Academy for Academic Excellence
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley, CA
Phone Number	(760) 946-5414
Principal	Valli Andreasen
Email Address	vandreasen@lcer.org
School Website	http://aae.lewiscenter.org/
County-District-School (CDS) Code	36750773630837

2021-22 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

2021-22 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.

2021-22 School Overview

Description of AAE:

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 1466 students and a waiting list of approximately 1,976 students. Students enjoy classes and extracurricular activities on a 150-acre campus that includes a portion of the Mojave River.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	100
Grade 2	100
Grade 3	110
Grade 4	112
Grade 5	111
Grade 6	125
Grade 7	123
Grade 8	125
Grade 9	120
Grade 10	116
Grade 11	105
Grade 12	95
Total Enrollment	1,466

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.5
Asian	3.1
Black or African American	2.7
Filipino	2.2
Hispanic or Latino	40.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8
White	43.2
English Learners	3.1
Homeless	0.3
Socioeconomically Disadvantaged	39.9
Students with Disabilities	9.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5
Unknown	0
Total Teaching Positions	71

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	2
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	0
Total Out-of-Field Teachers	4

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Benchmark Advance (Adopted by AAE 2016) Supplemental materials include Reading A-Z online leveled readers and English Learner instructional materials. Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.	Yes	0.0 %
Mathematics	Grade K-5 Curriculum Associates Ready Mathematics (Adopted by AAE 2019) Supplemental materials include iReady online instruction. 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) 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 & Worth, 2010) (Adopted by AAE 2012)	Yes	0.0 %
Science	Grades K-5: TWIG Science (Adopted by AAE 2020-2028) 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. 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); Environmental Science: Living in the Environment (Holt, McDougal 2011) (Adopted by AAE 2012)	Yes	0.0 %
History-Social Science	Grades K-5: Social Studies Weekly (Adopted by AAE 2021) Grades 6-8: Active Classroom/Nystrom World History MS (Adopted by AAE 2021) 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)	Yes	0.0 %

| | 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) | | |
|---|---|---|---|
| **Foreign Language** | Grades 9-12: Spanish 1-4 utilizes teacher-created curriculum through Google Classroom | No | 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 % |

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. The school has added a new multi-purpose room that will be ready for occupancy at the start of the 2021-22 school year.

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 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Cracks in stucco in south elementary and Potomac entrance to be repaired before the 2022-23 school year.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Cracks in stucco in gym area to be repaired before the 2022-23 school year.

Overall Facility Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	821	101	12.3	87.7	84
Female	386	48	12.44	87.56	89.58
Male	435	53	12.18	87.82	78.85
American Indian or Alaska Native	--	--	--	--	--
Asian	24	3	12.5	87.5	--
Black or African American	27	6	22.22	77.78	--
Filipino	16	3	18.75	81.25	--
Hispanic or Latino	312	37	11.86	88.14	77.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	14	21.54	78.46	78.57
White	373	38	10.19	89.81	86.84
English Learners	27	3	11.11	88.89	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	35	10.94	89.06	76.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	7	7.29	92.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	821	99	12.06	87.94	39.39
Female	386	48	12.44	87.56	35.42
Male	435	51	11.72	88.28	43.14
American Indian or Alaska Native	--	--	--	--	--
Asian	24	3	12.50	87.50	--
Black or African American	27	5	18.52	81.48	--
Filipino	16	3	18.75	81.25	--
Hispanic or Latino	312	37	11.86	88.14	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	14	21.54	78.46	57.14
White	373	37	9.92	90.08	45.95
English Learners	27	3	11.11	88.89	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	320	34	10.63	89.37	32.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	6	6.25	93.75	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	735	678	92%	8%	53%
Female	342	315	92%	8%	59%
Male	393	363	92%	8%	50%
American Indian or Alaska Native	3	3	100%	0%	33%
Asian	23	20	87%	13%	70%

	23	20	87%	13%	55%
Black or African American	23	20	87%	13%	55%
Filipino	13	12	92%	8%	50%
Hispanic or Latino	274	254	93%	7%	50%
Native Hawaiian or Pacific Islander	1	1	100%	0%	100%
Two or More Races	53	49	93%	7%	63%
White	345	319	92%	8%	53%
English Learners	21	19	90%	10%	5%
Foster Youth	1	1	100%	0%	0%
Homeless	3	3	100%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	240	218	91%	9%	46%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	88	86	98%	2%	34%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	735	703	96%	4%	40%
Female	342	326	95%	5%	39%
Male	393	377	96%	4%	41%
American Indian or Alaska Native	3	2	67%	33%	0%
Asian	23	21	91%	9%	71%
Black or African American	23	21	91%	9%	43%
Filipino	13	13	100%	0%	54%
Hispanic or Latino	274	261	95%	5%	35%
Native Hawaiian or Pacific Islander	1	1	100%	0%	0%
Two or More Races	53	51	96%	4%	47%
White	345	333	97%	3%	41%
English Learners	21	19	90%	10%	11%
Foster Youth	1	1	100%	0%	0%
Homeless	3	3	100%	0%	33%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	240	228	95%	5%	35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

| Students with Disabilities | 88 | 87 | 99% | 1% | 17% |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	NT	NT	NT	NT
Female	181	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	130	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	144	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	15
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	80.0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.0	0.0	5.2	4.7	6.2	9.0	8.9	9.4
Graduation Rate	98.0	98.6	100.0	90.7	88.9	87.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	91	91	100.0

Female	50	50	100.0
Male	41	41	100.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	38	38	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	33	33	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	47	47	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1505	1486	263	17.7
Female	723	717	96	13.4
Male	782	769	167	21.7
American Indian or Alaska Native	9	9	6	66.7
Asian	49	47	3	6.4
Black or African American	39	39	6	15.4
Filipino	34	32	3	9.4
Hispanic or Latino	602	597	132	22.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	122	120	21	17.5
White	649	641	92	14.4
English Learners	50	50	18	36.0
Foster Youth	1	1	1	100.0
Homeless	5	5	0	0.0
Socioeconomically Disadvantaged	615	609	168	27.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	166	165	38	23.0

C. Engagement	State Priority: School Climate

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.50	0.33	5.11	0.07	3.47	0.20
Expulsions	0.13	0.00	0.23	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.00	0.00
Male	0.64	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.31	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 CDOs (Character Development 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 February 2, 2021, shared with staff and community members on February 26, 2021, and adopted March 8, 2021. The school's safety plan can be found on the school's website.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	7	20	
Other	26		1	

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		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	16	19	2
Mathematics	20	15	17	1
Science	11	65	14	
Social Science	24	6	18	1

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	

2020-21 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	1466

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$9,696	$1,257	$8,439	$74,638
District	N/A	N/A	$8,439	$82,283
Percent Difference - School Site and District	N/A	N/A	0.0	-9.7
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-0.1	-14.6

2020-21 Types of Services Funded

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, 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.

2020-21 Types of Services Funded

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:

- 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$45,047	$52,562
Mid-Range Teacher Salary	$78,459	$83,575
Highest Teacher Salary	$101,775	$104,166
Average Principal Salary (Elementary)	$108,051	$131,875
Average Principal Salary (Middle)	$108,051	$137,852
Average Principal Salary (High)	$108,051	$150,626
Superintendent Salary	$160,605	$260,243
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	3%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	41.7

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	6
Total AP Courses Offered	16

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 2021-22 school year, all elementary teachers 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 2021-22 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 made for future PD.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30