

Academy for Academic Excellence

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley
Phone Number	17609465414
Principal	Chet Richards
Email Address	crichards@lcer.org
School Website	http://aae.lewiscenter.org/
County-District-School (CDS) Code	36750773630837

2022-23 District Contact Information

District Name	Academy for Academic Excellence
Phone Number	760-946-5414
Superintendent	Lisa Lamb
Email Address	llamb@lcer.org
District Website Address	www.lewiscenter.org

2022-23 School Overview

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:

2022-23 School Overview

The Academy for Academic Excellence is an independent, direct-funded charter school, authorized by Apple Valley Unified School District. AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1486 students and a waiting list of approximately 1,948 students. Students enjoy classes and extracurricular activities on a 150-acre campus that includes a portion of the Mojave River.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	100
Grade 2	100
Grade 3	111
Grade 4	112
Grade 5	112
Grade 6	124
Grade 7	125
Grade 8	122
Grade 9	113
Grade 10	113
Grade 11	103
Grade 12	98
Total Enrollment	1,456

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.6
Asian	3.1
Black or African American	2.7
Filipino	2.1
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.0
White	42.7
English Learners	3.7
Foster Youth	0.1
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	39.6
Students with Disabilities	9.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.50	89.95	500.10	79.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.51	18.10	2.87	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.51	62.90	9.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.72	17.60	2.80	12115.80	4.41
Unknown	3.50	5.30	32.10	5.10	18854.30	6.86
Total Teaching Positions	66.20	100.00	631.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Grades K-5: Benchmark Advance (Adopted by AAE 2016; renewed in 2022) Supplemental materials include Reading A-Z online leveled readers and English Learner instructional materials.</p> <p>Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p>	Yes	0.0 %
Mathematics	<p>Grade TK-5 Curriculum Associates Ready Mathematics (Adopted by AAE 2019) Supplemental materials include iReady online instruction.</p> <p>Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014; renewed in 2021)</p> <p>Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption 2014; renewed 2021)</p> <p>Calculus: Stewart's Calculus, AP Ed., 7th ed. (Cengage/Harshide & Quant, 2012) (Adopted by AAE 2014)</p> <p>Consumer Math: Dave Ramsey Education (Adopted by AAE 2022)</p> <p>Statistics: Practice of Statistics, 6th ed. (Bedford, Freeman & Worth, 2020) (Adopted by AAE 2022)</p>	Yes	0.0 %
Science	<p>Grades TK-5: TWIG Science (Adopted by AAE 2020)</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. Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by AAE 2021) AP Human Geography A Spatial Perspective, National Geographic, 1st ed. (Adopted by AAE 2021)Essentials of Anatomy and Physiology, Pearson, 6th ed. (Adopted by AAE 2021) CA Inspire Biology, G9-12, McGraw Hill (Adopted by AAE 2022)</p>	Yes	0.0 %
History-Social Science	<p>Grades TK-5: Social Studies Weekly (Adopted by AAE 2021)</p> <p>Grades 6-8: Active Classroom/Nystrom World History MS (Adopted by AAE 2021)</p> <p>Grade 10 (World History): Cengage Learning: National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by AAE 2022) Cengage Learning: National Geographic Earth and Its Peoples, AP Edition, 7th ed. (Adopted by AAE 2022)</p>	Yes	0.0 %

	Grade 11 (United States History): Houghton Mifflin Harcourt: American History Recon to Present 9-12, 2018 ed. (Adopted by AAE 2022) The American Pageant: A History of the American People AP Edition (Adopted by AAE 2022) 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 TCI 2011 ed. (Adopted by AAE 2009)		
Foreign Language	Grades 9-12: Spanish 3 utilizes teacher-created curriculum through Google Classroom AP Spanish Language uses curriculum provided by the College Board and teacher-created curriculum Spanish 1 & 2: Vista Higher Learning (Senderos Level 1 and Level 2) (Adopted by AAE 2022)	Yes	0.0 %
Health	Positive Prevention Plus for 7th and 9th grades (Adopted by AAE 2019)	Yes	0.0 %
Visual and Performing Arts	Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004)	No	0.0 %
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 operation of a radio telescope located within NASA's Deep Space Network in Goldstone, California. The school houses multiple buildings to support the learning of all TK-12 students.

A full-time Maintenance Department ensures that the grounds, buildings, and restrooms are kept clean. A custodial crew works day and evening shifts 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.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Two HVAC units need reversing valve replacement; to be completed before school returns from winter break.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			New supply line for drinking fountain in middle school area; to be completed once part comes in.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			3-5 playground needs 2 leap frog buttons replaced; to be completed once parts come in.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	37	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	782	765	97.83	2.17	54.38
Female	364	357	98.08	1.92	57.42
Male	418	408	97.61	2.39	51.72
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	62.96
Black or African American	18	18	100.00	0.00	33.33
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	337	329	97.63	2.37	48.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	57	55	96.49	3.51	65.45
White	319	312	97.81	2.19	58.97
English Learners	35	34	97.14	2.86	17.65
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	308	97.78	2.22	44.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	80	87.91	12.09	23.75

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	782	766	97.95	2.05	37.21
Female	364	358	98.35	1.65	36.31
Male	418	408	97.61	2.39	37.99
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	55.56
Black or African American	18	18	100.00	0.00	33.33
Filipino	19	19	100.00	0.00	52.63
Hispanic or Latino	337	330	97.92	2.08	29.39
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	57	55	96.49	3.51	47.27
White	319	312	97.81	2.19	41.99
English Learners	35	34	97.14	2.86	8.82
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	308	97.78	2.22	28.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	80	87.91	12.09	13.75

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	37.07	NT	16.73	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	410	97.16	2.84	37.07
Female	198	193	97.47	2.53	36.79
Male	224	217	96.88	3.12	37.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100	0	35.71
Black or African American	14	14	100	0	14.29
Filipino	13	13	100	0	46.15
Hispanic or Latino	169	165	97.63	2.37	34.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	34	91.89	8.11	44.12
White	172	167	97.09	2.91	40.12
English Learners	15	14	93.33	6.67	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	158	154	97.47	2.53	35.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	33	80.49	19.51	6.06

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.06
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	70.65

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.9	96.4	96.4	96.4	98.2
Grade 7	94.0	92.2	91.4	91.4	92.2
Grade 9	85.3	92.7	95.4	92.7	95.4

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The school sponsors a number of opportunities to give parents direct input into the governance of the school. These include School Site Council, monthly Parents and Pastries meetings, and Parent/Teacher Committee (PTC). In addition to opportunities to assist the governance of the school, the Academy for Academic Excellence (AAE) provides informational and educational programs to involve parents in the educational process. Student, parent, and staff surveys are used to gather input and feedback. Parents of AAE students are invited to complete a climate survey at least every two years to provide the school with subjective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well-being.

Parents have access to the Lewis Center for Educational Research (LCER) Board to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at Norton Space and Language Academy (NSLA) and AAE, streamed live to the other school site, increasing accessibility and participation for all stakeholders at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews any Board presentations at a monthly Parents and Pastries meeting. These include presentations on state assessment results, California School Dashboard, LCAP progress, and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to AAE administration and representatives to ensure successful ongoing communication among parents, students, and the school. Parents and Pastries meetings are streamed live on the school's Facebook page allowing hundreds of parents that are unable to attend to view the recordings at their convenience. Parents are reminded of all public school meetings through the AAE's mass messaging system, Infinite Campus, and social media posts. AAE's administration actively works to continually improve academic performance, school climate, and operations through collaboration with stakeholders. Increased frequency and opportunities to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		4.7	5.5		8.9	7.8
Graduation Rate		98.6	98.9		88.9	93.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	95	94	98.9
Female	46	46	100.0
Male	49	48	98.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	35	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	12	12	100.0
White	34	34	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	47	46	97.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1511	1491	439	29.4
Female	727	720	209	29.0
Male	784	771	230	29.8
American Indian or Alaska Native	9	9	6	66.7
Asian	49	47	5	10.6
Black or African American	40	39	6	15.4
Filipino	31	31	5	16.1
Hispanic or Latino	628	619	198	32.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	121	119	30	25.2
White	633	627	189	30.1
English Learners	64	61	17	27.9
Foster Youth	4	4	1	25.0
Homeless	11	11	4	36.4
Socioeconomically Disadvantaged	631	618	218	35.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	169	162	63	38.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.89	4.49	2.45
Expulsions	0.07	0.26	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.33	4.24	0.07	5.45	0.20	3.17
Expulsions	0.00	0.00	0.00	0.22	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.24	0.00
Female	2.20	0.00
Male	6.12	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.04	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.48	0.00
White	4.27	0.00
English Learners	4.69	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	4.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.88	0.00

2022-23 School Safety Plan

Student safety is of the utmost importance on AAE's campus. The school maintains 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 CSOs (Campus Safety Officers).

The Comprehensive School Safety Plan is updated annually highlighting areas of emergency preparedness with procedures on how to respond to natural or man-made emergencies, evacuation procedures, procedures for anti-bullying, and school dress code. 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, AAE also includes input and participation from local law enforcement and first responding agencies, to ensure that responses are in line with the latest protocols. The current plan was updated on January 28, 2022, shared with staff and community members on February 4, 2022, and adopted on February 14, 2022. The school's safety plan can be found on the school's website.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	25		4	
2	25		4	
3	28		4	
4	28		4	
5	28		4	
6	18	22	20	
Other	3	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	25		4	
2	25		4	
3	27		4	
4	28		4	
5	28		4	
6	19	21	25	
Other	6	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	24		4	
2	25		4	
3	27		4	
4	27		4	
5	27		4	
6	21	16	24	1
Other	9	2		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	19	17	1
Mathematics	20	17	17	1
Science	15	32	12	1
Social Science	26	4	13	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	21	18	
Mathematics	20	18	15	
Science	25	6	20	
Social Science	22	10	19	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	28	17	
Mathematics	17	24	13	
Science	19	15	16	
Social Science	20	12	19	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1456

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,895	\$1,951	\$7,944	\$73,936
District	N/A	N/A	\$7,944	\$84,820
Percent Difference - School Site and District	N/A	N/A	0.0	-13.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	18.6	-17.8

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. AAE offers a full-time classroom program employing a combination of traditional and block scheduling for grades TK-12. 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. 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. AAE may use short and long term independent study programs to meet the diverse needs of 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 AAE.

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 Radio Astronomy program and outdoors in the rich biome of the Mojave River campus. 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.

AAE is a member of the National Association of Laboratory Schools ("NALS") and is an educational research laboratory for the LCER to include its university and science partners. Parents of students in the Charter School are given information on studies to be carried out at AAE.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

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, Spanish, and Science.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, AAE will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as English Learners ("EL"), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments, assist in determining redesignation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

AAE evaluates the effectiveness of its education program for ELs by:

2021-22 Types of Services Funded

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

AAE is an independent local agency (LEA). As such, 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. AAE has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) 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 MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, including 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 with all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, AAE partners with the Desert Mountain SELPA for supports and oversight regarding the implementation and compliance of special education services. AAE will participate in any and all state review programs to ensure program compliance and effectiveness.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,170	\$54,370
Mid-Range Teacher Salary	\$80,828	\$82,681
Highest Teacher Salary	\$117,312	\$106,610
Average Principal Salary (Elementary)	\$140,163	\$135,283
Average Principal Salary (Middle)	\$141,546	\$141,244
Average Principal Salary (High)	\$155,529	\$152,955
Superintendent Salary	\$219,004	\$264,367
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	40.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	0
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

Professional development (PD) 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 and then throughout the year as needed. The delivery of professional development is determined by the type and purpose.

The focus for staff development and continuous professional growth in the most recent three years include training teachers in:

- Early Literacy
- English Language Development
- Math training
- Technology
- Induction for new teachers
- Social-Emotional Learning
- Curriculum training for new teachers
- Standards-based grading
- Safety training

To meet the needs of Early Literacy reading development, teachers received training on Orton-Gillingham methods. This is a week-long online training for all elementary English reading teachers. The supplemental training will help target students who need additional support in reading. For the 2022-23 school year, all elementary teachers, including all new hires, have been trained to support reading instruction and paraprofessionals have been trained in Orton-Gillingham strategies to support Tier I and Tier II instruction in the classroom.

As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD. Coaches will work with staff to plan instruction specific to the school's EL population.

Teachers participated in online Ready Curriculum and iReady training provided by curriculum expert trainers. Training has consisted of using data to drive instruction, instructional delivery, and student engagement. The primary focus for the training in 2022-23 has been on analyzing data to determine gaps in learning and tools to help address these gaps. Secondary math teachers attended the California Math Conference training to learn strategies to address gaps in learning and plan instruction.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators observe instruction and engagement during the school day then provide feedback. New teachers also received training at the beginning of the school year for the adopted curriculum they would be using in the classroom.

Training for social-emotional learning is constant in monthly staff meetings to best support both staff and students. SEL curricula training has taken place at the start of the school year so that teachers can effectively implement lessons and strategies to support students.

School site experts in technology and grading have provided monthly training for staff which includes the use of the current student information system, Infinite Campus, and a 4 point scale, standards-based grading system in secondary courses.

Administrative and classified staff attend a variety of training to ensure student safety and promote the culture of the school. Examples of these trainings are ALICE training which focuses on safety drills, Crisis Prevention Intervention to learn de-escalation skills and safe student holds.

Annually, data is reviewed to determine if PD has been effective and what changes need to be addressed for future PD planning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	36