KEILLER LEADERSHIP ACADEMY
WASC SELF-STUDY REPORT

7270 Lisbon Street

San Diego, CA 92114

April 24, 25, 26, 2017

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ACS WASC/CDE Focus on Learning Accreditation Manual,

2016 Edition

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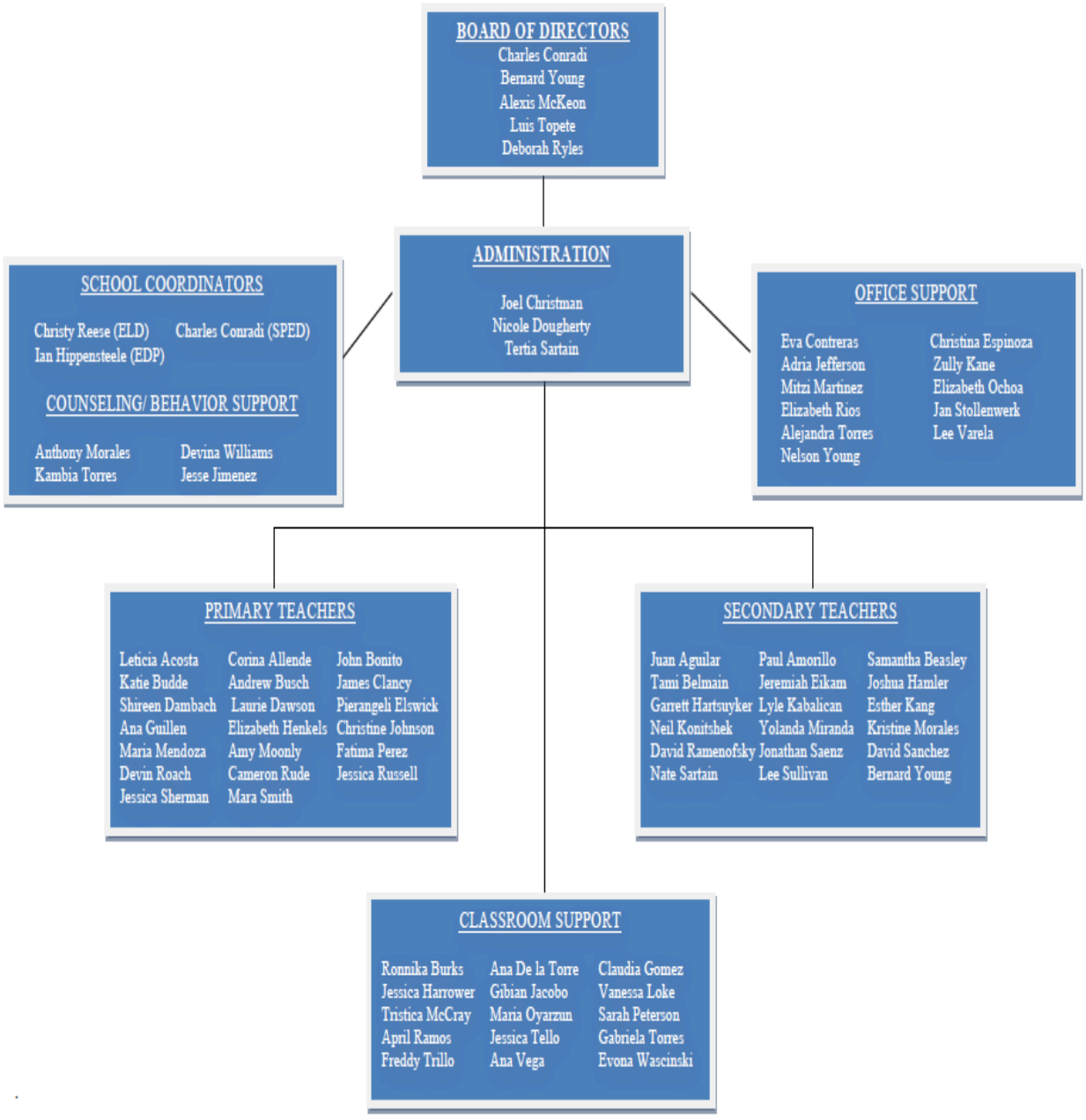
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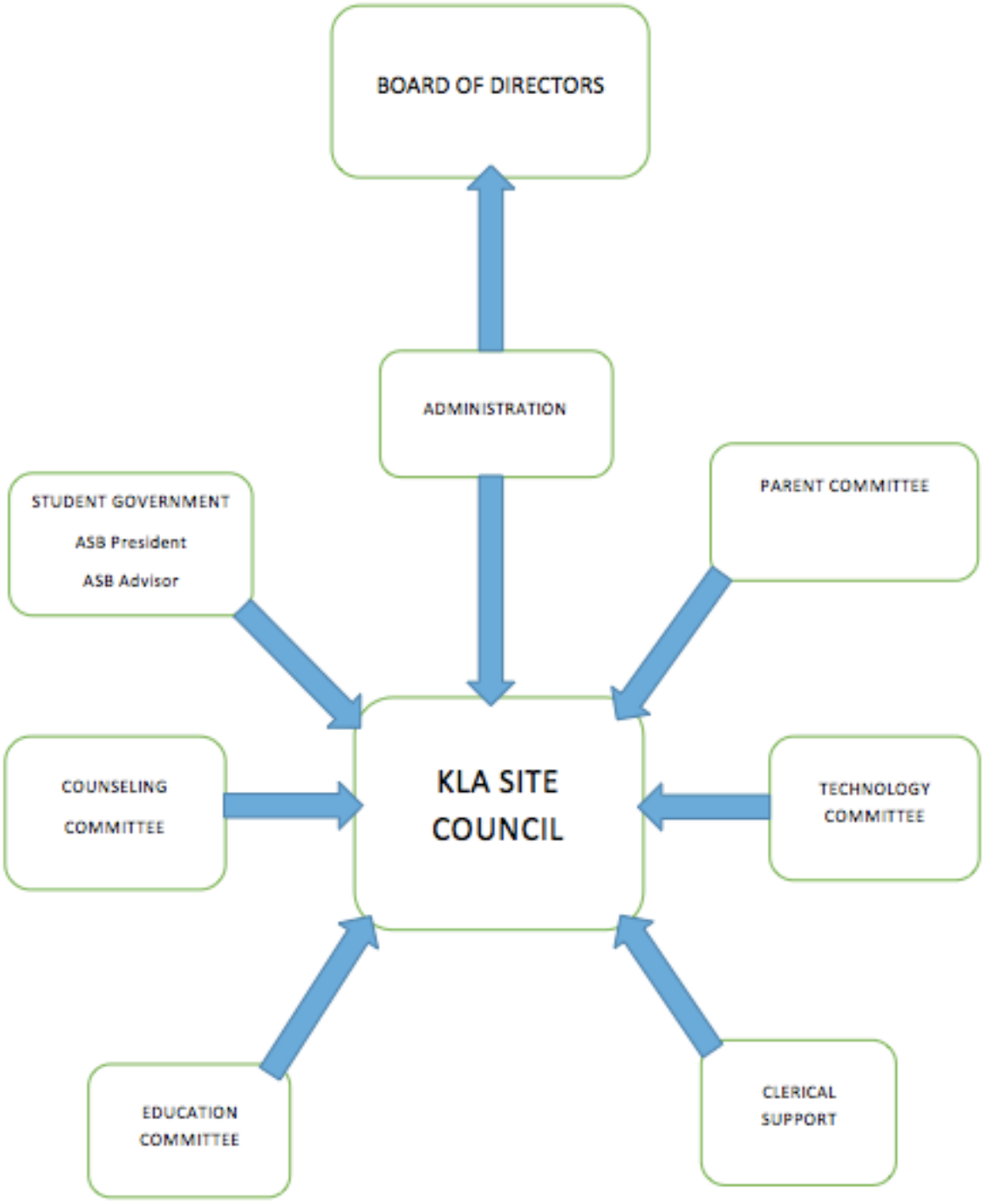
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KEILLER LEADERSHIP ACADEMY ORGANIZATIONAL CHART




BOARD OF DIRECTORS
ADMINISTRATION
STUDENT GOVERNMENT
ASB President
ASB Advisor
PARENT COMMITTEE
COUNSELING
COMMITTEE
KLA SITE
COUNCIL
TECHNOLOGY
COMMITTEE
EDUCATION
COMMITTEE
CLERICAL
SUPPORT

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

KLA has an Education Committee that consists of the instructional leadership team, department heads, and grade level team leaders. KLA also has a School Site Council (SSC) that consists of teacher, student, parent, community, and administration representatives. These committees oversee the progress of KLA's LCAP (action plan) and act as the WASC Leadership Team. Each member is responsible for sharing the live action plan of KLA with his or her department members. As its own subcommittee(s), each department and grade level team conducts a needs assessment and monitors progress of the different components of the action plan, which runs parallel with the role as Focus/Home Group leaders. The Education Committee representative presents a brief report that is also shared via Google drive, on a monthly basis. The SSC meets and reviews the action plan every other month. A WASC Update is reported monthly to the KLA Board of Directors by the WASC School Coordinator.

By May 20th 2016:	**Action Item**	**Action steps**
1	Go to "KLA WASC CDE 2016 Self Study working doc"	share with a co-leader
2	Go to "Chapter IV self study findings and locate your focus criteria area	administrate with co-leader
3	Read descriptor and go over Indicators and Prompts	facilitate discussion and scribe on working doc
4	Collaborate "findings and supporting evidence" using "action plan wasc" and "LCAP15_16"	facilitate discussion and scribe on working doc
5	Indicate strengths and needs on working doc	facilitate discussion and scribe on working doc
By August 29th 2016:		
1	Recalibrate with new staff self study findings	share doc and facilitate within groups
By October 2016:		
1	Leaders training in ed committee	2 leaders per group and recruit new staff
2	Submit established home and focus groups	indicate on self study google doc

3	Complete Chapter 1	Sartain on google doc
By November 2017:		
1	Complete Chapter 2	Sartain on google doc
2	Retrain leadership group	Sartin during ed comm
3	Leadership team meets at ed committee	address critical areas for follow up from mid cycle repot of visiting committee
By December 2016:		
1	Chapter 3	Sartain on google doc
2	Leadership team shares category findings and evidence	compile on google doc
3	Chapter 5	Sartain on google doc
By January 2017:		
1	Meet with visiting chair	campus tour and travel arrangements with HR
2	Finalize Chapter 4	leadership team finalizes with home and focus groups
3	Leadership team reviews 2015-16 data	Include in chapter 3
By February 2017:		
1	Finalize WASC report	Sartain google doc
By March 2017:		
1	Final review with leadership team of full report	google docs review in ed committee

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

Prepare a student/community profile. Include data and findings for the following:

- **Demographic data, including the refined schoolwide learner outcomes**
- **Disaggregated and interpreted student outcome data**
- **Perception data summaries, if any.**

Vision Statement Keiller Leadership Academy (KLA) Primary is an innovative elementary-level public charter school that integrates Montessori and traditional methods to create independent learners and prepare them for middle-level education. Keiller Leadership Academy (KLA) Secondary, a recognized college preparatory public charter academy, redefines middle-level education and grows future leaders who impact our diverse community.

Mission Statement The mission of KLA is to create student leaders who value quality education and embrace their role as contributing members of our diverse community.

Our Core Values/Schoolwide Learner Outcomes: We conduct our lives, our business, and our decision-making with everyone we come into contact with through our core values. They are the principles that guide our individual behavior, and collectively, our cultural and educational environment. Caring, emotionally safe environments exist where character development is taught and moral standards are high; we therefore explicitly teach the following values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work through the curriculum known as REACH. These values combined with our belief in educating the whole child and the importance of fostering critical thinking skills to achieve academically make up our core values.

Schoolwide Learner Outcomes at KLA

KLA Students are self-directed, critical thinkers who **identify**, **conceptualize**, **analyze**, **synthesize**, and **evaluate** using available resources and information.

KLA Students are leaders who model Respect, Enthusiasm, Achievement, Citizenship, and Hardwork

R.E.A.C.H. Values
RESPECTFUL leaders listen, are flexible, consider opinions of others, and create a positive environment that enables people to move forward.
Interacts positively with all students and adults; honors cultural and individual diversity; demonstrates responsibility in the learning community by adhering to KLA's schoolwide rules: 1) I treat all students and staff nicely. I show a positive attitude and avoid put downs. 2) I listen actively when someone else is speaking. I raise my hand when I wish to speak. I speak in a positive tone. 3) I keep my hands to myself, even when playing or in line. 4) I show respect for property. I ask to borrow other people's things. I work to keep KLA clean by picking up after myself. I never tag nor destroy property. 5) I treat my teachers with kindness. I always use a positive tone and body language when talking with teachers. I do not talk back. I never show attitude towards a teacher. 6) I follow all KLA schoolwide rules.

ENTHUSIASTIC leaders are excited about learning and are actively involved.

Participates in a variety of leadership opportunities; demonstrates with confidence that college is part of their future; discovers an area of interest beyond the core academic classes:

7) I keep an open mind and do things without complaining even when they are new, difficult, or not interesting to me.
8) I show my school pride by entering the "Gates of Wisdom" ready and eager to begin my learning.
9) I follow directions correctly the first time and I give every task my best effort.
10) I honor KLA's dress code by wearing my uniform with pride.
11) I participate actively in class by immediately doing all my work to my best ability, and I answer and ask questions and share my smart thinking often.
12) I participate actively in extra-curricular activities.

ACHIEVING leaders value education by setting and completing goals.

Meets or exceeds California State Standards in English and Math; reads and writes effectively in each subject area; communicates effectively in academic language to express thoughts and ideas; uses technology as a tool for learning:

13) I complete all of my homework every night.
14) I do my absolute best on all assignments.
15) I keep my binders, agenda, backpack, and all materials clean, neat, and organized. I use my planning agenda daily.
16) I monitor my academic and citizenship grades thoughtfully.
17) I maintain a 2.5 or above in academics and citizenship.

Leaders show CITIZENSHIP by fulfilling the duties and responsibilities of a productive community member.

Demonstrates character education through the use of "Character Counts" and "Blanchard Situational Self Leadership"; recognizes the impact personal behavior and character has on our local and global diverse community; completes expected community service hours

18) I show honesty and integrity in my actions. I always tell the truth. I do my own work and only get help from others when it is appropriate.
19) I take responsibility for my actions. I accept consequences without making excuses, blaming others, or worrying about what consequences others may receive.
20) I care about my fellow students. Without being asked, I help others without expecting anything in return.
21) I work well with my teammates to complete an assigned task.
22) I work to keep my classrooms and KLA's campus clean by always throwing away my own trash, and, without being asked, I pick up trash.
23) I have completed all expected community service hours.

HARDWORKING leaders demonstrate perseverance in their pursuit of goals.

Develops and implements individual goals and action plans for academic and citizenship achievement; participates in additional academic supports if needed; demonstrates study skills and organizational strategies that lead to academic success.

24) I come to school on time, every day.
25) I come to class prepared with all necessary books, supplies, and completed assignments.
26) I stay focused on what I need to learn without distracting others or letting others distract me.
27) When I am given an assignment or asked a question, I try my best and do not give up. I ask my teachers for help, and, if necessary, I give up free time to get help.
28) I do not settle for so-so on my assignments. I do my absolute best on all classwork, homework, and tests. I check over my work to make sure I am achieving with honor.

Student Enrollment

Enrollment was at 515 students at the last WASC mid-cycle visit (March 2015) and has since increased. KLA currently educates 596 predominantly neighborhood children who are elementary and middle school students in grades Transitional Kindergarten through 8. In an effort to increase enrollment, KLA added a grade 5 for the 2010-11 school year and K-4 for the 2012-13 school year. 100% of these students qualify for free and reduced lunch. Approximately 40% of students are second language speakers, and a majority of students are either Latino or African-American, with fewer than 10% White (not of Hispanic origin) or Pacific Islander.

2016-17 Enrollment by Grade Level

Kindergarten	59
1	53
2	58
3	49
4	50
5	41
6	100
7	94
8	92
Total	596

Prior to the conversion to a charter, Keiller Middle School, or KMS as it was then known, was in Program Improvement Year 5, due to consistently low test scores. In May of 2004, only 18.8% of the students at KMS scored Proficient in English/Language Arts (ELA) as measured by the California Standards Test. While subgroup targets were met in ELA for Latinos (16.0%), African-Americans (18.5%), Filipinos (42.3%), Whites not of Hispanic Origin (26%) and the Socio-Economically Disadvantaged (14.0%), they were not met for English Learners (11.9%) or Students with Disabilities (2.7%).

That same year Keiller Middle School missed its school-wide target and all subgroup targets in Mathematics with only 12.7% of the students scoring Proficient. The subgroups scored the following: Latinos (12.3%), African Americans (8.4%), Filipinos (38.4%), Whites not of Hispanic Origin (17.3%), Socio-Economically Disadvantaged (10.6%), English Learners (9%), and Students with Disabilities (2.7%).

Keiller Middle School reopened as the charter school Keiller Leadership Academy in September of 2005. By May of 2006, 35.5% of KLA students scored Proficient school-wide on the ELA test with the subgroups scoring accordingly: African Americans (34.3%), Filipinos (71.4%), Hispanics (31.1%), Socio-Economically Disadvantaged (33.5%) English Learners (20.5%), and Students with Disabilities (20.3%). In Mathematics, 38.7% of KLA students scored Proficient school-wide. The subgroups scored accordingly: African Americans (34.6%), Filipinos (66.7%), Hispanics (35.7%), Socio-Economically Disadvantaged (37.6%) English Learners (29.5%), and Students with Disabilities (16.4%).

By May of 2013 KLA students made significant growth in both English/Language Arts and Mathematics as measured by the California Standards Tests. 41% of KLA students scored Proficient school-wide on the ELA test with the subgroups scoring accordingly: African Americans (37.3%), Filipinos (83.3%), Hispanics (39.2%), Two or more races (63.6%), Socio-Economically Disadvantaged (42%) English Learners (36.8%), and Students with Disabilities (35.5%). In Mathematics, 48.6% of KLA students scored Proficient school- wide. The subgroups scored accordingly: African Americans (34.7%), Filipinos (83.3%), Hispanics (40%), Two or more races (63.6%), Socio-Economically

Disadvantaged (48.6%) English Learners (45.6%), and Students with Disabilities (24.2%).

Since 2014, California has transitioned to the CAASPP. As state accountability measures are transitioning to the "California Way" model of reporting, the LCFF State Priorities Snapshot offers a different lens for analyzing data.

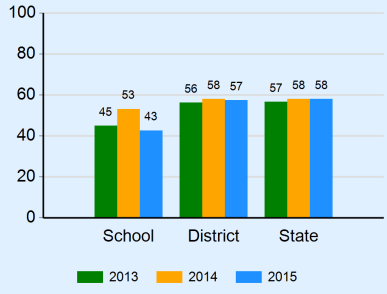
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Local Control Funding Formula (LCFF)
State Priorities Snapshot
2015–16 Reporting
Keiller Leadership Academy

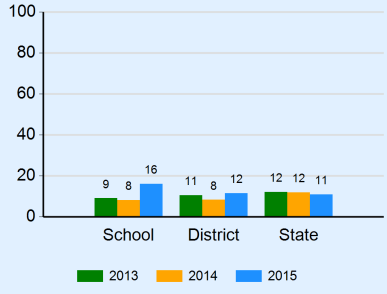
County-District-School Code: 37-68338-6039812
District: San Diego Unified
Grades Offered: K-8

Student Achievement

Percent of English Learner Students Who Made Progress Toward English Proficiency

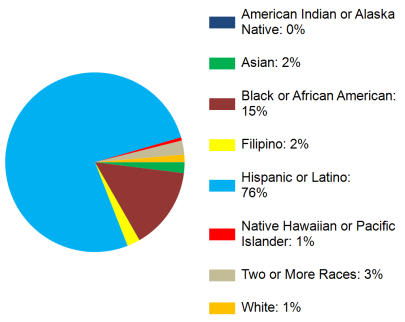


Percent of English Learner Students Who Were Reclassified



Enrollment (515)

2014-15 Enrollment by Race/Ethnicity

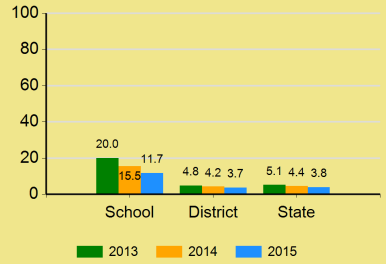


2014-15 Enrollment by Program Eligibility

English Learner (EL)	209 (41%)
Foster Youth (FY)	1 (0%)
Socioeconomically Disadvantaged (SED)	408 (79%)
Students With Disabilities (SWD)	64 (12%)

School Climate

Percent of Students Suspended



Percent of Students Expelled

Level	2013	2014	2015
School	0.94%	0.00%	0.73%
District	0.14%	0.09%	0.06%
State	0.13%	0.10%	0.09%

Student Engagement

Middle Grade Dropout Counts and Rate

Level	2013	2014	2015
School	1 (0.9%)	0 (0.0%)	0 (0.0%)
District	4 (0.1%)	1 (0.0%)	3 (0.0%)
State	2,870 (0.6%)	1,185 (0.3%)	1,262 (0.3%)

Middle Grade dropout counts include all students in grade 8 and students in grade 9 for schools where the highest grade of enrollment is grade 9 (e.g., 7-9).

California Department of Education (CDE)
Report (v1.m) Generated: January 24, 2017

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following web page for more information: http://www.cde.ca.gov/snapshot

Page 1

(Keiller Leadership Academy)

Student Engagement: Student Groups

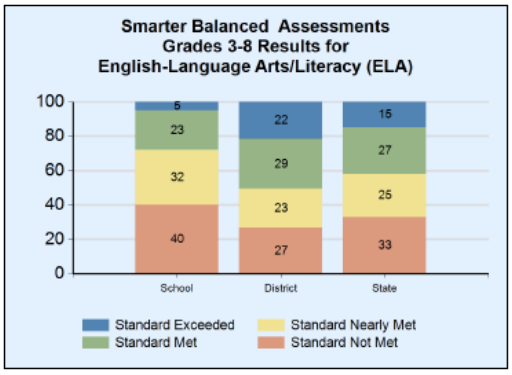
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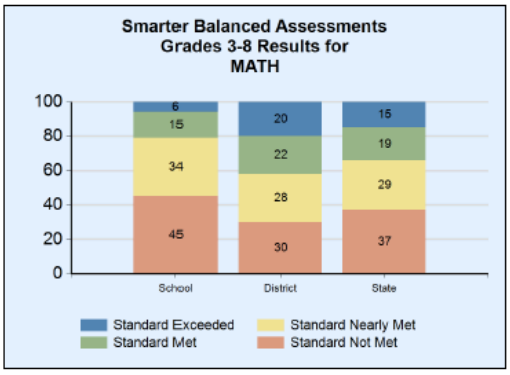
Race/Ethnicity	2013	2014	2015
Black or African American	0 (0.0%)	0 (0.0%)	0 (0.0%)
American Indian or Alaska Native	0 (0.0%)	0 (0.0%)	- -
Asian	0 (0.0%)	0 (0.0%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Native Hawaiian or Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	0 (0.0%)	0 (0.0%)	0 (0.0%)
Two or More Races	0 (0.0%)	0 (0.0%)	0 (0.0%)

Program Eligibility	2013	2014	2015
English Learners	0 (0.0%)	0 (0.0%)	0 (0.0%)
Socioeconomically Disadvantaged	1 (0.9%)	0 (0.0%)	0 (0.0%)
Students with Disabilities	0 (0.0%)	0 (0.0%)	0 (0.0%)
Foster Youth	0 (0.0%)	0 (0.0%)	- -

"- -" : Data not available or the student group had less than 30 students or less than 15 students designated as foster youth.

Student Achievement

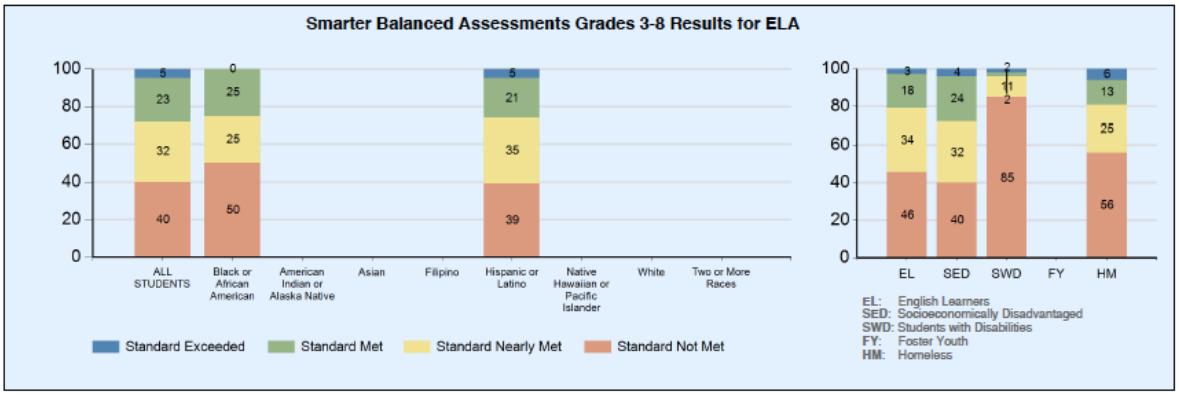


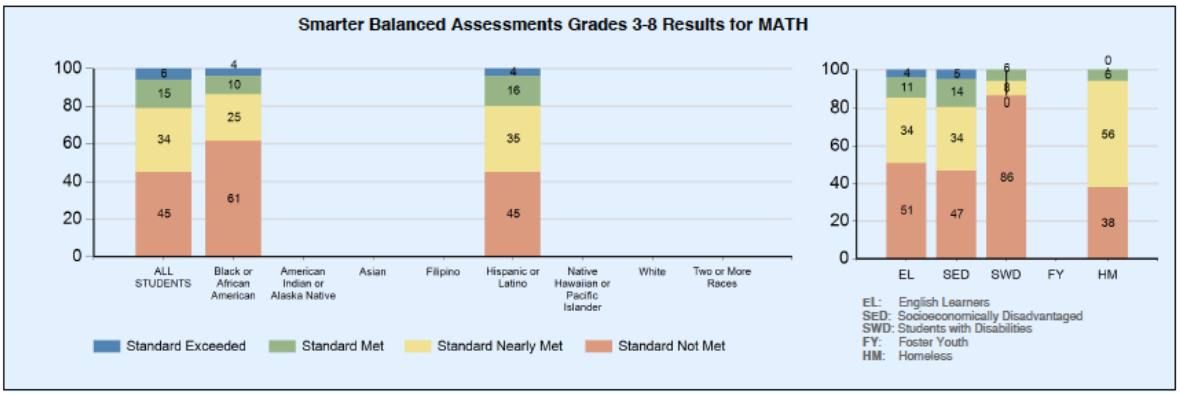


Note: The first administration of the Smarter Balanced Assessments in ELA and mathematics occurred in the spring of 2015. Therefore, only one year of Smarter Balanced data are available.

Student Achievement: Student Groups

(Keiller Leadership Academy)





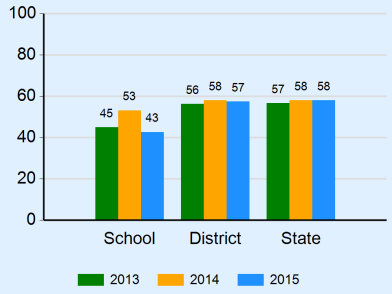
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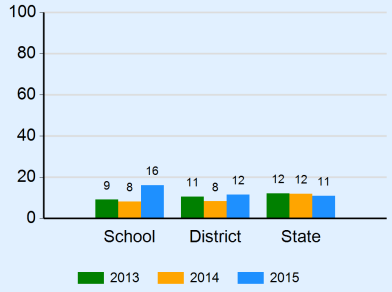
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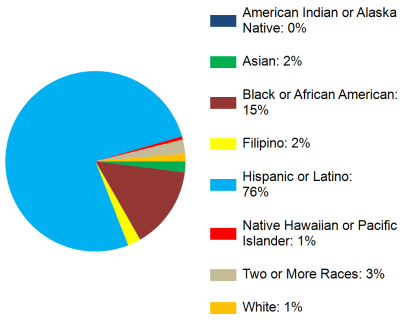


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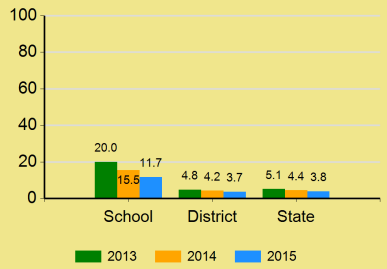


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Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

1. KLA's school leadership and staff create, review and update the Action Plan yearly to appropriately measure the progress made by all students toward the achievement of the goals stated within the plan. By revising the Action Plan annually, KLA will be able to clearly demonstrate the efficacy of its programs on student achievement.

The implementation of the CDE's LCAP policy demonstrates that the annual review of KLA's action plan takes place. The LCAP process involves all stakeholders and measures progress made by all students toward the achievement of the goals stated within the plan.

2. The school leadership/administration at KLA involves all stakeholders in the revision and update of the school's Action Plan. Participation and input from teachers, parents, and community members will insure an understanding of what is expected at all levels. Doing this will allow KLA and the Visiting Committee to identify who is responsible for overseeing the progress of the school's Action Plan, the visit preparation, and to what extent all stakeholders were involved in the preparation of the report.

All stakeholders are involved in the revision and update of the school's Action Plan in accordance with the LCAP process. An annual needs assessment survey for all parents, staff, and students is distributed and then used for input in making decisions. This process has helped to identify specific roles and responsibilities in overseeing the progress of the school's Action Plan for all stakeholders involved in the preparation of the report.

3. KLA implements an Internet based student-data system that will allow parents access to electronic grade records for their own students, as currently, no such system is in place. The effect of fully implementing such a student information system will greatly improve parent-teacher communication as well as provide instant data to parents and teachers alike for needs of intervention.

KLA currently uses Powerschool which is an internet based student-data system. Parents have access to their child's grade records via the Powerschool Parent Portal. Students also have access and they are taught how to monitor their own academic progress via the Powerschool Student Portal. KLA is beginning to transition from Powerschool to Illuminate which is a competitive SIS that goes above and beyond what Powerschool currently offers.

4. KLA continue its concerted emphasis of implementing EL strategies within its classrooms

KLA currently has a full time ELL Coordinator who manages the ELL program. The ELL Coordinator's role and responsibilities include but is not limited to being the language instruction specialist, providing professional development in EL strategies and instruction, providing direct intervention and instruction for ELL students, and monitoring the state requirements and mandates for ELL services.

WASC Accreditation History

Keiller Leadership Academy went through an initial WASC review in 2007. The visiting committee made several recommendations for school improvement. In July 2008, the founding principal of Keiller Leadership Academy resigned following more than a year of internal strife between the executive board and staff. The KLA governing board of directors

then appointed an interim principal to observe, report to the board her findings, and make recommendations for next steps in restructuring the leadership design. As a result, in July 2009, a shared leadership model emerged consisting of a Principal, a Chief of Academics, and a Chief of Student Affairs. While many changes occurred at the administrative level, 95% of the teaching staff were retained. Keiller Leadership Academy's first, full WASC accreditation process was delayed until Spring, 2011.

At that time, a Six-Year Accreditation Status with Mid-cycle Progress Report and One-Day Visit was granted. There were significant changes reported at the Mid-cycle Progress Report: KLA opened up grades K through 4 transforming into a comprehensive K-8 school; the administration team was redesigned to include an Executive Director, a KLA Primary Academic Director, and a KLA Secondary Academic Director. Since the last Mid-cycle Progress Report visit, there have not been any significant changes. KLA has continued to thrive with a consistent administration team proving to be a sustainable Academic Program.

KLA Charter Renewal Update

Based on the student achievement data presented, KLA exceeded the renewal criteria and standards for California charter renewals. On March 3, 2015, the Board of Education of the San Diego Unified School District approved the renewal of the charter of Keiller Leadership Academy for a five-year tem beginning July 1, 2015, and ending June 30, 2020.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Provide an overall summary from the analysis of the profile data

- **Based on past progress and current data, explain the implications of the data with respect to student performance**
- **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

School Wide Data Analysis

Guiding Questions	***English Language Arts***	***Mathematics***
What can we celebrate?	*From 5th to 8th grade: Percentage of students 'not meeting' standard appears to be declining. *Standard nearly met is broad. Close to approaching standard. Students seem to be improving as they progress to 8th grade. * Compare achievement to baseline levels * CELDT students moving up levels ● 70% students at or near under Listening claim ● ¾ cohort (Gr. 6-8) show growth in standards met category ● *9% increase in (2015) 6th grade cohort in 'standards met'	● Large range of students nearly meeting standards. ● Students exceeding level is widest in 8th grade. ● Over 50% of (all) students have at least "nearly met" standards. ● ⅞ cohort 3% increase in standards exceeded
What concerns us?	● *Data shows that last year's 5th graders had the highest number of standard not met. Q3rd through 5th standard not met goes up, then declines in 6th through 8th ● * Turnover in staff at primary ● 4th (2015) cohort 26% increase in Standard Not Met	● *Almost 50% of (all) students have not met standards. ● The 6th grade class seems to have high percentage of below standard. ● 4th (2015) cohort 30% increase in Standard Not Met ● General increase in Standards Not Met category

What are our strengths?	● See “What should we celebrate?”	Students use of technology, easy to gauge what level they are currently at.
What are our needs?	● Increased literacy levels ● Get more kids reading. ● Library materials, use, and support. ● Maximize instructional time	*Students need practice with applying concepts to real world scenarios. (Many struggle identifying which mathematical strategies to use when faced with critical thinking problems.) *Test taking strategies *Explaining mathematical thinking (process) *Maximize instructional time
What is working?	-6th, 7th and 8th grade Amplify program -1-5 grade Benchmark Program -Achieve 3000	(IXL, Amplify) students are engaged. They see their progress and set new goals -ST Math supplemental
What is not working?	● Do our test scores accurately measure progress made? (Are students underperforming on standardized tests?)	● CPM implementation is not maximized ● Relying on computer programs too much to teach students how to think about math problems.
What should we do now?	● Dedicate time to remedial reading in REACH? ● Book drives ● Book exchanges ● Read aloud time- even for secondary? ● Shared reading ● Continued PD on best practices	● Revisit secondary math curriculum to make sure one curriculum can address most or all of the CCSS and claims. ● CPM full force next year ● Teach students strategies to think about and solve problems. ● Continued PD on CPM

Chapter IV: Self-Study Findings

Based on the criteria in each category:

1. **Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.**
2. **Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.**

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. **Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)**

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. **The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.**

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
The school's mission of creating students leaders that value quality education and embrace their roles as contributing members of our diverse community has been an established vision at KLA for the past 12 years. In the past few	KLA Primary has adopted the character counts program and curriculum to support

years KLA has added a primary program which incorporates the Montessori philosophy. Staff has taken on the challenge of articulating this mission to the primary program and developing student opportunities that will assist them in leadership development and hence follow the mission. - KLA's mission statement, indicated on our website is to: "Create student leaders who value quality education and embrace their role as a contributing member of our diverse community." -We have a vision statement: " a recognized college prep-academy, redefines [K-8] education and grows future leaders who impact our diverse community." - The Vision Statement was created in the Strategic Plan during 2009. - We have Schoolwide Learner Outcomes based on our REACH values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work). - A work group comprised of community members, parents, school staff, and district employees, created the mission statement in 2004. - The five year strategic plan 2010-2015 has evolved into our yearly LCAP which aligns the mission, vision, core values, and ESLRs with current educational research and student needs. The action plans were created in collaboration with all staff members and community members based on student data. The goals derived from the strategic plan are revisited yearly and monitored throughout the year by leadership and departments using the LCAP revision process. Community members revisit the strategic plan at the Fall and Spring Assembly and an annual update of the plan is completed each spring. All evaluations and surveys are based on the strategic plan to assist the school in monitoring progress toward goal achievement.	students in developing their leadership skills. KLA Secondary has a REACH class that follows a leadership development curriculum and lessons are posted weekly. The schools LCAP sets goals for implementation of the REACH program and Character Counts program in Goal 3.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
The LCAP is a state mandated process that aligns the mission and core values into the school goals for that time frame. The LCAP process involves all stakeholders in the progress monitoring of the vision, mission, and schoolwide learner outcomes.	School LCAP timeline
SSC School Site Council which includes ● Admin	SSC meets every other month Board of Directors meets

● Ed Committee ● PVT (Parent Volunteer Team) ● Finance and Development Committee ● ASB ● Counseling and Student Support ● Classified staff ● ELAC meet every other month their main job is to monitor, revise, approve the current revision of the LCAP. Board	monthly

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

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

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

Findings	Supporting Evidence
- In primary, there are six rotating Character Counts Pillars summarized by the acronym T.R.R.F.C.C! (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship) Students are exposed to these pillars and shown how to demonstrate these values. - In secondary, the school has endorsed and supported "REACH Values" as their expected schoolwide learning results. These are: Respect, Enthusiasm, Achievement, Citizenship, Hard Work. The R.E.A.C.H. Rubric has been developed to ask the question -- "Did I REACH for My Personal Best?" and includes student self-evaluation as well as teacher evaluation quarterly. The school has developed a REACH curriculum that is taught as a daily advisory class. Every six weeks, students are recognized for aligning their behaviors to the REACH Values.	- In primary, there are monthly college classes to model how to embody these pillars. They are consistently recognized for demonstrating these characteristics around campus. -REACH survey results per student (google doc) - Secondary students are recognized through progress reports and GPA board.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board

of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

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

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

Findings	Supporting Evidence
KLA is incorporated as an independent non-profit public benefit corporation, and is operated and governed by a Board of Directors whose members have a legal fiduciary responsibility for the school. The KLA Board of Directors includes 5 voting members and the Executive Director. The Board of Directors represents the community at large; the business community, parents, educators, a regional business person, one financial professionals. The key responsibilities of the Board of Directors includes approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selection of the principal, and ensuring that all provisions of Charter School legislation are followed. A Conflict Resolution Process is followed consistently both by administration and the governing board. The KLA Executive Director, Joel Christman, has been given the authority and responsibility of managing the day-to-day operations of the school, including the selection of administrative, certificated, and classified personnel, and is accountable to the board for the school's success in meeting its academic and instructional goals. He oversees the corporation and the Academic Directors oversee their respective grade level programs. The Executive Director and the two Academic Directors sit on the education committee which advises academic programming decisions based on school wide goals. The Dean of Students and the Campus Supervisor are responsible for overseeing and implementing the restorative justice discipline model. The strategic plan guides the school in reaching its future goals and also serves and as the school's single schoolwide action plan and the Local Educational Agency (LEA) plan. The seven core strategies are: 1) Education Program - All are teachers of reading, writing, and language; Curriculum will support the development of student leaders 2) Student Recruitment - Increase the total number of students at KLA. 3) Staff Development, Retention, and Recruitment - Attract, retain, and develop an exemplary administration, faculty, and staff.	Charter Document

4) Student Support Services - Provide support for career development, academics, and the person/social well being of all students. 5) Community and Family Involvement - All families will satisfy the requirements of the Parent Involvement Commitment Contract 6) Finance and Development - Maintain the fiscal stability of the school by securing necessary capital and operational funds. 7) Technology - Enhance and maintain state-of -the-art facilities that meet our current and future needs.	

A2.1. Additional Online Instruction Prompt*: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
- All students have access to laptops and regularly access the internet to visit educational websites (i.e. ST Math, IXL, Achieve3000). - Teachers regularly post homework on their page of the school's website with links to supplemental materials and relevant standards. - All teachers are responsible for monitoring student internet/computer use. - Nelson Young maintains the school network.. - Technology Committee - Secondary students use an online program "Amplify" to drive their instruction and monitor student progress on state standards	- All 3-5 grade students have Achieve3000 accounts (differentiated reading). - All 1-3 grade students have ST Math accounts. - 4th grade / Middle school students have access to IXL accounts (math). - LANschool allows teachers to monitor student internet/computer usage. - Technology Committee meets monthly.

Understanding the Role of the Governing Board

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

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

Findings	Supporting Evidence
The roles and responsibilities of the Board are outlined within the Charter Document, which is contained in the Staff Handbook. There are 2 Teacher representatives on the Board that represent staff interests and relay information regarding board meetings.	- See Charter document and staff handbook - section 4 Governance - Official and Unofficial Board minutes regularly emailed to all staff

Governing Board and Stakeholder Involvement

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

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

Findings	Supporting Evidence
Board meetings are open and stakeholders can speak at public comment time. The method for how stakeholders can participate in a board meeting is clearly stated on the KLA website. There is a parent representative on the board as well as local community members. SSC, ELAC, and LCAP Committees all report to the Board.	- KLA.org - About Us - Board of Director's - Parents, community members, staff, and students are represented on the SSC

Board's Evaluation/Monitoring Procedures

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

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

Findings	Supporting Evidence
There are evaluation and monitoring procedures within the school report presented by the school administration at each board meeting this includes LCAP, student performance, overall school programs. The fiscal health of the school is monitored and evaluated through the finance committee's presentations to the board.	- Board minutes, School reports, finance meeting minutes

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
PECS/SARA for other parts of school. Many committees in place that address issues before they become conflicts.	-Ed Committee -SSC -Board of Directors -Grade level committees

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide

action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Ed committee, benchmarks - DRA, DIBELS - - - LCAP, OARS	a) Data is gathered, and then assessed at Ed Committee and PLCs,(grade level meetings, department meetings) b) Ed Committee, PLC's c) End of the year reflections, look at change and adjust for each testing

Single School Plan for Student Achievement Correlated to Student Learning

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

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

Findings	Supporting Evidence
The entire staff developed the strategic plan to meet specific, focused academic and achievement goals. The ESLRs are based on the KLA Charter document and the strategic plan. Goals from the strategic plan are reviewed [monthly?] during Ed Committee's meetings.	Ed Committee Benchmarks, performing end-of-year "autopsy" to identify areas of student gain and need.

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
Effective processes and procedures are in place as evidenced by the committees that serve specific purposes.	Ed committee, PD, evaluation meetings, department meetings and grade level meetings

Internal Communication and Planning

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

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

Findings	Supporting Evidence
Effective processes and procedures are in place as evidenced by the committees that serve specific purposes.	SSC, Ed Committee, Departments - grade level for planning and communication - PECS-SARA for resolving conflicts

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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

Indicators with Prompts

Qualifications and Preparation of Staff

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

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
In accordance with NCLB/ESSA requirements, KLA has developed a detailed recruitment plan for hiring highly qualified faculty which includes a rigorous interviewing process and a demonstration lesson.	Education Committee members sit on the interview panel and interview questions are based on KLA's vision and mission.

Staff Assignment and Preparation

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

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

Findings	Supporting Evidence
Being a charter school without bargaining restrictions has allowed KLA to dramatically improve the teaching staff for the students. KLA teachers have high expectations, are committed to	They possess appropriate credentials in their subject areas and exhibit the following characteristics: (1) A

seeing that all children succeed, and are eager to design and implement improvements in teaching and learning. New staff are supported by grade level and department teams.	demonstrated commitment to the capacity of students from diverse socioeconomic and cultural backgrounds to succeed in a rigorous academic curriculum and environment, (2) Expertise in a teaching content area, (3) Interest and experience in team teaching environment, (4) Interest in participating fully in ongoing professional development, (5) Interest, ability and experience using computers and other technologies in teaching, curriculum and material development, and diagnostics, and (6) Willingness to maintain ongoing communication with parents, staff and community. All teaching staff are fully credentialed with either CLAD or BCLAD designations.

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
All staff is provided a staff handbook.	KLA has developed an evaluation system based on California Standards for the Teaching. Profession (CSTP). Staff is evaluated twice a year. Administration monitors instruction weekly through walkabouts and extended visits. the charter office of San Diego Unified School District conducts an annual report/audit of existing school processes.

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

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

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

Findings	Supporting Evidence
Teachers work in professional learning communities and are led by department and grade level chairs, who also comprise the	Grade level teams meet weekly to monitor targeted students and grade level

education committee.	expectations, while department teams meet biweekly to examine student work/progress and discuss next steps. Common prep periods allow for grade level cross curricular and partner teaching planning. The Chief of Academics guides professional learning/development through monthly staff meetings, participation in department and grade level meetings, and monthly professional learning topics provided online. Participation of online training is rewarded on a monthly basis.

Supervision and Evaluation

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

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

Findings	Supporting Evidence
The Evaluation system is effective.	KLA has developed an evaluation system based on California Standards for the Teaching. Profession (CSTP). Staff is evaluated twice a year. Administration monitors instruction weekly through walkabouts and extended visits. the charter office of San Diego Unified School District conducts an annual report/audit of existing school processes.

A5. Resources Criterion

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

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

Indicators with Prompts

Allocation Decisions and Their Impact

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

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

Findings	Supporting Evidence
Resources are appropriately allocated.	Decision made regarding allocation of funds are made by the school administration with input from the school board, the SSC ED committee and departments

Practices

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

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

Findings	Supporting Evidence
These processes are effective.	Finance Committee EXED Board Audit Firm HR Business Manager Executive Director

Facilities

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

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

Findings	Supporting Evidence
Facilities is an area of growth.	Some rooms in need of paint, floor work, lighting to be updated, windows modernized. More bathrooms needed.

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
Departments have individual spending budgets overseen by directors. Directors and departments are responsible for collaborating on spending decisions at their particular level.	Dougherty using Benchmark Advance curriculum for grades 3-5. Addressing a humanities curriculum need.

Well-Qualified Staff

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

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

Findings	Supporting Evidence
Teachers are given financial assistance to support attainment of Beginning Teacher Support, Clear Credential, Highly Qualified Status. Hiring - Money is allotted for edjoin - Hiring credentialed teachers is a priority	Budgeted monies - Money is allotted for edjoin Teachers are given financial assistance to support attainment of Beginning Teacher Support, Clear Credential, Highly Qualified Status.

Long-Range Planning

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

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

Findings	Supporting Evidence
LCAP is reviewed and revised every year, adjustments are made every year to align site resource decisions with stakeholder preferences and propensities.	LCAP input from SSC, PVT, Board level, School Community meetings, Stakeholders survey online,

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

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

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

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

Findings	Supporting Evidence
Systems are in place to involve stakeholders in the review of the long-range financial plan.	Charter Document LCAP, 3 year plan 5 year budget, Designated Board Treasurer Chair of board Finance Committee

Regular Accounting and External Audit Procedures

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

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

Findings	Supporting Evidence
A written policy is in place.	Monthly Financials Once a year audit by outside audit firm Board Fiscal Control Policies (document) Annual authorizer audits

Processes for Implementation of Financial Practices

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

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

Findings	Supporting Evidence
Effective processes in place	Designated staff authorize and approve funding. Accountability procedures in place (Director approves funding decisions. Exception: Director expenditures need to be approved by another administrator.)

Budgeting Process — Transparency

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

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

Findings	Supporting Evidence
Appropriate measures and procedures are in place and are effective.	LCAP Board Meetings are all made public. Finance meetings minutes are made public - available on website and in front office.

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Appropriate measures and procedures are in place and effective.	Use of generally accepted practices and other charters and district as models. Yearly audit of Financials ensures appropriate and legally required reserves are in place.

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
Provide advertising budget. Need: partnering with companies/corporations (for potential development and financial partnership opportunities) Need: Development committee? Revival?	Social media presence (YouTube, Instagram, Facebook)

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Appropriate measures and procedures are in place and effective.	LCAP Board meetings Annual authorizer audit Quarterly reports to state regarding attendance and financials.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Vision Statement Keiller Leadership Academy (KLA) Primary is an innovative elementary-level public charter school that integrates Montessori and traditional methods to create independent learners and prepare them for middle-level education. Keiller Leadership Academy (KLA) Secondary, a recognized college preparatory public charter academy, redefines middle-level education and grows future leaders who impact our diverse community.

Mission Statement The mission of KLA is to create student leaders who value quality education and embrace their role as contributing members of our diverse community.

Our Core Values/Schoolwide Learner Outcomes: We conduct our lives, our business, and our decision-making with everyone we come into contact with through our core values. They are the principles that guide our individual behavior, and collectively, our cultural and educational environment. Caring, emotionally safe environments exist where character development is taught and moral standards are high; we therefore explicitly teach the following values: Respect, Enthusiasm, Achievement, Citizenship, and Hard Work through the curriculum known as REACH. These values combined with our belief in educating the whole child and the importance of fostering critical thinking skills to achieve academically make up our core values.

Organization in terms of vision purpose governance, leadership, staff and resources are in place and prioritize the school wide learner outcomes.

Prioritize the strengths and areas for growth for Category A.

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

- We have many committees to address different components of conflict, and can deal with conflict resolution.
- HR Business Manager monitors normal financial expenditures of the school daily, along with the executive director.
- We spend a responsible amount of money on materials.

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

- How can we strive to better fulfill the mission? And how do we monitor/assess that? (A.1.3)
- How can we recruit more community members, business people, and parents to the board? (A.2.3)
- We are in a facility that is outdated and not ADA compliant.

- How do we showcase our leadership publicly (to become a better recognized Charter school)? Development committee?
- Could we create some sort of database to check on alumni?
- Update technology
- Are we utilizing the PECs and SARA effectively? (A.2.5) (Our process for dealing with conflicts that might arise.)

Category B: Standards-based Student Learning: Curriculum Graded with accommodations

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
● PD: differentiated instruction to include critical thinking question techniques from higher levels of Bloom's and Depth of Knowledge chart ● Humanities uses Common Core aligned Amplify curriculum ● AVID critical thinking strategies (Cornell style notes) ● Math- Common Core aligned CPM ● Science: refine (or purchase) curriculum to be inquiry based (Next Generation Standards) ● Arts/Electives- Critiquing and evaluation of art/creating, engineering, and performing ● Health/PE ● Continual training for teachers ● Montessori Guide (for mentorship) ● Full complement of materials/consistent materials	See Below
(TK/K/1st/2nd) - Weekly lesson plans are focused on CCS standards and Montessori - Teachers conduct a Montessori work cycle with students free choice of work. - Teacher presents Montessori lessons during the work cycle. - Teachers create various extensions to facilitate practice of grade level standards. For example, various work stations for measurement, spelling, writing, and science. Also, task cards DRA **(Developmental Reading Assessment)** - drives guided reading groups or small groups - Takes about an hour are utilized to offer more practice.	(TK/K/1st/2nd) Evidence/Documentation - pictures and anecdotes- data charts Weekly reflection **(individualized)** Interviews **Also teacher and student reflections on goals and expectations for academics and**

	citizenship
(3rd/4th/5th) Teachers use Engage NY and Benchmark Advanced Curriculum for most of their language arts and math curriculum in 3rd, 4th, and 5th grade. Grades 3, 4 and 5 have more of a traditional model. Teacher. Humanities 6th/7th/ and 8th Grade - Actively Learn- Teachers upload texts and students work through finding things that interest them or connect to the learning targets/success criteria. - Jots-(Strategy learned from the Reading and Writing Project Original thought or question, reference from the text, why it matters or why it's important, Connection to the big picture, theme, personal connection, or author's purpose. - We used units from Louisiana Believes. Engaged Ny. Amplify for 2016-2017. - Annotate different texts using standardized annotations ? - Don't understand, + Personal connection or connection to something that I already know, ! interesting or exciting, <u>Underline or highlight information that connects to the purpose of reading</u> - Project based learning - Case Files **Teachers use Engage NY** for Language Arts and Math units EngageNY for our general math framework with supplemental materials from Envision. For science, we developed our own curriculum with EIS (Elementary Institute of Science) based on the scope & sequence we developed in August that we made from the NGSS standards. EIS comes in weekly for two hours to work with each 3rd, 4th, and 5th class on various interactive science lessons. Next year, science will be rolled into our Benchmark Advance humanities curriculum that we are moving to. EIS will still be joining us once a week as well. Teachers use Eureka for Math curriculum Teachers are using **Benchmark Advanced Curriculum** in 1st-5th grade - Progresses - LA Curriculum - Weaves in science into the LA - Most lessons multimedia supported - Step up to Writing - Success Criteria using KUD to unpack direction - New Amplify curriculum for 2016-2017 - **Amplify -**Every unit is organized around one or more core texts. The curriculum uses media to bring these diverse literary	(3rd/4th/5th) Engage NY Units Benchmark Units Student choice work samples Humanities 6th/7th/8th Scope and Sequence/Syllabus Actively Learn student work examples Jots - Student Examples Unit plans from Louisiana Believes Engage NY and ERWC Evidence of self-directed student annotations Evidence from Boston Massacre Project Success Criteria for every lesson Amplify evidence coming soon. NGSS standards Scope and Sequence

and nonfiction sections to life inspiring close reading and evidence-based writing, opportunities for vocabulary, grammar, and research skill development. Projects called Quests extend students' understanding and analysis of each unit.	
Science	Scope and Sequence IXL Data Student work samples
- NGSS adoption very different from previous - Department roll out (6th grade this year) - Backwards planning - Science practice (teaching content through the practices - Ex. Creating models - 7th and 8th grade are to follow with the next couple of years - Curriculum isn't available, NGSS is discouraging adopting or creating a set curriculum - Working on building curriculum based on standards - Developed benchmark for 6th grade - Transition year for 7th created assessment based on both standards - 8th grade regular content standards (still testing CST)	Student self-evaluation forms Chart on wall Student Work Scope and Sequence
Math	
6th	
- IXL - CPM - Uses Harcourt as a supplement - Creating projects - Creating a lesson to teach another student - Real-life situations	
7th	

- Individualized lessons
- Set of goals (standards based)
- Work at their own based
- Resources: online games, online programs, worksheets, manipulatives, book problems,
- Prentice hall. Pre-algebra
- CPM core connections course 2
- In order to move on - test out of goal (stickers)
  - Show evidence of mastering the goal
  - Evidence stored on Google Doc
  - Reflection portion
  - Writing portion
  - Daily Goals
  - Being able to choose where to sit, who to sit with, 8th Grade Math
	Scope and Sequence
	Syllabus
	Student Work Samples

CPM (College Prepatory Math) Core Connections Course 3 Glencoe as textbook resources. Online resources like illustrative mathematics, youcubed, and MARS Assessments on mathshell.org - Direct Instruction - Small groups - IXL - Performance task	

- Dominoes Problemwhat they want to learn
- Sending videos (students are able to learn on their own)
- Direct Instructions
- Inspired by visit to Kindergarten Class
- Changes in Gradebook which reflects goals
- More peer help - asking for help from their peers (placed a value on the importance of peer help)
- Finding more engagement
- After each goal set - recognition awards
- **Weakness**
  - Have a poll to address any weakness
  - Majority of class needs help on a certain goal
  - Addressed at the beginning of class
REACH
 	
● All K-8 classes explicitly teach Study Skills
● K-5 explicitly teach and model character counts.
● 5th and 6th grade teachers will collaborate on end of year and beginning of year REACH transition lessons.
● 6th grade teaches REACH values and incorporates Blanchard Leadership Program.
● 7th and 8th grade teaches REACH values along with Brainology and interests-based curriculum.	

Academic and College- and Career-Readiness Standards for Each Area

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

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

Findings	Supporting Evidence
KLA uses the common core standards. Kindergarten to 2nd grade also integrate Montessori with the Common Core Standards. Grades 3-8 use the Common Core Standards. The standards are based off the anchor standards which go from Kindergarten to 12th grade. The Science Program uses the Next Generation Science Standards. Teachers use the standards and learning targets to create Success Criteria that students are expected to meet at the end of every lesson.	Common Core Anchor Standards Common Core Standards by grade level. http://www.rcoe.us/educational-services/instructional-services/california-standards/assessment/ http://www.nextgenscience.org/ http://www.rcoe.us/educational-services/files/2015/09/AllGradeLevelsELA.pdf

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced*

curriculum into the program.

Findings	Supporting Evidence
K-5 uses ST math, IXL and Eureka Math which is Common Common core based K-5 uses Achieve 3000 to supplement reading lessons 6-8 uses IXL which is common core based, Engage NY curriculum is common core based and many lessons are pulled from the website. Khan Academy is used to supplement the curriculum. Amplify ELA is used for the 6th, 7th, and 8th grade Humanities which had the highest ranking with common core capability. Amplify ELD is used to support ELLs during REACH.	ST Math IXL Eureka Math Khan Academy Amplify ELA

Congruence

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

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

Findings	Supporting Evidence
Kindergarten: - Link the College and Career Readiness Anchor standards and Kindergarten CORE standards to the Montessori learning activity Grades 3-8: - use the Common Core Standards. The standards are based off the anchor standards which go from Kindergarten to 12th grade. Secondary Science: - uses the Next Generation Science Standards. Secondary Humanities - Use of Success Criteria aligned with standards - Teachers use the standards and learning targets to create Success Criteria that students are expected to meet at the end of every lesson. - Use of Amplify rubrics 7th Grade Math: - Each student is given a set of goals that they have to master to move on - Each goal is standards based	KLA website - Rubrics - - Charts that show student's progress on each goal

Integration Among Disciplines

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

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

Findings	Supporting Evidence

Primary: PLC collaborations
 	
6th - 8th:
- Math, Science, and Humanities collaborated on a Performance Task
- Given as a Winter Packet
 	
Math:
- Integrating more writing in their curriculum
- Post-goal reflection
  - What they learned?
  - What was the best method to learn it?
- Common Core based
 	
Science
- Integrating both math and writing
- Actively Learn
- Next Generation Science Standards
Electives
- Integrating both math, research, and writing
	PD schedule
	
	Lessons Posted online

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
- High School Preview Night - College Field Trips/College student panels - College Class (Teacher panel) - High School Panels - Alumni return to talk with 8th graders about their experiences at each level of high school	Master Calendar

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence

Opportunities for career exploration and pre-technical training
- Media
- Career Speaker Series
- Videogame design
- Dance
- Music
- STEM
- Art
- ASB
- Mentor/Mentee
- Journalism
- Clubs:
  - Football
  - Boxing
  - Builders Club
  - Mathlete
  - MESA
  - Peer Mediators
  - Skateboarding
 	
Preparation for postsecondary education
- Common Core Standards based Math
- Amplify Curriculum
- Next Generation Science standards
- College Classes
- High School panels
- College field trip/ College student panel
	Club Sign-in sheets
	Club Constitutions(ASB)

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
Starting in Kindergarten, KLA students are immersed in Montessori-based instruction and curriculum. 1st and 2nd grade classes continue the Montessori curriculum, with ELD and teacher-created supplementary writing and reading materials. 2nd-3rd grade classes still utilize	Teaching meeting minutes, Google Docs w/ Scope/Sequence plans, teacher lesson plans

Montessori materials and methods; however, about 50% of the instruction is from teacher-created units and CCSS-based units from EngageNY. 4th and 5th grade transitions students into a more traditional curriculum, using a mix of teacher-created units in Language Arts, and using the EngageNY curriculum for mathematics. Next year, 4th and 5th plans to adopt the Benchmark Advance curriculum for Language Arts, Social Studies, and Science content. Montessori methods are utilized to various degrees at the Primary level, which brings real-world and hands-on relevance through manipulating materials and learning concepts through real-world applications. 6th, 7th, and 8th grade Humanities use teacher-created units that were planned over time within subject teams. Most lessons integrate multimedia, often through Actively Learn. Next year, Humanities plans to implement the Amplify curriculum. Middle school Math uses a mix of EngageNY materials and teacher/team created units to have projects that apply the concepts in practical situations. IXL is used often to provide extra practice and individualized intervention as necessary. Middle School science is in the middle of transitioning from a curriculum integrating FOSS science materials based on the California Science Standards, to the NGSS science standards. They are currently creating units as a science team until quality NGSS curriculum becomes available. Across K-8, teachers coplan in grade-level meetings to ensure cohesiveness and rigor within and across grade-levels.	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Both parents and students are made aware by their teachers of the Common Core Standards' gaol: Prepare students for college. During Back to school Night, teachers communicate this to parents. They also stress the indispensable partnership between school and home. After each testing period, the grade level team analyzes the data, identifies the need, and create an action plan. At the same time, students and teachers reflect on data and set goals for success. After that, at the first parent teacher conference, parents and teachers meet and go over the outcome and highlight the action plan for progress. The key to the whole process is open communication between staff, parents, and students.	Benchmark data analysis presented to the ED Committee which meets every month - report cards are presented to the parents- I-ready data- DRA outcomes- DIBELS- ST Math

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
Powerschool Parent Portal Student led Parent conferences	Powerschool portal

Post High School Transitions

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

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

Findings	Supporting Evidence
-In November, we have our annual High School Preview Night (part of our Parent Series) and High School Preview Day for our 8th grade students. In addition, Secondary counselor meets with all of our 8th grade students to discuss high school options and conduct academic/career counseling. We also hold high school application workshops at lunch and after school for both students and parents. All students are also encouraged to complete the KLA Career survey (used to help them get career information, Mr. Chavez use to bring careers speakers- see below). March College field trips: -6th grade: UCSD -7th: SDSU -8th: Pt. Loma -SDSU Housing Tour/ sports facilities in November 2015 for 8th grade -Palomar College campus tour April 2016 for 8th grade students Career Speakers: Last year which focused on STEM Careers so this year they were more diverse October- Youtube Star/ Community activist February- Federal Law Enforcement Officer Professional Athlete Video Game Designer April: Fire Fighter Careers in Engineering and Construction	Counselors completes a document called the SPARC (Support Personnel Accountability Report Card (SPARC)) which looks at these areas.

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

KLA Primary (Grades K to 5)

Montessori and Traditional methodology: Students in grades TK to 2 learn in mixed age classrooms in blocks of independent learning time to discover and construct meaning of standards based concepts by working with Montessori materials. Students in grades 3 to 5 learn in a mixture of whole group and small group settings. A balanced literacy program is implemented for English Language Arts and social studies and a constructivist approach is taken for mathematics and science. All TK to 5 students receive enrichment classes daily which includes: physical education; Spanish; Visual Arts, and Performing Arts (dance and music). *Character Counts* character development is integrated daily.

KLA Secondary (Grades 6 to 8)

Language Arts: In order to be leaders in the 21st century, students must be critical thinkers who are proficient in reading, writing, and oral language. KLA offers a comprehensive, rigorous, standards-based language arts program based on the elements of a "balanced literacy program" which includes whole, small group, and individual instruction utilizing the curriculum adoption of *Amplify*. Students are expected to read and write from a wide variety of genres on a wide variety of topics. Well-stocked and organized classroom libraries provide students with expository and narrative texts at differentiated reading levels to meet the needs of a wide-range of learners. History and social studies and language arts are infused into a Humanities course in grades 6-8. Humanities instruction is differentiated and follows the Universal Design for Learning model in a full-inclusion setting. All students are monitored, using both formal and informal assessments, and formative and summative assessments to ensure they are making adequate progress in their literacy development.

Mathematics: The math curriculum is based on the California Common Core State Standards for mathematics using a constructivist, interactive approach. Mathematics instruction is differentiated and follows the Universal Design for Learning model in a full-inclusion setting. Lessons are constructed using the College Preparatory Math (CPM) curriculum and student progress is monitored using a wide variety of informal and formal assessments and formative and summative assessments.

History and Social Science: History and social science curriculums are based on California Common Core State Standards. Students at KLA are expected to meet or exceed those standards by demonstrating exemplary intellectual reasoning, reflection, and research skills. These skills are demonstrated by the student's demonstration of chronological and spatial thinking, conducting research, and offering viable historical interpretations. History and social science curriculums are integrated within the Humanities classes in all grade levels.

Science: The science curriculum is transitioning from the California state standards to Next Generation Science Standards and adjusts lessons to fit the needs of each student. Student learning is assessed at least once a week using a variety of informal and formal assessments. The department is currently transitioning away from the three basic subjects appropriate to grade level science standards: Earth Science, Life Science, and Physical Science. Physical Science is composed of two sub-fields, chemistry and physics. Students are taught using the inquiry-based learning philosophy that requires greater student input.

Electives: All students have the opportunity to participate in a core elective that falls under the visual, media, and performing arts framework. The curriculum meets or exceeds college and career standards set by the state of California. These courses include fine arts, music, dance, STEM, video game design, journalism, and media arts.

Physical Education and Character Development: KLA's staff and parents believe that physical education is an integral component of the school curriculum. Through a carefully planned instructional program, based on California common core standards, students gain a variety of skills and knowledge, which contribute to their health and well-being, as well as a sense of self- image, social development, and personal development. For each grade level the following elements are included: 5 components of fitness, movement skills, movement knowledge, self-image, and character development, both personal and social.

REACH: All students conclude their day with a 45 minute REACH class. REACH is a leadership development class that teaches students to monitor their progress both academically and socially/emotionally. Students monitor their academics by creating action plans based on their GPA and CPA. Students monitor their social and emotional progress through Brainology, a growth mindset curriculum and through the practice of Mindfulness. Each REACH class is also unique in that teachers offer their own theme-based curriculum in addition to the leadership development curriculum.

College Classes: Assemblies are organized and conducted by the counseling and leadership team as a way to present college and career readiness learning. These classes teach study skills necessary to succeed in high school and college, introduce students to inspirational role models, give students opportunities to lead, and establish a school- wide community of learners, that includes both students and adults.

Academic Structure: The academic structure at KLA Secondary includes interdisciplinary grade-level teams that support a core group of students. For example, the 6th grade team consists of 6th grade teachers and students teaching or studying humanities (language arts and history), math, and science. Common daily planning periods for 70 minutes allow teachers time to discuss students' academic and social/emotional progress, contact and confer with parents, and to arrange support services for students. During this time team building activities are created to enhance a sense of belonging, leadership skills, and character development. Teachers are also able to collaborate and plan interdisciplinary problem-based learning projects, review and analyze student work, engage in professional development, and coach or be coached by a peer or content administrator.

KLA's educational program is not an independent study program. But, to the extent that opportunities for independent study are given, the school will comply with state laws relating to independent study as set forth in Education Code #47612.5.

Prioritize the strengths and areas for growth for Category B.

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

- Grades 4-8 curriculum is Common Core based while Kinder-3rd utilizes a combination of Common Core and Montessori practices

- Secondary Science has adopted NGCS
- Teacher using standards and learning targets to create success criteria
- K-5 uses ST math, IXL and Eureka Math which is Common Common core based
- K-5 uses Achieve 3000 to supplement reading lessons
- 6-8 uses IXL which is common core based, Engage NY curriculum is common core based and many lessons are pulled from the website.
- Khan Academy is used to supplement the curriculum.
- Amplify ELA is used for the 6th, 7th, and 8th grade Humanities which had the highest ranking with common

core capability.
- Amplify ELD is used to support ELLs during REACH.

Opportunities for career exploration and pre-technical training

- Media
- Career Speaker Series
- Videogame design
- Dance
- Music
- STEM
- Art
- ASB
- Mentor/Mentee
- Journalism
- Clubs:
    - Football
    - Boxing
    - Builders Club
    - Mathletes
    - MESA
    - Peer Mediators
    - Skateboarding

Preparation for postsecondary education

- Common Core Standards based Math
- Amplify Curriculum
- Next Generation Science standards
- College Classes
- High School panels
- College field trip/ College student panel

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

- That all students have one-to-one access to state of the art technology (one-to-one computers)
- Integrating Common Core practices with Montessori curriculum to bridge learning
- The creation of more skill-based electives (woodshop)
- More professional development for PE

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
Keiller has two Academic Directors; one at the primary and one at the secondary level.These Academic Directors focus on humanities, math, and science curriculum and instruction. Academic directors collaborate with Ed Committee members, grade-level and department leads to coordinate the differentiation of instruction across grade levels and departments. All grade level and department teams have attended Common Core and/or Montessori trainings on an annual basis. Academic Directors conduct monthly PLC meetings with the instructional teams to align instructional practices, develop new strategies and review data with teachers.	● Built on foundation of research based practices: Montessori, backwards by design, constructivist theories ● School is hour longer than traditional schools ● Instruction blocks: Secondary - 70 min. Blocks, Primary - 90 min. Blocks ● After school: music, art, dance, PE, tutoring

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

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

Findings	Supporting Evidence
KLA's teachers have been highly involved in developing their practice of using the formative assessment cycle. Currently, content objectives are identified regularly in the majority of classrooms. Some classes are in the transitional stages of clarifying success criteria to students as part of the formative assessment process. Some classrooms have made this routine. The next steps for the school is to train students to be able to elicit, evaluate, and act on evidence as part of their learning. A few classes have begun the consistent implementation of this practice. However more development is needed for school-wide systematic use.	● Content objectives/learning targets are displayed ● Some classes are in the transitional stages of clarifying success criteria to students as part of the formative assessment process. Some classrooms have made this routine.

	● Students are being trained to be able to elicit, evaluate, and act on evidence as part of their learning

Differentiation of Instruction

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

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

Findings	Supporting Evidence
KLA's staff uses a variety of instructional methods to effectively differentiate instruction for students grades K-8. Montessori materials are presented in sequential lessons, with varying degrees of difficulty, in grades K-2. Writing is scaffolded for learners through the use of sentence frames and vocabulary word lists. Multimedia technology is used in the classroom to make learning more accessible for all students. Likewise IXL and Achieve 3000 programming adapt to student's current instructional levels. Formative assessments are used schoolwide to modify lessons to meet student need.	● Sentence frames ● Hands on materials ● Models, videos, ● Differentiating homework ● Leveled guided reading groups ● IXL, Achieve 3000 programs

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
Teachers at KLA use multiple instructional strategies and technologies to effectively deliver an engaging content for students. The use of Montessori materials in grades K-2 allows students to receive a hands on, child-centered education, while encouraging cooperation and self-discipline. Materials used in all classrooms include videos, realia, and computer programs such as IXL and Achieve 3000. The use of these materials gives students of all learning styles the ability to create and apply knowledge in ways that best suit them. Gardening has been introduced which allows students to not only get first hand experience with the life cycles of plants and insects, but also encourages teamwork and responsibility. Additionally, guided reading groups use texts of varying difficulties to accommodate all reading levels. Guided reading groups are effective at encouraging group discussions, as well as focusing on individual areas of need for reading. Lastly students participate in science experiments on a weekly basis using hands on equipment in order to work through the scientific method.	● Montessori materials ● Balanced Literacy (Guillen) ● Guided Reading ● Step Up to Writing ● Gardening ● Videos ● Realia ● Computer programs ● Science experiments ● Common Core aligned lessons ● Google Docs ● Actively Learn ● Amplify ● Benchmark Universe

Teachers as Coaches

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

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

Findings	Supporting Evidence
Teachers at KLA facilitate learning strategies by implementing accountable talk, partner talks, and classroom discussions. They participate in research based projects and are instructed to present their	-Accountable talk, partner talk, classroom discussions -Project presentations

findings as a group and also individually. At the primary level, guided reading groups are formed in order to promote critical thinking skills, accountable-talk, and modeling how to ask comprehension questions properly as a reader. Furthermore, Montessori classroom presentations are provided by K-2 in various content areas such as Language Arts, Mathematics, Geography, Botany, and so forth in which the students demonstrate their comprehension of their work by completing a Montessori material and having it checked by the classroom teacher to see if it is correct. In all classrooms, the formative assessment process is used to clarify intended learning to students. Teachers elicit evidence through observations of work, collaborative conversations and writing samples. Teachers and students collaborate to interpret and set goals based on evidence for future learning.	-Guided reading groups -Montessori presentations -Individual Montessori lessons -Sentence frames and prompts for writing and academic discourse -Researched based projects

Examination of Student Work

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

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

Findings	Supporting Evidence
Students use prior knowledge, partner shares, and collaborative discussions to create answers and solutions to prompts and performance tasks. Students use teacher models, graphic organizers, sentence frames, and stars and bars to complete writing tasks. Teachers have been practicing questioning techniques to develop students' higher cognitive thinking	-Text to Self -Partner shares -Collaborative discussions -Performance tasks -Prompts -MESA -Art Projects -Scientific method

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
N/A	

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

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

Findings	Supporting Evidence
In our content area classes our students demonstrate thinking, reasoning, and problem solving in groups and individual activities. Students at KLA demonstrate higher level thinking through practicing accountable talk, investigations, debates, collaborative discussions, sorting and sequencing, and project based learning.	-Accountable talk -Socratic seminars -Scientific investigations -Debates

	-Collaborative discussions in Humanities, Math, and Science -Project Based Learning for Science -Dynamic Addition/Subtraction in Primary -Scientific Sorting-classifications and sequencing -ELA-sorting and classifying words and vocabulary

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

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

Findings	Supporting Evidence
Students utilize various online resources and programming which support student learning in Language arts and math and enable them to reach proficiency and/or make gains. Reports, generated from these online resources, assist teachers in determining areas of need for each student.	IXL Achieve 3000 Actively Learn Kahn Academy Google Docs Internet-based research projects Amplify Benchmark Online STMath

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

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

Findings	Supporting Evidence
K-2 students work with a variety of Montessori materials in their daily instruction. These materials, such as math manipulatives and language boxes, aid students to understand the key ideas that move them from a concrete understanding of a topic to more abstract ways of thinking. Grades 3-8 students go beyond the traditional textbook with lessons from Engage NY, Amplify, and Benchmark Universe. Other resources may include, but are not limited to videos, novels, Internet access, current event articles, Khan Academy videos, and project-based learning.	● Montessori materials ● Math manipulatives ● KLA garden ● EIS: Elementary Institute of Science ● Texts, videos, articles pertaining to real-world events and social issues

Real World Experiences

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

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

Findings	Supporting Evidence
KLA offers grade appropriate career awareness and exploration through career assemblies, in-class visits from professionals, and through community service projects. At the primary level, students are introduced to different community members, such as firefighters, artists, and professional athletes as these professionals are invited into the classroom during Read Across America Week. At the secondary level, students gain a more in-depth look at potential careers through our career speaker series offered by the counseling department, career surveys, and the accumulation of community service hours.	-Career Speaker Series thru the counseling department -Police and Firefighter visits at Primary level -Read Across America Week - visits from community members (vet, military personnel, professional athletes, police/fire) (Smith) -Professional artist visit -Community service hours -NED

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

A wide variety of instructional resources and supplies are utilized and provided to create a balanced literacy approach, a constructivist math program, an inquiry-based science program, an innovative visual and performing arts program, and a physical education program that promotes health and wellness. The governing board makes all decisions regarding the expenditure of monies and selection of instructional supplies based on teacher/administrative recommendations and student needs.

Gradual Release and Inquiry-based Instruction: Students learn through both gradual release instruction and inquiry-based instruction. Gradual release instruction involves the delivery of highly focused lessons so that students may learn essential skills and concepts they need in order to complete complex skills individually. In this model the teacher gradually hands over the responsibility for using these strategies to students. Inquiry-based instruction is a multifaceted technique that involves making observations, posing questions, examining texts and other sources of information to see what is already known; using tools to gather, analyze, and interpret data, proposing answers, explanations, and predictions, and communicating the results.

Integrated Curriculum: Teachers work in interdisciplinary teams and share a daily common planning/professional development period allowing for the creation of lessons that connect across disciplines. This integrated curriculum design supports the Problem-based Learning model, giving students at KLA authentic opportunities to incorporate mathematical/scientific reasoning and written/oral language skills in cross-curricular performance tasks. All teachers are working collaboratively on the implementation of the California Common Core standards.

Scope and Sequence: All core subjects are taught in a sequential order that provides all students fundamental knowledge and skills to enter high school as an "on-track" college bound student. District outlines and state standards are utilized for core content courses and are followed in terms of scope and sequence as identified through California Common Core State Standards in the subject areas of math, science, social science and language arts.

Academic Structure Designed to Meet Student Needs: Using the Universal Design for Learning and "Backwards by Design" model, all lessons are created using California standards and according to essential questions that every educated student must be able to answer in order to compete in a global community. The Backwards by Design process involves identifying desired results using California state standards, determining acceptable evidence or outcomes, and planning rigorous learning experiences that meet the needs of all students, with the idea that all students can achieve. KLA's block scheduling allows teachers and tutors to present more material in greater depth and provides more time to support students with less optimal academic preparation. A respected study of block scheduling (Moskowitz, 1995) reported: ". . . school(s) gained 32 hours of instructional time over the course of a school year by implementing the (block scheduling) concept. . . . For every hour of the school day, almost 10 minutes of potential instructional time is wasted when students pack up their bags and head for the next class."

-KLA has two Academic Directors; one at the primary and one at the secondary level. These Academic Directors are the instructional leaders.

-Academic Directors conduct monthly PLC meetings with the instructional teams to align instructional practices, develop new strategies and review data with teachers.

-KLA's teachers have been highly involved in developing their practice of using the formative assessment cycle.

-KLA's staff uses a variety of instructional methods to effectively differentiate instruction for students grades K-8.

-Teachers at KLA use multiple instructional strategies and technologies to effectively deliver an engaging content for students.

-Teachers at KLA facilitate learning strategies by implementing accountable talk, partner talks, classroom discussions, and facilitate research base projects.

- Although it is happening in some areas of the school, we would like explore more ways to have students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels.

-Students demonstrate higher level thinking through accountable talk, Socratic seminars, scientific investigations, debates, collaborative discussions, and Project Based Learning.

-Students utilize various online resources, programming, and curriculum.

-In grades K-2 students work with a variety of Montessori materials in their daily instruction. In grades 3-8 students go beyond the traditional textbook with lessons from Engage NY, Amplify, and Benchmark Universe.

-KLA offers grade appropriate career awareness and exploration through career assemblies, in-class visits from professionals, and through community service projects.

Prioritize the strengths and areas for growth for Category C.

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

-Collaboration between grade level teachers

-All staff professional development

-Formative assessments

-Facilitating differentiated learning strategies

-Providing real world experiences and providing grade appropriate career awareness and exploration

- Focused lesson planning on collaborative discussions and accountable talk

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

-Continued professional development in formative assessment

-Additional practice in facilitating collaborative discussions and accountable talk

-Create additional opportunities for students to use tools to research, inquire, discover, invent knowledge on their own, and communicate their knowledge in authentic ways.

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

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

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
Keiller Leadership Academy utilizes multiple assessment processes to gather data on student performance and further use that data to develop and drive instruction. Feedback shows the levels at which students are meeting the expectations of the academic standards of KLA.	**State:** CAASPP CAA CST/CMA (Science) **Local Measures** OARS- Benchmarks DRA (Reading K-5) DIBELS (K-3) **English Learners** CELDT **Social/Emotional** SPARC (Social emotional) REACH (ESLRs)

Monitoring and Reporting Student Progress

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

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

Findings	Supporting Evidence
Keiller Leadership Academy informs the governing board members, teachers, students, parents, business and industry community members	Ed. Committee - Meets monthly

evidence that shows student achievement of academic standards.	and shares student data Board meetings- Monthly basis Grade level- Ongoing regular basis Department- Ongoing Regular basis ELAC (CELDT) LCAP SSC (School Site Council) Parent Conferences CAASPP Data (mailed Home) Semester/ Trimester progress reporting SST (Student Study Team) IEP Goal Progress (semester)

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
Grades K-5 have different evaluation processes among grade levels(standards based reporting).	Different report card formats Formative Assessment Process Utilizing consistent assessment through Benchmark ELA
Grades 6-8 evaluate students with letter grades. Academic grading percentages are consistent among content departments.	Science assessments based NGSS Language Arts/Math assessments based on California Common Core State Standards
Grades 6-8 has a consistent method of evaluating citizenship among teachers	Grading is weighted evenly throughout depts. REACH Values - quantified citizenship grades

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
N/A	

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

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

Indicators with Prompts

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
Various strategies to measure student progress are utilized among grades K-8. All instructional staff have knowledge of the Formative Assessment Process, but different levels of application.	Student Success Criteria Formative Benchmark Assessments (DRA, DIBELS, classroom observations of lessons) Summative (CAASPP) Teacher developed benchmarks PLC Days Using Rubrics

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
N/A	

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
Formative assessments are used in both Primary and Secondary to guide, modify and adjust instructional approaches and development of curriculum. PLCs are used by each dept. to develop and implement formative assessments to be used in the classroom.	DIBELS DRA K-2 Benchmark CAASPP Science Benchmark PLC Ed Committee Weekly grade level collaboration meetings in Primary Grade level and Department meetings held regularly.

Student Feedback

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

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

Findings	Supporting Evidence
Our findings are that we could come up with a more comprehensive means of getting feedback from the students (similar to the LCAP Survey that community members complete).	Regular progress reports 6 and 12 week Action Plans REACH- Survey, Self reflection and evaluation, Student-led Parent Conferences Success Criteria- As part of the formative assessment in the classroom Student contracts and Work Cycles to monitor accomplishments throughout week

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

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an

objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
Regularly scheduled meetings with various stakeholders assess and monitor student progress by evaluating data and communicating the findings to the appropriate parties. Students and Parents have access to Powerschool portal, CAASPP scores are made available to parents and students.	KLA Board of Directors Ed Committee School Site Council ELAC LCAP Regular and frequent parent conferences

D3.1. Additional Online Instruction Prompt*: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
N/A	

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
Data analysis of all demographics and subgroups, progress monitoring, examining student work, collaborating across grade levels and content areas is a priority at KLA.	Ed Committee PLCs Team grading of interim assessments

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
Assessments are used to drive instruction. Assessment data has determined where the focus needs to be to reach overall effectiveness.	PLCs Cross curricular planning

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

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

Findings	Supporting Evidence
Peer classroom observations focusing on instructional practices and climate.	REACH directly tied to climate GPA/CPA requirements Gradebook is uniform across departments and grade levels.

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

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

Findings	Supporting Evidence
CAASPP Secure Browser Teacher Monitoring during testing	Comprehensive and ongoing training for SBAC Security affidavits Testing Coordinator secures all testing materials. Teachers ensure testing environment is secure.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

-Keiller Leadership Academy utilizes multiple assessment processes to gather data on student performance and further use that data to develop and drive instruction. Feedback shows the levels at which students are meeting the expectations of the academic standards of KLA.

-Keiller Leadership Academy informs the governing board members, teachers, students, parents, business and industry community members evidence that shows student achievement of academic standards.

-Grades K-5 have different evaluation processes among grade levels(standards based reporting).

-Grades 6-8 evaluate students with letter grades. Academic grading percentages are consistent among content departments.

-Grades 6-8 have different evaluation processes among teachers for citizenship grades.

-Various strategies to measure student progress are utilized among grades K-8. All instructional staff have knowledge of the Formative Assessment Process, but different levels of application.

-Formative assessments are used in both Primary and Secondary to guide, modify and adjust instructional approaches and development of curriculum.

-PLCs are used by each dept. to develop and implement formative assessments to be used in the classroom.

-Our findings are that we could come up with a more comprehensive means of getting feedback from the students (similar to the LCAP Survey that community members complete).

-Regularly scheduled meetings with various stakeholders assess and monitor student progress by evaluating data and communicating the findings to the appropriate parties.

-Students and Parents have access to Powerschool portal, CAASPP scores are made available to parents and students.
-Assessments are used to drive instruction. Assessment data has determined where the focus needs to be to reach overall effectiveness.
-Classroom observations focusing on instructional practices and climate.
-CAASPP Secure Browser

-Teacher Monitoring during testing

Prioritize the strengths and areas for growth for Category D.

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

-Multiple assessments have been implemented to measure various criteria

-All students participate in the assessment process

-Multiple opportunities for teachers to analyze data and plan are woven throughout the school day/year

- KLA Primary has the same set of report cards

- Informing governing board members, teachers, students, parents, business and industry community members evidence

that shows student achievement through academic standards.

- Grades 6-8 has a consistent method of evaluating citizenship among teachers

- Professional Learning Communities (PLC) are used by each department to develop and implement formative assessments to be used in the classroom.

- Students and parents have access to Powerschool portal, CAASPP scores are made available to parents and students.

- Regularly scheduled Ed. Committee, board member, ELAC, PVT meetings

- Secure testing procedures (CAASPP)

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

- Implementing a benchmark assessment that aligns with NGSS (Science standards)
- Clearly define the indicators for different levels of proficiency in KLA Primary (Exceeds, At Grade Level Standards, Below Standards).
- Record-keeping of evidence to support CCSS proficiency
- Secondary: continue to explore report card assessment: Numerical evaluation vs. letter grades.
- Develop a way for students to give feedback about their learning for teachers to use as formative assessment
- Share student achievement data on school website via SARC link on the KLA website.
- Make students more aware of how they are being evaluated for citizenship
- Ongoing development of formative assessment processes to drive instruction.
- Peer classroom observations focusing on instructional practices and climate.

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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

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

Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
Parents participate in monthly Parent Series, Topics include: how to be successful in middle school, high school preview night, Health and mental wellness, college and financial aid, and community resources.	Parent Series sign in sheets, powerpoints/lessons
Breakfast club Kindergarten	
Friday Activities Kindergarten	
Computer labs Kindergarten	
Upper Primary	Parent Conferences Calendars, powerschool
Community Garden	
Parent Conferences to support academic and behavior success (at-risk)	
ELAC Parent group to support E.L. Students	ELAC Parent meetings sign in sheets
	PVT sign in sheets, rosters
Parent Volunteer Team (PVT) meeting and activities	
6th Grade Camp	Powerschool
Powerschool- grades, emails	
Open house/back to school	Sign in sheet
Kindergarten: parent of the day, supervision of breakfast, lab support, help with reading, help with Friday activities related to community/culture/unit of study	

Primary Community Garden	Calendar of parents signature
Primary Read Across America	Roster , pictures
Book Fair event	
KLA Parent Orientations	Sign in sheet
SART/SARB Attendance meetings for Primary and Secondary	Receipts
Chaperones for field trips	Enrollment packets, surveys
	SART paperwork
	Rosters

Use of Community Resources

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

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

Findings	Supporting Evidence
School Board	KLA Career Survey, REACH assignments/notes
KLA Career Speaker Series- professionals present about their careers to our students	MOU's
Community partnership with local agencies -Boys and Girls Club	Field Trip rosters
College Awareness Month Fieldtrips (6th grade-UCSD, 7th grade-SDSU, 8th grade- Pt. Loma)	Roster
Positive Faith Mentoring Program (Both Primary and Secondary) KLA Carnival KLA Skate Club (Rolling From The Heart)	
6th Grade Science Scripps Institute	Poster of Evidence
NED Show for Primary	Roster
KLA Skate Club partnerships with Rolling from the heart, field trips to	Skatepark

Sector 9/, Brixton, Vans, DC Shoes	
American Heart Association- Jump for Heart	Roster
Builders Club	
Kaiser Permanente Bully Prevention presentation	Roster
Red Ribbon Week- Off the Streets, SDPD	Agenda
Safe Routes to School with Rady's Children Hospital	
U.C.Davis Cooperative Learning- Health and Nutrition	Calendar/ outline, MOU
Community events (FANC)	
Elementary Institute of Science (1st, 2nd) / Scripps Institute (6th)	Fundraising
Extended Day Program- partnership with Girls Scouts, Outdoor Outreach	
Development Committee Fundraising	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
PLC meetings	
Restorative Justice model	TSMP's, Justice Room log
Safety drills /School safety checks	School Safety Plan 15-16
Student mediations through counseling department	Peer mediation agreements
Character counts education	
Peer Mediation program to resolve student conflicts and promote drug-free environment (Red Ribbon Week)	Student roster, peer mediation agreements
Uniform policy	
Single Point Entry and Exit Protocols	Sign in sheets, powerschool logs
Bullying and Cyberbullying Deputy DA	
Lan School	
Technology Committee	
Builders club Clean up	Contract
Janitorial Day and Night	Log of visitors
Parent Patrol team (school safe routes)	
IdentiKID Log in	
Secure campus	
Dean of students	
Campus Safety Supervisor	Calendars, lesson plans, based on BIP meetings
Two way Radio Communication	
Social-emotional counseling groups (Girls Groups and African-American/Latino Boys Groups)	Academic Calendars
Monthly themes for Primary and Secondary	Lessons/Weekly Bulletin
Campus Beautification	

Mindfulness Orange Vest Bathroom Procedures Line up Greet students at the door Juvenile Hall Fieldtrip	 Roster

High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
Monthly Morning circles and themes (showing kindness, etc), college classes (BIP/Restorative Justice) and REACH lessons	Calendars, Powerpoints, REACh lessons
Learning Center (ROOM 24) Mindfulness practice Montessori Method Parent Advocacy Log PECS/SARA Perfect Attendance	Roster, Lesson plans, Presentation powerpoints, Day of Community/Caring pictures
SST Process Monthly PLC Behavior Specialist/Social Worker KLA Carnival KLA Counseling Center	SST I, II, III documentation Mediation agreements Logs, home visits Sign in sheets
Peer Mediation- Mentoring 5th grade student presentations and Buddy Mentoring Program	Certificates, roster
GPA/CPA Certificates- 2.5 requirement	Rosters- powerpoints
SART Mediations (through Counseling/Peer Mediators) Peer Mediation Club-Culture Corners Mentor/Mentee Program	Reward the "Doers", field trips, award ceremonies,

Atmosphere of Trust, Respect, and Professionalism

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

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and*

among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
Monthly Ed Committee meeting Department and Grade level meetings PLC Meetings Whole Staff Meetings Weekly Admin and Classified meetings PVT weekly meetings Counseling department weekly meetings One week of Professional Development REACH Values Character Counts Monthly Morning Circles Counseling Committee monthly meetings Development Committee SSC (School Site Council) monthly meetings	Minutes

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

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

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

Indicators with Prompts

Adequate Personalized Support

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

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

Findings	Supporting Evidence
Student Agendas	Agendas
Counseling team	Newsletters, sign sheets, brochure, emails (updates), Counseling Group sign in sheets
Behavior Specialist	Logs, SEIS, counseling group sign in sheets
Career Speakers series	REACH QQ's, Notes, Career Survey
Extended Day Program	Roster, sign in sheets, pictures from fieldtrips/activities, community partnerships (outdoor outreach, Girls Scouts, Newsletter
Instructional Assistants	Service log, google doc, Evernote
Dean of students Restorative Justice Program	Sign in sheets, TSMP's, google docs, Suspension reports
Primary Electives Dance, Music, Art Programs	group outline/lessons

Health Office	Sign in sheets, lessons
Social-emotional counseling groups (girls' groups, boys' groups)	Roster
Counseling Academic Groups	Sign in sheets, lessons
Leadership Excellence Training Program	504 plans
8th grade Mentor Mentee Program	Individual academic plans and powerschool
Peer Mediation Buddy Mentoring Program for new students to provide social skills and support	KLA Career Survey and Career Speaker series attendance and notes from students
504 Plans	
Individual academic and career counseling	
Carer Surveys and Career Speaker Series	College field trip rosters
College Awareness Month fieldtrips (6th-UCSd, 7th- SDSU, 8th-Pt Loma)	
Community partners and referrals (Boys and Girls Club, Euclid Family Counseling, SAY San Diego, etc)	MOU's and referral forms
Individualized Educational Plans (IEP)/ Special Ed services Co-taught classes	IEPS, roster
BIP	

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

Support and Intervention Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
Action Plan	Student Completed Action Plan Forms
Student Self Reflections and Quality of Work Evaluations	Surveys and Evaluations
Montessori Instructional Approach	Curriculum
KLA Montessori Math and Literacy Parent Workshops	Roster, curriculum
Student Led Conferences	Rosters, powerpoints, Student-Led worksheet, videos
ELAC 9 week Parent Literacy Program	Roster, curriculum
Co-taught Classes	Rosters
Summer Orientation	Sign in sheets
Cougar Camp	Rosters, sign in sheets
6th grade orientation	Roster, sign in sheet
IEPS and 504 Plans	IEP's and 504 Plans
SST 's	SST's
Positive Parenting (2015-2016)	Sign in sheet
Love and Logic (2009-2015)	Parent Series sign in sheets

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
N/A	

Support Services and Learning – Interventions and Student Learning

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

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

Findings	Supporting Evidence
Parent conferences	Rosters and powerschool
Benchmark Testing	Benchmark results
SST	SST plans
Buddy Mentoring Program	Roster, lessons
IEPS/504 Plans	IEP/504 Plans
Kindergarten Assessments	Test results
Standardized testing and assessments	i-Ready, DIBELS, DRA, CAASPP,
PLC Collaboration meetings	Minutes
8th grade Mentor and Mentee Program	Rosters
Fitnessgram Testing	
Grade Level Meetings	Minutes

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
N/A	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

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

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

Findings	Supporting Evidence
Powerschool auditing of master schedule	Powerschool report

Co-Curricular Activities

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

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

Findings	Supporting Evidence
REACH- Electives	Rosters
KLA offers several clubs on campus: ASB, Builders Club, Peer Mediation, Skate Club, Math League, Chess Club, Card Club, Rubiks Cube, Tap club, Music clubs, Basketball, Boxing club, Gymnastic Club	Roster
Elective classes (Music, Guitar, dance, art)	Rosters
Primary Community Garden	Pictures, Sign in sheet, classroom lesson science?
KLA Skate Park (on Thursdays) with professional Mentors	Roster, Pictures, MOU?
Community Service- 5 hour requirement	Agendas, REACH teachers, pictures
Music Performance	Programs, roster, pictures
Mentor and Mentee Program	Rosters
Leadership Excellence Training Program (LET)	Rosters
Service Learning field trip for 8th grade students to Canyonlands, Skyline Hills Library, and Boys and Girls Club	Rosters
College Awareness Month fieldtrips (6th-UCSd, 7th- SDSU, 8th-Pt Loma)	Rosters
School community fair	Annual community fair
Parent series	Scheduled parent meetings throughout the year
Clubs: -mathletes -boxing club -yearbook -Builders club	

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

School Culture: KLA enables students to achieve the goal of becoming "leaders who model respect, enthusiasm, achievement, citizenship, and hard work," by offering the following structures. The course work at KLA integrates both Montessori, inquiry based, and traditional methodologies which includes a college and career readiness curriculum that enables all students to fulfill the "a-g requirements" necessary to qualify for admission to all public California universities. This curriculum supports the shared vision among all stakeholders that ALL students can and will achieve at high levels. It is our goal to foster leadership qualities within every student in order to develop confident, self-assured, and respectful academic citizens. In order to achieve this, character education and development are infused throughout the curriculum and are considered essential for success. KLA provides support for parents to assist their child throughout primary and secondary school. Local businesses and colleges are welcome to contribute to KLA through funding and volunteering.

KLA offers a learning community with structures in place that exemplify our core values and beliefs through "REACH" – Respect, Enthusiasm, Achievement, Citizenship, and Hard work. A positive, welcoming environment is evident from the moment students enter the campus. We refer to the front entrance as the "Gates of Wisdom" where every student is welcomed with a hand shake each morning by a member of the leadership team. A warm and inviting supervised area is provided in the morning for students to congregate before the first classes begin. KLA also infuses digital literacy skills throughout the curriculum to increase critical thinking, rigor and relevance, and student achievement. In order to create a climate of safety and academic focus, KLA is currently transforming into a Restorative Practice School.

The staff of Keiller Leadership Academy (KLA) believes that learning best occurs when all stakeholders are involved through communication and collaboration in order to support the needs of each individual student. These stakeholders include students, parents/guardians, the entire KLA staff, and community members.

Students: When students take ownership of their school, their learning, and their community student engagement is high and low absenteeism and low suspension rates occur. When students are offered a degree of choice in terms of what they read, write, and construct as evidence of having met learning objectives, they take control of their education. Opportunities to learn are enhanced when a variety of modalities are used including visual, auditory, and kinesthetic. We believe that optimal learning occurs when students are presented with challenging college and career readiness standards-based tasks that connect to real-life situations.

Parents/Guardians: The staff of KLA believes that parents/guardians are the primary educators of their children. When parents/guardians are interested and involved in their child's education learning is enhanced. Maintaining communication with parents/guardians is a fundamental tool to ensure student success. Parent/guardians are encouraged to be involved in their child's education through a variety of volunteer opportunities offered throughout the school. When parents/guardians support the vision, mission, and core values of KLA, their child(ren) will be more likely to

achieve success.

KLA Staff: When educators are creative, energetic, and highly capable of delivering "best practices" students are more motivated to learn and receive quality education. Educators who possess a strong desire to make a difference can instill the enthusiasm in students to become self-motivated, independently competent, and lifelong learners. Collaboration and team-work throughout KLA fosters an optimal learning environment. Leadership attributes and skills are deliberately taught and modeled at KLA to all students in order to enhance their educational experience.

Community Members: When community members are involved at KLA through board membership and volunteering, students receive additional positive role models who support their overall learning. When all stakeholders agree with the mission, vision, and core values of the school, students benefit and receive the support they need to be successful.

-Academic Directors monitor school wide academic progress

- Dean of Students facilitates Restorative Justice Program

- Counselors and Behavior Intervention Specialist monitors Restorative Practices so that all students can learn in a safe environment

- Teachers build positive relationships so that students are intrinsic learners who are active participants in a community of learning

- Master schedule is designed to support all learners who can thrive in academics and electives/enrichment in a College Career Readiness scope

- REACH is a 45 minute advisory class that explicitly teaches the student learner outcomes including Leadership skills

-Parent Involvement Coordinator oversees Parent Volunteer Team and fulfills the role as a Parent Liaison who utilizes all resources & technology to maximize parent communication

- All stakeholders uphold a clear line of communication to ensure that student needs are the priority

- A Culture and Climate Committee is in the beginning stages of being established

- The California Healthy Kids Survey is newly adopted to assess the student learner outcomes

- Students are required to adhere to KLA's uniform policy

Prioritize the strengths and areas for growth for Category E.

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

KLA uses various forms of communication to inform the KLA community (student, parent, teacher) to keep an open line of communication.

Parents participate in monthly Parent Series

Parent Conferences to support academic and behavior success (at-risk)

ELAC Parent group to support E.L. Students

Community partnership with local agencies

Powerschool- grades, emails

Open house/back to school

Students have access to their Academic and citizenship grades

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

Continue to refine support systems for students with disabilities that teach habits of mind

Establish clearer lines of protocol that align counseling, disciplinary action, and academic supports

Establish a “Culture and Climate Committee”

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Raise student achievement in English Language Arts and Mathematics
- How can we recruit more community members, business people, and parents to the board? (A.2.3)
- How can we strive to better fulfill the mission? And how do we monitor/assess that? (A.1.3)
- Establish a "Culture and Climate Committee"
- Integrating Common Core practices with Montessori curriculum to bridge learning
- All students have one-to-one access to state of the art technology (one-to-one computers)
- Create additional opportunities for students to use tools to research, inquire, discover, invent knowledge on their own, and communicate their knowledge in authentic ways.
- Clearly define the indicators for different levels of proficiency in KLA Primary (Exceeds, At Grade Level Standards, Below Standards).
- Record-keeping of evidence to support CCSS proficiency
- Secondary: continue to explore report card assessment: Numerical evaluation vs. letter grades.
- Develop a way for students to give feedback about their learning for teachers to use as formative assessment
- Share student achievement data on school website via SARC link on the KLA website.
- Peer classroom observations focusing on instructional practices and climate.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Goals	Action Areas	KLA Priorities	State Priorities
1. All students attain and maintain grade level proficiency or above in reading, writing, critical thinking, and problem solving in all content areas	1. All teachers will use English Language Development strategies in their classrooms 2. Teacher training on English Language Development strategies in all content areas 3. Teacher training on writing instruction 4. Teacher training on the Montessori Method 5. Identify and use research based early learning assessments 6. Use data collection programs that improve instruction and student learning 7. Identify and use research based curriculum and materials to support needs of all students 8. Teacher training on the California State Standards	DataLink, EVO, OARS, Actively Learn, Achieve 3000, DRA, iReady	Student Achievement Student Engagement Other Student Outcomes
2. Students have access to exemplary administration, faculty, and staff in all areas of learning.	1. Beginning teacher training by experienced teachers to effectively teach diverse student groups. 2. Experienced teachers work alongside administrators, beginning teachers and school staff to build capacity around the California State Standards. Provide teacher release time for peer observations. 3. Administrator training on instructional leadership to improve teaching and learning in the classroom. 4. Maintain a far reaching network to recruit quality staff 5. Maintain memberships in organizations that support KLA's operational and educational programs.	BTSA, EdJoin, CCSA membership, SPED Consortium membership, GSDMC and NCTM membership, PLC functions, Instructional Consultants	Implementation of State Standards Basic Services Course Access
3. Provide support for academics, college and career readiness, and the personal/social well-being of all students in a safe and welcoming school climate.	1. Provide speech and other special education services for students 2. Budget funds for the purchase of essentials for families in need 3. Provide counseling services to elementary and secondary students 4. Budget funds for academic and enrichment field trips and transportation of primary and secondary students 5. Utilize and implement emotion regulation and self-awareness practices on campus 6. Purchase Restorative Justice implementation materials for new teachers 7. Provide a school visitor security management system 8. Provide instructors, materials and supplies for elective classes for students 9. Purchase necessary student supplies to support academic achievement of students 10. Conduct federal background checks of all adults that work with or interact with students 11. Implementation of character development program and curriculum for students 12. Implementation of a leadership development program and curriculum for students	Restorative Justice books, Identikid Security System, DOJ background check, Character Counts Program, Blanchard Self-Situational Leadership Program, Mindful Schools curriculum, Community Service Activities,	Basic Services School Climate Course Access
4. Parents and community members are engaged and work within and across KLA schools and programs to support student learning.	1. Provide childcare during parent meetings when possible 2. Send out mailers and flyers to inform parents of school events and educational updates 3. Provide materials and a place on campus for parents to work in support of classroom needs 4. Provide parent involvement coordination services on campus 5. Provide parent education classes that support student learning	Parent Involvement Staffing School Messenger	Parent Involvement Student Engagement
5. Enhance and maintain state-of -the-art student centered facilities and materials that support current and future teaching and learning needs.	1. Provide students with access to classrooms with state of the art technology 2. Provide students with access to current and appropriate learning materials 3. Purchase and replace PE equipment 4. Maintain custodial and housekeeping services and implement campus beautification projects. 5. Maintain fiscal oversight of all school programs and functions 6. Maintain an updated school communications infrastructure 7. Maintain a viable technology plan	Computers Technology Equipment Legal/Audit Fees	Basic Services

For a more in depth explanation of the action plan, refer to:
http://www.keillerleaders.org/docs/LCAP/LCAP_KLA_2016-17.pdf

Involvement Process	Impact on LCAP
• September 2015- Parent demographic information forms sent to parents. • October 5th 2015- School Database created from parent input on Local Control Funding. • December 2015- KLA Public board meeting to inform community and board members on Local Control Funding and data collected from KLA families • December 2015- KLA Public informational meeting on Local Control Funding. • January 2016- ELAC Needs Assessment completed from parents of English Language Learners • March 2016- Parent Series Public Meeting: LCAP Presentation on parent involvement. • April 21, 2016- distributed LCAP surveys to parents and other stakeholders • May 5, 2016- Presented updated survey results to the KLA Education Committee • May 19, 2016 Presented LCAP stakeholder feedback to KLA Board of Directors • June 9, 2016- Public Meeting to review survey results and make adjustments to LCAP goals. • June 14, 2016- Gathered final input from KLA Education Committee • June 21 2016- LCAP adopted and approved by KLA board of directors	Gathering of demographic information necessary to creating the LCAP document and involve stakeholders. Informing stakeholders to ensure that their decisions and involvement on the LCAP is informed and educated. Informing stakeholders to ensure that their decisions and involvement on the LCAP is informed and educated. Involvement of stakeholders in developing LCAP goals. Informing stakeholders to ensure that their decisions and involvement on the LCAP is informed and educated. Involvement of stakeholders in developing LCAP goals. Update the KLA board of directors on survey results and gather input from the board on the survey. Review preliminary LCAP goals Update the KLA teachers on survey results. Review preliminary LCAP goals Gather input from stakeholders (teaching staff) and inform stakeholders of parent survey results. Review preliminary LCAP goals Inform stakeholders of LCAP survey results and preliminary goals Gather more input on adjusting goals. KLA board approval of LCAP document. Review of completed LCAP with teacher stakeholders.

Appendices:

A. **Results of student questionnaire/interviews**
B. **Results of parent/community questionnaire/interviews**
C. **Master schedule**
D. **KLA Primary and Secondary Professional Development Calendar**
E. **Keiller Leadership Academy LCAP**
   refer to http://www.keillerleaders.org/docs/LCAP/LCAP_KLA_2016-17.pdf

School and Survey Climate Support results

KLAPrimary	
Student Behavior	
In Your Workspace/ Classroom	4.2
On Campus	4.1
Campus Supervision (before, during and after school)	4.3
Support	
From Administration	4.2
From Classified Staff	4.5
From Your Education Committee Representative	4.2
From the Technology Coordinator	3.7
From the Special Education Specialist	4.3
From the EL Coordinator	3.8
From Your Department	3.7
From Tour Grade Level	4.8
From the Finance Department	3.8
From Attendance	4.5
From Parent Involvement Coordinator	4.2
From Primary Counselor	4.6
From Behavior Specialist	4.1
From Dean of Students	4.8
From Library Services	3.7
From Front Office	4.7
From Nurse's Office	4.3
Technology	
Accessibility	3.5
Website & Marquee Updates	3.9
KLA Secondary	
Student Behavior	
In Your Workspace/ Classroom	4.1
On Campus	4.0
Campus Supervision (before, during and after school)	4.5
From Administration	4.1
From Classified Staff	4.5
From Your Education Committee Representative	4.1
From the Technology Coordinator	4.2
From the Special Education Specialist	4.5
From the EL Coordinator	4.4
From Your Department	4.4
From the Finance Department	4.5
From Attendance	4.6

From Parent Involvement Coordinator	4.3
From Secondary Counselor	4.6
From Behavior Specialist	4.3
From Dean of Students	4.5
From Library Services	4.4
From Front Office	4.7
From Nurse's Office	4.5
Accessibility	3.9
Website & Marquee Updates	4.0
Support Staff	
Student Behavior	
In Your Workspace/ Classroom	4.0
On Campus	4.8
Campus Supervision (before, during and after school)	4.5
Support	
From Administration	4.8
From Classified Staff	4.8
From Your Education Committee Representative	4.0
From the Technology Coordinator	4.7
From the Special Education Specialist	4.9
From the EL Coordinator	4.3
From Your Department	4.8
From Your Grade Level	
From the Finance Department	4.3
From Attendance	4.8
From Parent Involvement Coordinator	4.6
From Primary Counselor	4.2
From Secondary Counselor	4.7
From Behavior Specialist	4.8
From Dean of Students	4.8
From Library Services	4.5
From Front Office	4.9
From Nurse's Office	4.6
Technology	
Accessibility	4.5
Website & Marquee Updates	4.7

Master Schedule - By Teacher

Teacher	Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Acosta, Leticia (169653)	*A*							*Third Grade E3.1 25/25 Room 12 7(A-B) Term: 16-17*
Aguilar, Juan (169650)	*A*	*MATH 6TH 4133_2.1 19/30 Room 30 1(A-B) Term: 16-17*	*MATH 6TH 4133_2.90 28/30 Room 30 2(A-B) Term: 16-17*	*MATH 6TH 4133_2.2 0/30 Room 30 3(A-B) Term: 16-17*	*MATH 6TH 4133_2.3 23/30 Room 30 4(A) Term: 16-17*	*PHYS ED 6TH 5505_2.3 0/35 Room P.E. 5(A-B) Term: 16-17 ---------- MATH 6TH 4133_2.5 25/36 Room 30 5(A) Term: S2*	*REACH 6TH-8TH 1386_2.60 23/30 Room 30 6(A-B) Term: 16-17*	
Allende, Rosa C (163505)	*A*							*Kindergarten EK.1 20/25 Room 05 7(A-B) Term: 16-17*
Amorillo, Paul T (142578: Phys Ed)	*A*		*PHYS ED 7TH 5501_2.1 29/35 Room P.E. 2(A-B) Term: 16-17*	*PHYS ED 7TH 5501_2.2 0/35 Room P.E. 3(A-B) Term: 16-17 ---------- PHYS ED 6TH 5505_2.4 33/40*	*PHYS ED 7TH 5501_2.3 30/35 Room P.E. 4(A-B) Term: 16-17*	*PHYS ED 6TH 5505_2.1 0/35 Room P.E. 5(A-B) Term: 16-17 ---------- PHYS ED 7TH 5501_2.4 33/40*	*REACH 6TH-8TH 1386_2.1 11/30 Room 35 6(A-B) Term: 16-17*	

Master Schedule - By Teacher

Teacher	Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Acosta, Leticia (169653)	*A*							*Third Grade E3.1 25/25 Room 12 7(A-B) Term: 16-17*
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	Grade Levels							
	Whole Staff	**K**	**1st/2nd**	**2nd/3rd**	**4th**	**5th**	**SPED**	**Enrichment**
Professional Development Goals:	Language & Communication: Academic Talk & Academic Writing	Developing and implementing CCSS aligned Montessori lessons	Developing and implementing CCSS aligned Montessori lessons	Tranisitioning to Next Generation Science; Common Core PD training; Developing and implementing CCSS aligned Montessori curriculum	Tranisitioning to Next Generation Science; Common Core PD training; Developing and implementing CCSS aligned curriculum	Tranisitioning to Next Generation Science; Common Core PD training; Developing and implementing CCSS aligned curriculum	Addressing specific needs of academic, social/emotional, behavioral goals equitably	Accountable Talk; Integration of reading and writing
	Effective Reading Comprehension Strategies							
August	Establishing Norms: KLA Way Culture of Learning Co-Teaching with Richard Villa	Establishing a Montessori Scope and Sequence aligned with CCSS	Establishing a Montessori Scope and Sequence aligned with CCSS	Establishing a Montessori Scope and Sequence aligned with CCSS	Accountable Talk Measures; Balanced Literacy	Accountable Talk Measures; Balanced Literacy	Accountable Talk Measures; Balanced Literacy	Developing scope & sequence based upon CCSS, Physcial Education, Foreign Language Standards
September	Increasing and facilitating accountable student talk; Fostering Co-Teaching Practice				Effective reading comprehension strategies	Effective reading comprehension strategies	Effective reading comprehension strategies	Developing scope & sequence based upon CCSS, Physcial Education, Foreign Language Standards
	Text Type: Narrative	Using Montessori Records Express for data	Using Montessori Records Express for data	Using Montessori Records Express for data	Introduction to OARS/Data & record-keeping	Introduction to OARS/Data & record-keeping	Introduction to OARS/Data & record-keeping	Introduction to OARS/Data & record-keeping
October/November	Using data to drive instruction	Analyze Fall Benchmark data (I-ready)	Analyze Fall Benchmark data (I-ready)	Analyze Fall Benchmark data	Analyze Fall Benchmark data; Record-keeping in OARS	Analyze Fall Benchmark data; Record-keeping in OARS	Analyze Fall Benchmark data; Record-keeping in OARS	Analyze Fall Benchmark data; Record-keeping in OARS
	Text Type: Narrative	Math Problem solving; accountable talk in math	Math Problem solving; accountable talk in math	Math Problem solving; accountable talk in math	Math Problem solving; accountable talk in math	Math Problem solving; accountable talk in math	Math Problem solving; accountable talk in math	Supporting content area needs
	Effective reading comprehension strategies using a balanced literacy approach	Developing and implementing strategic questions to promote deep understanding of text	Developing and implementing strategic questions to promote deep understanding of text	Developing and implementing strategic questions to promote deep understanding of text	Developing and implementing strategic questions to promote deep understanding of text	Developing and implementing strategic questions to promote deep understanding of text	Developing and implementing strategic questions to promote deep understanding of text	Supporting content area needs
November	Developing Professional Growth Goals	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*
December								
	Text Type: Expository	Introduction to expository writing and text	Introduction to expository writing and text	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing
January	Schoolwide grading of writing	Analyze Winter Benchmark data	Analyze Winter Benchmark data	Analyze Winter Benchmark data	Analyze Winter Benchmark data	Analyze Winter Benchmark data	Analyze Winter Benchmark data	Analyze Winter Benchmark data
January	Text Type: Expository	Introduction to expository writing and text	Introduction to expository writing and text	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing	Expanding on expository writing; Step Up to Writing
February	Text Type: Persuasive	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*	*TBD based on benchmark data*
March								
April								
May	Schoolwide grading of writing	Analyze Spring Benchmark data	Analyze Spring Benchmark data	Analyze Spring Benchmark data	Analyze Spring Benchmark data	Analyze Spring Benchmark data	Analyze Spring Benchmark data	Analyze Spring Benchmark data
	Text Type: Persuasive	Introduction to persuasive text and writng	Introduction to persuasive text and writng	Expanding on persuasive text and writing	Expanding on persuasive text and writing	Expanding on persuasive text and writing	Expanding on persuasive text and writing	Analyze Spring Benchmark data
June	Assessing Professional Growth Goals	Identifying next steps for ELA/Math	Identifying next steps for ELA/Math	Identifying next steps for ELA/Math	Identifying next steps for ELA/Math	Identifying next steps for ELA/Math	Identifying next steps for ELA/Math	Identifying next steps for curriculum/scope & sequence

KLA Secondary 2016-2017 Professional Development Plan	Departments							
	Whole Staff	**Professional Reading**	**Humanities**	**Math**	**Science**	**PE**	**Electives**	**SPED**
Professional Development Goals:	Language & Communication: Academic Talk & Academic Writing; Understanding by Design (Projects based learning that is about process over product)	*Mindset Maker/Brainology*	Amplify implementation; Becoming Diagnosticians of Reading and Writing	Common Core Curriculum Design and implementation; Performance Tasks into curriculum by examining accountable talk and "status"	Transiitioning to Next Generation Science	Common Core PD training; integrating writing	Common Core PD training for Visual Arts; integrating writing	Addressing specific needs of academic, social/emotional, behavioral goals equitably- decrease % justice room visits; Universal Design for Learning
	Calibrating School wide Writing Rubric/ Projects based learning	This year we will develop a growth mindset as we engage in "Mindsetmaker," an online professional development program, developed by Carol Dweck	Digital Literacy & Literacy Centers	Math Practice Standards Integration	Developing Science Centers	Fitness Progress Monitoring	Projects based learning	decrease % justice room visits in full inclusion classrooms
August	Establishing Norms: KLA Way Culture of Learning	Launch Mindsetmaker	Launching Amplify/CAASPP Handscoring workshops	Re-aligning scope and sequence with CC Math Practices and addressing concepts and procedures/CAASPP Handscoring workshops	Re-aligning scope and sequence with NGSS; begin looking at Amplify Science for next year's curriculum adoption			
September	Creating a Student Centered Culture of Learning- identify teachers in need of classroom management support/Grading Calibration	Introduction Unit to Brainology						IEPs
October	Using data to drive instruction/Fall Open House/Needs based differentiated PLCs	Unit 1 Brainology	Analyze Fall Benchmark data (I-ready)/Accountable talk peer observations/Amplify coaching session	Analyze Fall Benchmark data (I-ready) /Mathematical Practice via Montessori observations	Analyze Fall Benchmark data/OARS NGSS question bank review	Analyze Fall Fitness Data	Open House Showcase	
November	Developing Professional Growth Goals/ Developing rich performance tasks/meaningful parent conferences (student-led conferences)	Unit 1 Brainology	*TBD based on benchmark data: Reading intervention; Guided reading; extend Reading Workshop*	*TBD based on benchmark data: Math intervention; developing performance tasks*	*TBD based on benchmark data: Inquiry based questioning*	*TBD based on benchmark data*		Universal Design for Learning- addressing the social/emotional in a full-inclusion classroom
December	Developing student-led conferences	Unit 2 Brainology	*Amplify follow up coaching session*	*CPM training*	*Amplify Science training*		Art Auction/Winter Concert	Monitoring students with IEPs
January	Using benchmark data to respond to intervention	Unit 2 Brainology	Analyze Winter Benchmark data (error analysis)/ERWC unit planning/Performance Task crafting	Analyze Winter Benchmark data(error analysis) /Performance Task crafting	Analyze Winter Benchmark data(error analysis)/ Science Family Night/Performance Task crafting	Analyze Winter Fitness Data	Winter Showcase Reflection	
February	Needs based differentiated PLCs	Unit 2 Brainology	*video taping C-I-I-A within formative assessments/Performance Task crafting for Spring Benchmark*	*video taping C-I-I-A within formative assessments/Performance Task crafting for Spring Benchmark*	*video taping C-I-I-A within formative assessments/Performance Task crafting for Spring Benchmark*	American Heart Month		
March		Student Led Parent conferences	*National Reading Awareness Month- Read Across America/Amplify remote coaching session*	*differentiate IABs*		TBD based on benchmark data		
April		Unit 4 Brainology	*Analyze Spring Benchmark data/Spring Assembly*	*Math Awareness Month-Family Math Night/Analyze Spring Benchmark data/Spring Assembly*	*Analyze Spring Benchmark data/Spring Assembly*			
May	Student led presentations of work for Spring Assembly/ CAASPP inservices	Unit 4 Brainology	Analyze Spring Benchmark data/Spring Assembly	Analyze Spring Benchmark data/Spring Assembly	Analyze Spring Benchmark data/Spring Assembly	Analyze Spring Fitness Data/Spring Assembly	Spring Showcase Reflection	
June	Assessing Professional Growth Goals	Leadership Platform presentations	Ampify/Literacy Centers with guided reading and system in place for monitoring students	CPM with implemetation of performance tasks at end of each unit	Differentiation of instruction demonstrated in utilization of science centers	Online Fitness Portfolios	Planning for next year's Electives Program	