Academy for Academic Excellence

17500 Mana Rd. • Apple Valley, CA 92307 • (760) 946-5414 • Grades TK-12
Valli Andreasen & Wes Kanawyer, Principal
vandreasen@lcer.org; wkanawyer@lcer.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Apple Valley Unified School District (Charter Authorizer)
Lewis Center for Educational Research
17500 Mana Rd
Apple Valley, Ca, 92307
760-946-5414
www.lewiscenter.org

District Governing Board

Duberly Beck

Kirtland Mahlum

Jim Morris

D. Kevin Porter

Peter Torres

Marcia Vargas

Delores Williams

Rick Wolf

District Administration

Lisa Lamb
Superintendent

Paul Rosell
Director of Special Education

Stacy Newman
Director of Human Resources

Ryan Dorcey
Director of Information Technology

School Description

AAE Mission Statement:

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

AAE Vision Statement:

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

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school, authorized by Apple Valley Unified School District. The AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1432 students and a waiting list of approximately 2,400 students. Students enjoy classes and extracurricular activities on our 150-acre campus that includes a portion of the Mojave River.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	122
Grade 1	98
Grade 2	100
Grade 3	110
Grade 4	112
Grade 5	111
Grade 6	118
Grade 7	121
Grade 8	116
Grade 9	111
Grade 10	113
Grade 11	109
Grade 12	112
Total Enrollment	1,453

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.4
American Indian or Alaska Native	0.3
Asian	4.3
Filipino	2.6
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.3
White	49
Two or More Races	7.4
Socioeconomically Disadvantaged	27.5
English Learners	1.8
Students with Disabilities	8.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Academy for Academic Excellence	**15-16**	**16-17**	**17-18**
With Full Credential	70	69	57
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	6	4	10
Apple Valley Unified School District (Charter	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	506
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Academy for Academic	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	2	9
Vacant Teacher Positions	1	0	1

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5: Benchmark Advance Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS. Expository Reading and Writing Course (ERWC) (High School only): ERWC Student Reader, 2nd ed., and Reading Rhetorically, 4th ed. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
Mathematics	Grade K-1: Teacher- created curriculum using "Deanna Jump Guiding Kinders Math" (online resource) as a primary resource Grades 2-5: EngageNY Math (online, open-source curriculum) as a primary resource Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014) Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption (2014-2016) Calculus: Stewart's Calculus, AP Ed., 7th ed. (Cengage/ Hardside & Quant,2012) (Adopted by AAE 2014) Business Math: Mathematics with Business Applications (Glencoe, 2007) (Adopted by AAE 2009) Statistics: Practice of Statistics, 4th ed. (Bedford, Freeman & W orth, 2010) (Adopted by AAE 2012) **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0 %
Science	Grades K-5: Teacher-created curriculum designed to align with Next Generation Science Standards, utilizing a variety of print and online resources Grades 6-8: Project Based Inquiry Science (IAT Interactive, 2014) (Adopted by AAE 2015) Grades 9-12: Teacher-created curricula, using a variety of online and print materials, aligned to NGSS. Anatomy & Physiology: Essentials of Anatomy and Physiology, Martini & Bartholomew, 6th ed. (Pearson, 2013) (Adopted by AAE 2013) Environmental Science: Living in the Environment (Holt, McDougal 2011) (Adopted by AAE 2012) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Grades K-5: Teacher-created curriculum using a variety of online and print resources, including material embedded within the Benchmark language arts curriculum, and other print and online resources, aligned with the California state standards for History-Social Science Grades 6-8: TCI History Alive! (Teachers Curriculum Institute, 2007) (On most recent SBE adoption list for this subject) Adopted by AAE 2007) Grade 10 (World History): Modern World History: Patterns of Interaction (McDougal Littell, 2005) (Adopted by AAE 2005) Grade 11 (United States History): The Americans (McDougal Littell, 2005) (Adopted by AAE 2005) AP American History: The American Pageant, 12th ed. (Houghton Mifflin, 2002) American Government: Government Alive! Power, Politics, and You (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009), supplemented with United States History: Preparing for the Advanced Placement Examination, 2015 Edition (AMSCO, 2014 Adopted by AAE 2014) AP American Government: Magleby Government by the People. 24th ed., AP ed. (Pearson, 2011) (Adopted by AAE 2012) Economics: Econ Alive! The Power to Choose (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009) Psychology: Introduction to Psychology: Gateways to Mind and Behavior. 14th edition (Cengage, 2016) (Adopted by AAE 2016) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0 %
Foreign Language	Grades 9-12: Spanish 1-4 utilizes teacher-created curriculum through our learning management system (MyMentor). **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0 %
Health	Health is taught as part of our middle school rotation with teacher-created curriculum, accessed through our learning management system. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0 %
Visual and Performing Arts	Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004) **Percent of students lacking their own assigned textbook:** 0.0 %
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Academy for Academic Excellence is a TK-12 school that has consolidated from three separate campuses to one. The recent consolidation project included 20 new classrooms, drop off/pick up areas, parking lots and playgrounds. Future plans include adding athletic fields and science laboratories.

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The campus has unique 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.

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) Year and month in which data were collected: December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs are needed. HVAC is maintenanced every 3 months.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Fire system is tested annually.
Structural: Structural Damage, Roofs		X		Some roofs have minor leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students 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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	70	52	54	51	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	57	61	43	41	48	48
Math	36	36	26	25	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	11.8	42.7	35.5
7	16.5	28.7	53.9
9	14.3	21.9	53.3

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	792	782	98.74	60.74
Male	381	379	99.48	55.67
Female	411	403	98.05	65.51
Black or African American	28	28	100	46.43
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	72.73
Filipino	15	15	100	80
Hispanic or Latino	277	272	98.19	54.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	367	365	99.46	64.11
Two or More Races	67	64	95.52	62.5
Socioeconomically Disadvantaged	229	228	99.56	51.75
English Learners	53	53	100	49.06
Students with Disabilities	63	61	96.83	27.87

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	792	783	98.86	36.4
Male	381	379	99.48	37.47
Female	411	404	98.3	35.4
Black or African American	28	28	100	17.86
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	63.64
Filipino	15	15	100	46.67
Hispanic or Latino	277	272	98.19	30.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	367	366	99.73	39.62
Two or More Races	67	64	95.52	37.5
Socioeconomically Disadvantaged	229	228	99.56	27.63
English Learners	53	53	100	43.4
Students with Disabilities	63	61	96.83	13.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

Opportunities for parental involvement abound at the AAE. The school sponsors a number of organizations 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 Love and Logic, family counseling, and support are offered throughout the year.

State Priority: School Climate

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

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

School Safety Plan

Student safety is of the utmost importance on our campus. We maintain a closed campus during the day, requiring all visitors to check in at a manned kiosk entrance 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 workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they are able to transport 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 on and off campus. Expectations, are reviewed with students through assemblies and other forms of communication.

Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).

Our safety plan addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. AAE staff spends time each year reviewing protocols and practicing emergency preparedness. Students are included in appropriate trainings and drills to ensure higher levels of proficiency. In addition to site-based preparedness, the AAE also includes input and participation from local law enforcement and first repsponding agencies, to ensure that responses are in line with latest protocols.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	4.7	4.6	3.7
Expulsions Rate	0.3	0.0	0.1
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	7.2	6.3	5.3
Expulsions Rate	0.5	0.5	0.4
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	No	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		88.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	650.0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			**Number of Classrooms***								
Grade				**1-20**			**21-32**			**33+**		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	25	24				4	4	5			
1	24	25	25				24	20	4			
2	24	25	25				24	20	4			
3	28	28	28				24	20	4			
4	27	27	28	1	1		25	20	4			
5	27	27	27	3	4	4	36	24	4			
6	22	19	21	10	13	8	24	16	19	2		
Other	3			1								

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

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	19	17	18	21	22	20	13	15	19	2		
Mathematics	18	19	15	21	14	6	10	16	2	2	1	
Science	17	15	14	31	31	40	19	18	16	3		
Social Science	23	23	25	11	6	5	16	17	19	2	1	

* 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.

Professional Development provided for Teachers

The AAE prioritizes ongoing professional development for staff at all levels, with a focus on improving student learning and ensuring student safety. Development opportunities include a variety of formats from traditional workshops to webinars and in-house presentations. Our aim is to ensure that AAE resources are aligned to our established Professional Learning Community mission, vision and SMART goals.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,782	$48,522
Mid-Range Teacher Salary	$73,921	$75,065
Highest Teacher Salary	$98,945	$94,688
Average Principal Salary (ES)	$114,278	$119,876
Average Principal Salary (MS)	$120,691	$126,749
Average Principal Salary (HS)	$123,538	$135,830
Superintendent Salary	$193,907	$232,390
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,714.82	$1,333.82	$9,048.64	$66,073
District	♦	♦	$3569.2	$75,980
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded
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 array 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. 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 freshwater 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 progressing and which are struggling. 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 at 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.

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 regarding 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Academy for Academic Excellence	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	0	2.2	1.2
Graduation Rate	97.8	96.74	95.06
Apple Valley Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	12.4	6.9	7
Graduation Rate	78.62	87.13	87.68
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	30.63
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	50.65

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	2	♦
Science		♦
Social Science	2	♦
All courses	6	7.3

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	100	84.93	87.11
Black or African American	75	69.64	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	85.19	94.42
Filipino	100	90	93.76
Hispanic or Latino	93.75	84.34	84.58
Native Hawaiian/Pacific Islander	0	66.67	86.57
White	100	88.74	90.99
Two or More Races	100	94.74	90.59
Socioeconomically Disadvantaged	100	83.51	85.45
English Learners	0	66.67	55.44
Students with Disabilities	100	64.32	63.9
Foster Youth	0	66.67	68.19

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.