



Academy for Academic Excellence

17500 Mana Rd. • Apple Valley, CA • (760) 946-5414 • Grades K-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Apple Valley Unified School District

17500 Mana Rd
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District Governing Board

Duberly Beck
Patricia Caldwell
Jim Morris
Omari Onyango
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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
David Gruber
Director of Finance

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 a 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	101
Grade 2	100
Grade 3	112
Grade 4	111
Grade 5	110
Grade 6	125
Grade 7	123
Grade 8	124
Grade 9	111
Grade 10	97
Grade 11	100
Grade 12	97
Total Enrollment	1,435

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	2.2
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.2
White	46.5
Socioeconomically Disadvantaged	37.9
English Learners	2.0
Students with Disabilities	8.5
Foster Youth	0.1

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	16-17	17-18	18-19
With Full Credential	69	57	68
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	4	10	6
Apple Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Academy for Academic	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	9	6
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

Textbooks and Instructional Materials
Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>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</p> <p>Grades 6-8: TCI History Alive! (Teachers Curriculum Institute, 2007) (On most recent SBE adoption list for this subject) Adopted by AAE 2007)</p> <p>Grade 10 (World History): Modern World History: Patterns of Interaction (McDougal Littell, 2005) (Adopted by AAE 2005)</p> <p>Grade 11 (United States History): The Americans (McDougal Littell, 2005) (Adopted by AAE 2005)</p> <p>AP American History: The American Pageant, 12th ed. (Houghton Mifflin, 2002)</p> <p>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)</p> <p>AP American Government: Magleby Government by the People. 24th ed., AP ed. (Pearson, 2011) (Adopted by AAE 2012)</p> <p>Economics: Econ Alive! The Power to Choose (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009)</p> <p>Psychology: Introduction to Psychology: Gateways to Mind and Behavior. 14th edition (Cengage, 2016) (Adopted by AAE 2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
Foreign Language	<p>Grades 9-12: Spanish 1-4 utilizes teacher-created curriculum through our learning management system (MyMentor).</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Health	<p>Health is taught as part of our middle school rotation with teacher-created curriculum, accessed through our learning management system.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %</p>
Visual and Performing Arts	<p>Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004)</p> <p>Percent of students lacking their own assigned textbook: 0.0 %</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed. HVAC is maintained every 3 months.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire system is tested annually.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Parking lot needs repair, working on new softball and playfields.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	61.0	57.0	41.0	42.0	48.0	50.0
Math	36.0	38.0	25.0	27.0	37.0	38.0

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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.0	29.1	30.0
7	19.8	27.3	39.7
9	13.8	37.6	25.7

* 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 2017-18 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	802	791	98.63	56.71
Male	404	403	99.75	50.37
Female	398	388	97.49	63.31
Black or African American	26	26	100.00	61.54
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	70.97
Filipino	11	11	100.00	63.64
Hispanic or Latino	288	283	98.26	47.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	376	372	98.94	60.75
Two or More Races	65	64	98.46	64.06
Socioeconomically Disadvantaged	297	293	98.65	49.66
English Learners	55	55	100.00	38.18
Students with Disabilities	66	62	93.94	14.75

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 2017-18 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	803	791	98.51	37.55
Male	405	403	99.51	37.97
Female	398	388	97.49	37.11
Black or African American	26	26	100	26.92
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	64.52
Filipino	11	11	100	54.55
Hispanic or Latino	289	283	97.92	27.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	376	372	98.94	43.28
Two or More Races	65	64	98.46	39.06
Socioeconomically Disadvantaged	297	293	98.65	29.69
English Learners	55	55	100	27.27
Students with Disabilities	67	62	92.54	9.68

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

The school sponsors a number of opportunities that give parents direct input into the governance of the school. These include Schoolsite Council, 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.

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).

The comprehensive school safety plan addresses emergency preparedness with procedures on how to respond to natural or man-made emergencies. AAE staff spends time each year reviewing safety procedures 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 responding agencies, to ensure that responses are in line with latest protocols.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.6	3.7	4.0
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.3	5.3	4.6
Expulsions Rate	0.5	0.4	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	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)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	24	25				4	5	5			
1	25	25	25				20	4	4			
2	25	25	25				20	4	4			
3	28	28	28				20	4	4			
4	27	28	28	1			20	4	4			
5	25	20	28	4	4		24	4	4			
6	19	21	22	13	8	8	16	19	20			

* 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)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	17.0	18.0	18.0	22	20	19	15	19	17			
Mathematics	19.0	15.0	18.0	14	6	23	16	2	12	1		
Science	15.0	14.0	12.0	31	40	53	18	16	14			1
Social Science	23.0	25.0	22.0	6	5	9	17	19	15	1		2

* 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

Professional development days annually:

2015-16: 29 days of on-site, continuous development and 25 days of off-site professional development

2016-17: 29 days of on-site, continuous development and 35 days of off-site professional development

2017-18: 30 days of on-site, continuous development and 38 days of off-site professional development

Professional development is derived from AAE's schoolwide goals as outlined by WASC and the current LCAP. The major areas of focus are ELA and Math based on current student achievement data. This data is acquired from state testing data, on-site benchmark data, and formative measures. Each year, PD is provided during the two non-student days before the start of the new school year then throughout the year as needed.

The delivery of professional development is determined by the type and purpose. Current math and ELA curricula provides embedded PD for teachers twice a year, more if needed. This has been invaluable in recent years as curriculum adoption in both areas has occurred. These workshops are on-site, all day with both direct training and in-class modeling with students. PD is also attended through conferences from 1-day to 3-days covering areas such as Reading, Math, STEAM, Computer Science, Science, and Technology. AAE has early release one day a week to provide PLC time for staff training. This training is often led through on-site or local trainers and focuses on improving student achievement, safety, and accountability. Individual mentoring is achieved through the Induction process for new teachers and all staff members through on-site coaches and administrative staff. Webinars are attended by staff continually throughout the year are often free.

Teachers are supported continually throughout the year through teacher coaching. On-site coaches meet with staff during grade level and department meetings to discuss implementation and determine a need for further PD. In-class coaching in the area of Reading supports teachers as they implement new instructional strategies. Data is reviewed on-going to determine if PD has been effective, changes that need to made, and what the future needs are.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,281	\$49,512
Mid-Range Teacher Salary	\$74,709	\$77,880
Highest Teacher Salary	\$106,090	\$96,387
Average Principal Salary (ES)	\$120,331	\$123,139
Average Principal Salary (MS)	\$127,892	\$129,919
Average Principal Salary (HS)	\$137,765	\$140,111
Superintendent Salary	\$208,159	\$238,324
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	4.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,863	\$1,947	\$5,916	\$70,149
District	◆	◆	\$7,196	\$78,281
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-19.5	-11.0
Percent Difference: School Site/ State			-18.5	-12.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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. The English Language Advisory Committee (ELAC) advises the principal and staff on English Learner programs and services.

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.the general fund,

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Academy for Academic Excellence	2014-15	2015-16	2016-17
Dropout Rate	2.2	1.2	1.8
Graduation Rate	96.7	95.1	97.2
Apple Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.9	7.0	3.5
Graduation Rate	87.1	87.7	90.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	28.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	65.7

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	5	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	2	◆
Science	0	◆
Social Science	4	◆
All courses	11	9.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	96.4	86.6	88.7
Black or African American	100.0	80.7	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	100.0	93.6	94.9
Filipino	100.0	92.3	93.5
Hispanic or Latino	97.3	86.6	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	96.4	87.9	92.1
Two or More Races	75.0	83.3	91.2
Socioeconomically Disadvantaged	100.0	84.0	88.6
English Learners	0.0	84.8	56.7
Students with Disabilities	62.5	57.4	67.1
Foster Youth	0.0	50.0	74.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.