.

Total amount of Supplemental and Concentration grant funds	\$	<u>388,841</u>
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Goal 5: Increase a-g completion rates for graduating seniors.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the counseling staff to better meet the academic advisement needs of high school students. The counseling department was increased from 1 FTE to 2.5 FTE. The increased staffing costs in this area for the 14-15 SY were

\$65,928. These changes were maintained in the 15-16 school year.

Additional courses were also added to the master schedule (Computer Science, Visual Performing Arts, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective, Honors Environmental Science) to allow greater access to a-g coursework for all students. Increased costs included curriculum, additional teaching stipends and professional development fees (approximately \$10,000). Other funding for these additions is embedded in the base funding.

Our counselors attend the yearly California State University Counselor Conference in San Bernardino. This conference costs \$220 plus travel. The total spend in the 15-16 school year was approximately \$500.

Total amount of Supplemental and Concentration grant funds	\$ 388,841
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Goal 6: Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.

The spending to meet this school goal has been articulated in Goals 2, 3 and 5.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.33	%
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Since the Academy for Academic Excellence has an unduplicated student count of 28.97%, the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a schoolwide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention and Professional Learning Community models.

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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).

AAE Demographic Information:

Ethnicity

50.71% White

31.52% Hispanic

6.94% Two or more races

4.25% Asian

3.47% Black or African American

2.41% Filipino

0.35% American Indian

0.28% Native Hawaiian

0.07% Unknown

English Learners

1.2% EL

98.8% Non EL

Special Education

7.86% Special Education

92.14% General Education

Socio-Economically Disadvantaged

30.03% SED

69.97% Not SED

Gender

50.14% Female

49.86% Male