Academy for Academic Excellence

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Lisa Lamb, Principal

📍 Principal, Academy for Academic Excellence

About Our School

Welcome to the Academy for Academic Excellence. The AAE is a school committed to high levels of learning for all students. Our staff works closely with families and students to bring a relevant, rigorous curriculum into the daily academic environment. We continue to strive towards excellence in K-12 education.

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

Contact

17500 Mana Rd.
Apple Valley, CA 92307-2181

Phone: 760-946-5414
E-mail: llamb@lcer.org
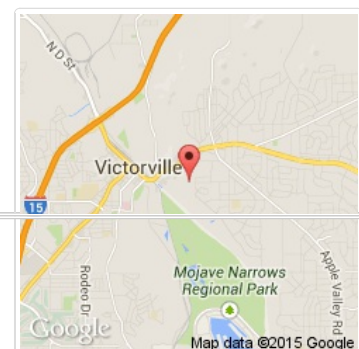
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About This School

Contact Information - Most Recent Year

School	
School Name	Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley, Ca, 92307-2181
Phone Number	760-946-5414
Principal	Lisa Lamb, Principal
E-mail Address	llamb@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36750773631207

District	
District Name	Apple Valley Unified
Phone Number	(760) 247-8001
Web Site	http://www.avusd.org
Superintendent First Name	Thomas
Superintendent Last Name	Hoegerman
E-mail Address	tom_hoegerman@avusd.org

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

AAE Mission Statement:

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

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002 with a mid-year review in 2005 and again in 2010. The AAE is currently consolidating the Apple Valley three campuses. Currently, the K-1 campus is located at 20702 Thunderbird Road, 2nd – 4th graders are on our Corwin Campus located at 18350 Corwin Road and the 5-12 grade campus is at 17500 Mana Road. During Summer of 2015, all grades K-12 will be moved to the Mohave River Campus (MRC) on Mana Rd.

The school offers full-time programs for students. A strong emphasis on academic rigor and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of the students and staff. High school courses are UC a-g approved. A number of AP courses are also offered. The AAE is WASC accredited. Located on a 150-acre parcel of land that includes parts of the Mojave River, the AAE promotes high academic and behavioral standards for students and staff. The MRC location allows students access to a variety of unique ecosystems. This has allowed the school to develop an inquiry-based, hands-on approach to learning. Partnerships with a number of community organizations including the Mojave Water Agency, JPL/NASA, St. Mary's Hospital and Apple Computers have greatly expanded the opportunities for learning at the AAE.

Last updated: 1/30/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	90
Grade 1	93
Grade 2	95
Grade 3	106
Grade 4	112
Grade 5	114
Grade 6	112
Grade 7	115
Grade 8	115
Grade 9	105
Grade 10	107
Grade 11	109
Grade 12	91
Total Enrollment	1364
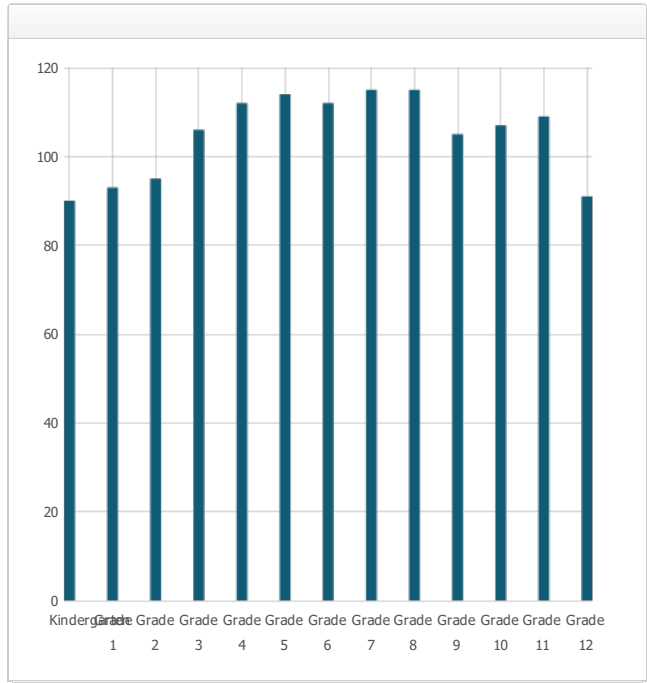
Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.3
Asian	4.1
Filipino	2.0
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	0.1
White	52.9
Two or More Races	7.4
Socioeconomically Disadvantaged	22.8
English Learners	2.6
Students with Disabilities	7.6
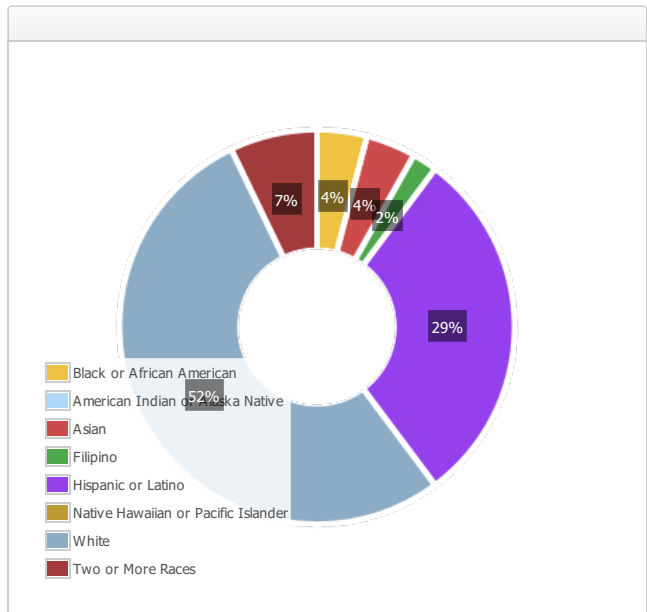
Last updated: 1/30/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers		School		District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	63	63	69	
Without Full Credential	2	4	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	2	
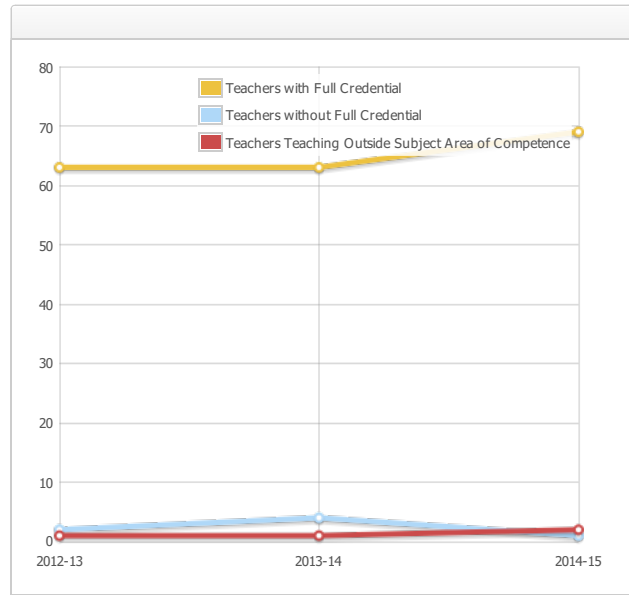
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	4	3	2
Total Teacher Misassignments*	5	4	5
Vacant Teacher Positions	0	0	1
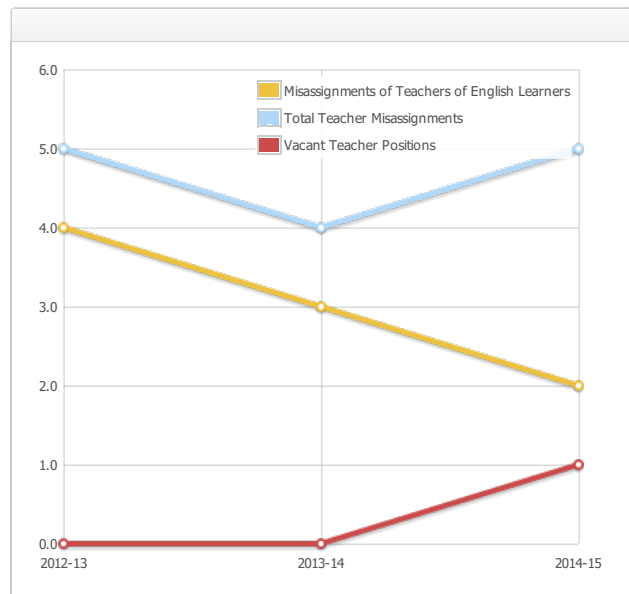
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98	2
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	98	2

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: Pearson CA Reading Street (Pearson) 2010 7-12 novel based, with McDougal-Littell The Language of Literature, c. 1997, used as a supplement in grades 7-10 Expository Reading and Writing Course: Student Reader, 2nd Ed They Say/ I Say": The Moves that Matter….(ERWC Class) Reading Rhetorically, 4th ed.(ERWC Class)	Yes	0.0
Mathematics	EngageNY Online Curriculum- graded K-5 Carnegie Learning Math Curriculum- grades 6-10 MATHia Software for grades Geometry: PH Math Geometry (Pearson) 2008 Algebra 2: PH Math Algebra 2 CA ed (Pearson) 2008 Calculus: James Stewart Single Variable Calculus 7E with vector functions: AP Edition: 2012 Pre-Calc: Demana, Waits, Foley, Kennedy Precalculus: Graphical, Numerical, Algebraic 7E: 2007 Applied Math: Consumer Mathematics (AGS Publishing) 2003 Statistics: The Practice of Statistics, 4th ed. (Bedford, Freeman and Worth) 2010	Yes	0.0
Science	Holt Science and Technology: Life Science CA ed. (7th grade) Prentice Hall Focus on Physical Science, CA ed. (8th grade) Earth Science: CA Earth Science (Prentice Hall) 2006 Biology: The Dynamics of Life (Glencoe McGraw-Hill) 2002 Biology AP: Campbell Biology 9th ed., AP edition (Pearson) Chemistry: Modern Chemistry, (Holt, Rinehard and Winston) 1999 Anatomy and Physiology (Pearson) 2003 K-4: Harcourt CA Reflections, (Harcourt) 2006 5-8 Living in the Environment (Environmental Science)	Yes	0.0
History-Social Science	History Alive! (Teachers Curriculum Institute) 2004 Geography: Geography Alive! (Teachers Curriculum Institute) 2006 World History: Modern World History Patterns of Interaction (McDougall Littell) 2005	Yes	0.0

American History: The Americans (McDougall Littell) 2005

American History AP: The American Pageant, 12th ed (McDougal Littell) 2002

American Government: Governments Alive! (Government by the People 24th ed.
AP Ed. (Pearson) 2011

Kalat's Introduction to Psychology, 10th ed. 2014 (digital version)

Foreign Language	Paso A Paso 1 Paso A Paso 2 Paso A Paso 3 Abriendo Paso: Lecturas (Spanish 4) Abriendo Paso: Gramaticas (Spanish 4)	Yes	0.0
Health	Health: Making Life Choices, 2nd ed.		0.0
Visual and Performing Arts	Various vendors		0.0
Science Lab Eqpmt(9-12)			0.0

School Facility Conditions and Planned Improvements - Most Recent Year

The Academy for Academic Excellence is a K-12 school that is currently located on three different sites.

The Thunderbird Campus houses K – 1st grade students. It is located on Thunderbird Road in Apple Valley. It borders the two campuses of Phoenix Academy. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.

The leased Corwin Campus is the former St. Mary's Catholic School and is now home to grades 2 - 4, located on the corner of Corwin Road and Hwy 18.

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades 5-6. The south end of the site contains a 7th – 8th grade site and a High School site. The campus has state-of-the-art facilities including a Mission Control Operations Center that provides students and teachers with direct connections to a radio telescope located in the Goldstone Array in Southern California. A gymnasium was opened in the 2013-14 school year. The consolidation project includes 20 new classrooms, drop off/pick up areas, parking lots, playgrounds and athletic fields. Future plans include a performing arts center and a building containing science labs.

A full-time Maintenance Department ensures that the grounds, buildings and restrooms are kept clean. A custodial crew works evenings to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Paint is touched up annually.

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Spray for insects and trap any critters during breaks.
Electrical: Electrical	Good	Currently upgrading from T12 to T8 lighting.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate - Most Recent Year

Overall Rating

Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	79	70	80	62	59	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	80
Male	82
Female	79
Black or African American	72
American Indian or Alaska Native	
Asian	88
Filipino	
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	
White	86
Two or More Races	86
Socioeconomically Disadvantaged	63
English Learners	
Students with Disabilities	50
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	71%	75%	70%	53%	57%	54%	54%	56%	55%
Mathematics	49%	55%	49%	45%	45%	44%	49%	50%	50%
History-Social Science	74%	73%	71%	47%	45%	48%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools	9	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	2	7	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	0	-14
Native Hawaiian or Pacific Islander			
White	3	7	-12
Two or More Races			
Socioeconomically Disadvantaged	-7	20	-16
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Not offered at AAE.

Last updated: 1/26/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/26/2015

Courses for University of California and/or California State University Admission

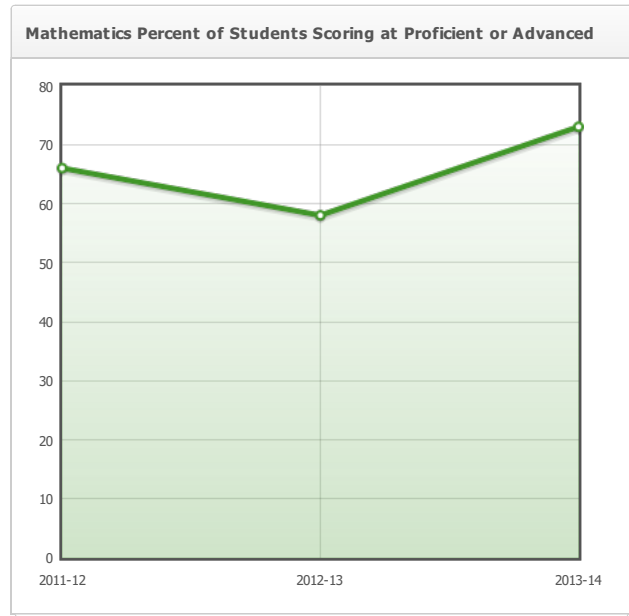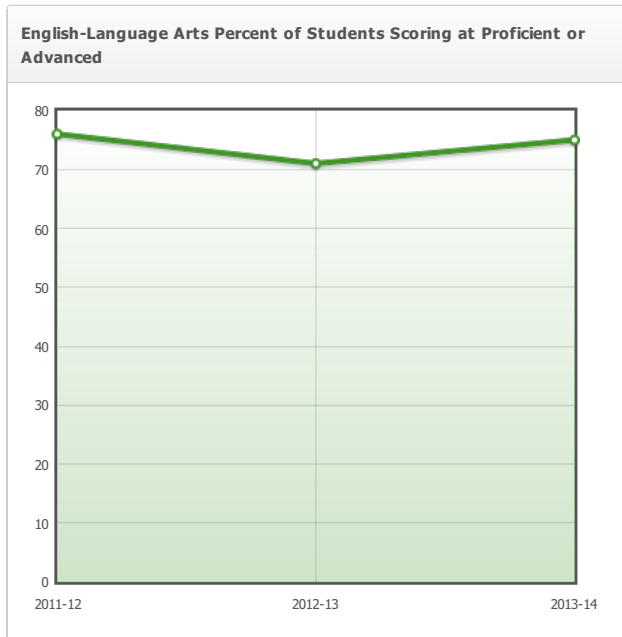| UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	25.7
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	52.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			**District**			**State**		
Subject	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	76%	71%	75%	52%	56%	36%	56%	57%	56%
Mathematics	66%	58%	73%	48%	50%	35%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/26/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46%	26%	28%	48%	37%	15%
All Students at the School	25%	26%	49%	27%	45%	29%
Male	24%	27%	49%	19%	38%	44%
Female	25%	26%	49%	34%	51%	15%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	36%	20%	44%	42%	42%	17%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	23%	28%	49%	25%	45%	30%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	38%	35%	27%	40%	40%	20%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	25.0%	26.9%
7	22.0%	19.3%	51.4%
9	19.1%	25.5%	37.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Opportunities for parental involvement abound at the AAE. The school sponsors a number of organizationas that give parents direct input into the governance of the school. These organizations include monthly Parents and Pastries meetings and Parent/Teacher Committee (PTC). In addition to opportunities to assist the governance of the school, the AAE provides a number of informational and educational programs to involve parents in the educational process. Through the guidance of the School Psychologist, seminars in discipline, Love and Logic, parental involvement, family counseling, and support are offered at various times throughout the school year.

State Priority: Pupil Engagement

Last updated: 1/26/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Dropout Rate	9.1	5.2	3.8	11.2	11.4	8.2	14.7	13.1	11.4
Graduation Rate	88.18	91.67	95.24	77.11	80.04	84.01	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
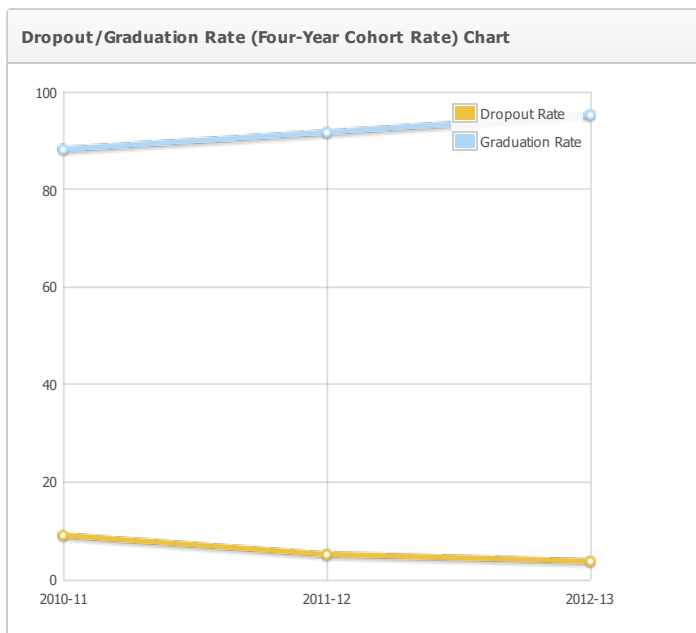
Last updated: 1/26/2015

Completion of High School Graduation Requirements

| Group	Graduating Class of 2013		
	School	District	State
All Students	93	81	84
Black or African American	100	68	75
American Indian or Alaska Native	100	88	77
Asian	100	81	92
Filipino	100	50	92
Hispanic or Latino	92	79	80
Native Hawaiian or Pacific Islander		81	84
White	94	85	90
Two or More Races	100	80	89
Socioeconomically Disadvantaged	100	37	82
English Learners		62	53
Students with Disabilities	75	63	60

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	0.00	0.00	4.30	8.10	6.80	7.50	5.70	5.10	4.40
Expulsions	0.00	0.00	0.30	0.50	0.40	0.60	0.10	0.10	0.10
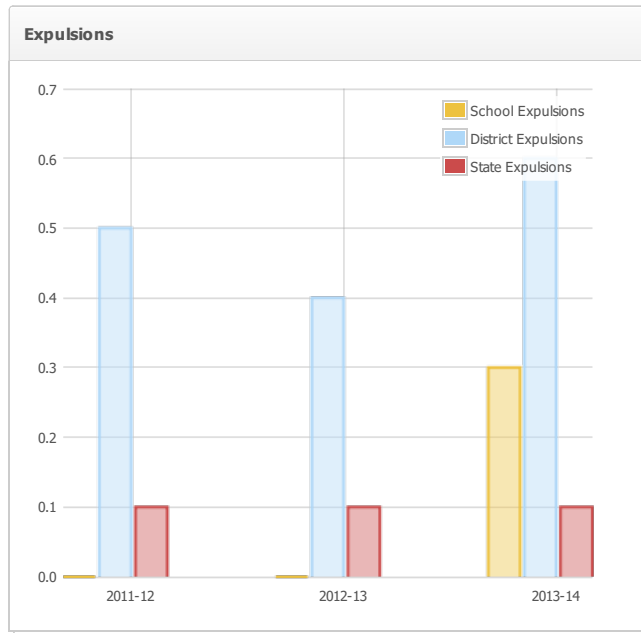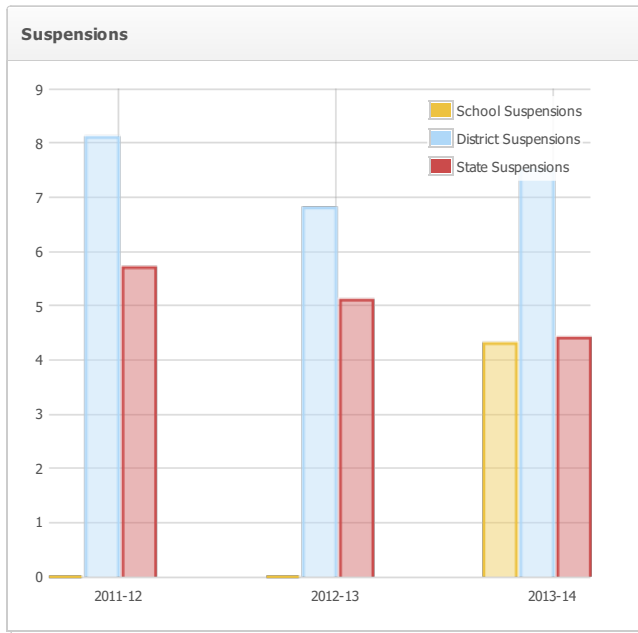
Last updated: 1/26/2015

School Safety Plan - Most Recent Year

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors and late students to check in at a guarded entrance kiosk and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus are required to attend a volunteer class and to be fingerprinted. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they may drive students to events. Students are expected to follow the school wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school in off campus events. Expectations, rewards, and consequences are reviewed with students through administrator-led assemblies.

Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers). Our safety plan also addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. The staff spends time each year in training and preparation should a disaster occur during the school day.

Date of last review: 12/2014

Date last reviewed with staff: 8/2013

Last updated: 1/26/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	Yes	Yes

Last updated: 1/30/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	88.9%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	23.5	0	4	0	24.0	0	4	0	23.0	0	4	0
1	108.0	0	4	0	24.0	0	4	0	23.0	0	4	0
2	108.0	0	4	0	24.0	0	4	0	24.0	0	4	0
3	124.9	0	4	0	28.0	0	4	0	23.0	0	4	0
4	82.5	0	4	0	28.0	0	4	0	26.0	0	4	0
5	40.9	0	4	0	28.0	0	4	0	26.0	0	4	0
6	31.5	6	4	0	28.0	0	4	0	19.0	0	4	0
Other			0				0					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	21.3	12	13	1	19.7	11	14	1	18.0	20	15	0
Mathematics	24.4	8	14	1	22.3	8	14	0	20.0	12	17	0
Science	20.7	22	16	0	21.4	22	16	0	22.0	16	21	0
Social Science	21.8	14	10	1	22.5	14	10	1	23.0	10	15	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	600.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	2.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$7,296	$1,065	$6,231	$57,244
District	N/A	N/A	$4,405	$69,381
Percent Difference – School Site and District	N/A	N/A	41.00%	-17.00%
State	N/A	N/A	$4,690	$69,360
Percent Difference – School Site and State	N/A	N/A	33.00%	-17.00%

Note: Cells with N/A values do not require data.

Last updated: 2/2/2015

Types of Services Funded (Fiscal Year 2013-14)

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. The AAE offers a full-time classroom program employing a combination of traditional and block scheduling. Students select from a full menu of courses and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. The AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff, and students are equally accountable for the success of each student in the AAE. The AAE uses short and long term independent study programs to meet the diverse needs of students. Student learning not only occurs in the classroom, but instructional activities occur in other non-traditional settings. These include the Mission Control Center for the GAVRT program and outdoors in the rich biome of the Mojave River campus. The AAE's Mojave River campus is situated on 150 acres that include a 133-acre natural riparian environment and a fresh water marsh. The "wildlands" are used as a natural laboratory setting to study ecology, biology, geology, and natural and human history. The AAE is a member of the National Association of Laboratory Schools (NALS), and is the educational research laboratory for the Lewis Center for Educational Research to include its university partners. Parents of students in the school will be given information on studies to be carried out at the AAE and must sign a Certification of Acknowledgement of Research Involving Human Subjects form to allow their child to participate in academic research.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW/HIGH

The AAE has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are academically low or high achieving. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/ Language Arts. Universal access to differentiated academic support is available in all grade levels. High school students have an opportunity to take Honors and/or AP courses in the areas of English, Mathematics, History and Science (see Appendix C). PLAN FOR ENGLISH LEARNERS AAE teachers and staff will conduct academic assessments of English Learners (EL) to ensure appropriate placement and provide a program for EL students to successfully master English language proficiency. The AAE serves the EL population by providing in-class supports and accommodations. Additional supports are provided based on specific student need. Each student enrolling in the AAE will complete a family home language survey. If a language other than English is indicated, the student will be referred for annual California English Language Development Test (CELDT). This assessment aids in determining a student's eligibility and need for language development instructional support. The performance bands are broken into five levels: beginning, early/intermediate, intermediate, early/advanced, and advanced. Once the administration and the teaching staff evaluate the results, students are identified for qualification. For continuing EL students, annual CELDT scores are also compared to current academic performance. If a student is not currently passing his/her classes, the administration works with teachers to ensure that the academic needs of EL students are met through additional supports, modifications, and/or accommodations. If a student is excelling academically and is within the early/advanced to advanced band on the CELDT, he/she will be evaluated for re-designation by an administrative panel.

PLAN FOR SPECIAL EDUCATION

The AAE charter school, for purposes of providing special education services, is an independent local agency (LEA). As such, the AAE is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. The AAE has established policies and procedures, including the development of an intervention team to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the intervention team. Once a child is referred for an assessment, all required referral paperwork will be completed, to include an assessment plan (15 day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance of all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, the AAE partners with the Desert Mountain SELPA for supports and oversight in regard to the implementation and compliance of special education services. The AAE will participate in any and all state review programs to ensure program compliance and effectiveness.
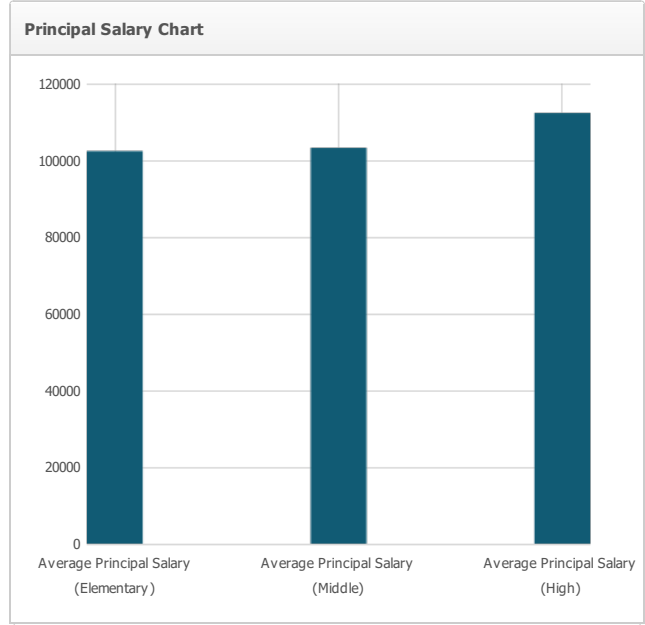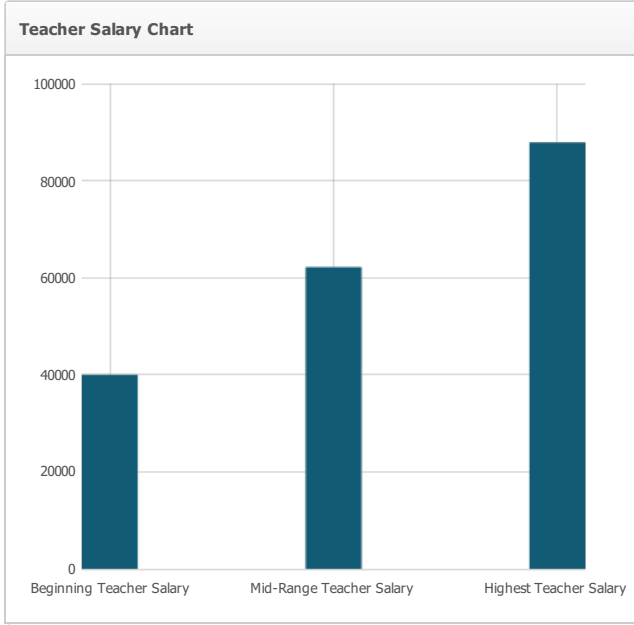
Last updated: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,000	$41,318
Mid-Range Teacher Salary	$62,184	$65,615
Highest Teacher Salary	$87,880	$84,981
Average Principal Salary (Elementary)	$102,398	$107,624
Average Principal Salary (Middle)	$103,249	$112,817

Average Principal Salary (High)	$112,338	$121,455
Superintendent Salary	$172,028	$206,292
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 2/2/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	8	0.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/30/2015

Professional Development – Most Recent Three Years

Ongoing professional development is a priority at the AAE. Teachers and instructional support staff have numerous opportunities for professional growth. These include in-house opportunities during weekly collaboration and early release time, as well as outside opportunities. Since we are an Apple One-to-One School, teacher technology training is prioritized. There is a Instructional Technologist to provide ongoing support in the area of technology intergration. Other areas of professional development training include: professional learning communities, common core transition, instructional strategies, California Mathematics Conference, California Charter School Association Conference, AP trainings, special education, SELPA trainings and more.

Last updated: 1/26/2015