Academy for Academic Excellence

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest

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

Internet Access

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

Lisa Lamb, Principal

📍 Principal, Academy for Academic Excellence

About Our School

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

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

Contact

Academy for Academic Excellence
17500 Mana Rd.
Apple Valley, CA 92307-2181

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

About This School

Contact Information (School Year 2015-16)

District Contact Information (School Year 2015-16)	
District Name	Apple Valley Unified
Phone Number	(760) 247-8001
Superintendent	Thomas Hoegerman
E-mail Address	tom_hoegerman@avusd.org
Web Site	http://www.avusd.org

School Contact Information (School Year 2015-16)	
School Name	Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley, Ca, 92307-2181
Phone Number	760-946-5414
Principal	Lisa Lamb, Principal
E-mail Address	llamb@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36750773631207

Last updated: 1/12/2016

School Description and Mission Statement (School Year 2015-16)

AAE Mission Statement:

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

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002 with a mid-year review in 2005 and again in 2010. The AAE consolidated its three campuses onto the main campus located at 17500 Mana Road during the Summer of 2015.

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

Last updated: 1/12/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	93
Grade 1	96
Grade 2	94
Grade 3	111
Grade 4	112
Grade 5	112
Grade 6	113
Grade 7	118
Grade 8	117
Grade 9	111
Grade 10	116
Grade 11	85
Grade 12	93
Total Enrollment	1371
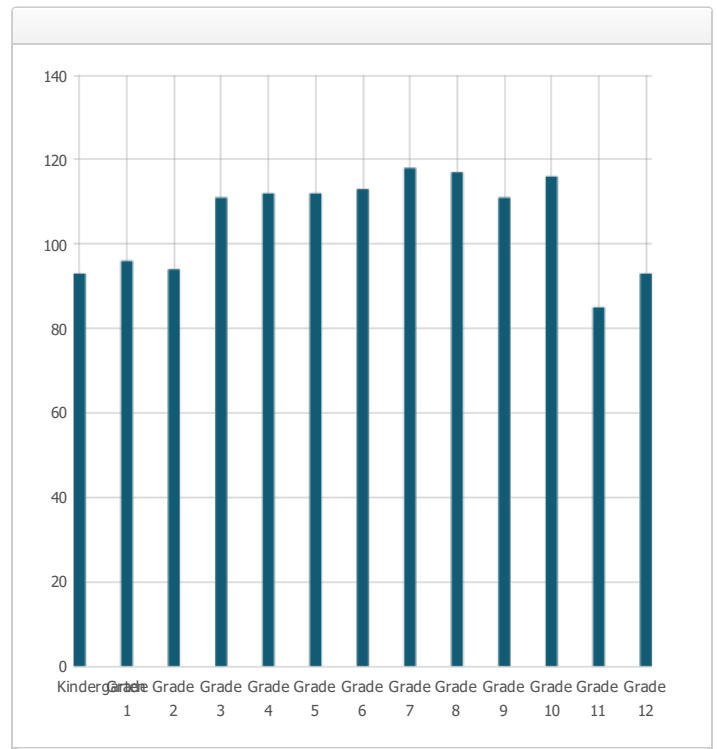
Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	0.2 %
Asian	4.0 %
Filipino	2.8 %
Hispanic or Latino	30.0 %
Native Hawaiian or Pacific Islander	0.1 %
White	51.7 %
Two or More Races	7.7 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	20.5 %
English Learners	2.6 %
Students with Disabilities	6.3 %
Foster Youth	0.0 %

Last updated: 2/1/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	66	69	70	
Without Full Credential	2	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	6	
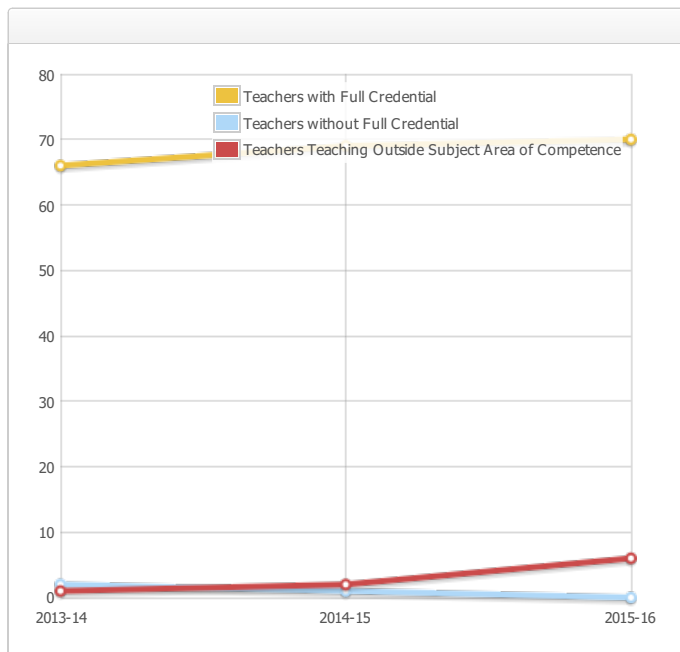
Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	3	0	0
Total Teacher Misassignments*	4	1	2
Vacant Teacher Positions	0	0	1
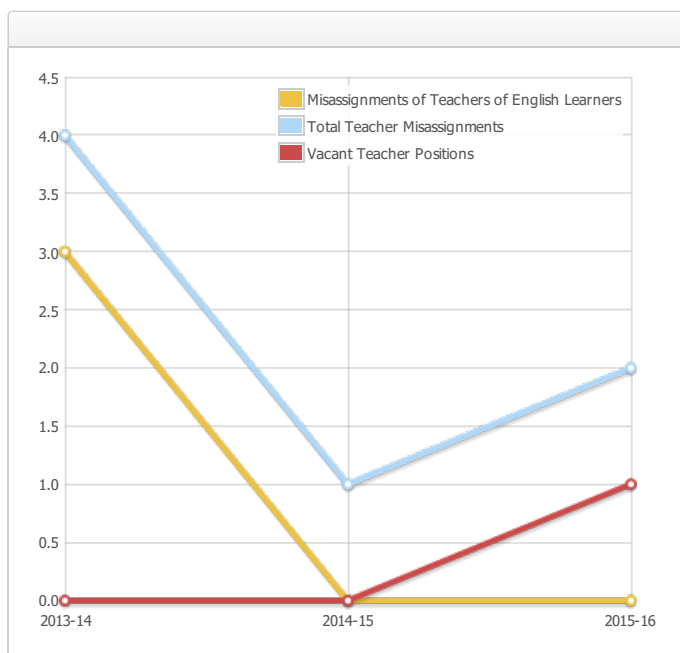
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99.0%	1.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	98.0%	2.0%

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1st Grade Pilot: Engage NY; online curriculum K-5: Pearson CA Reading Street (Pearson) 2010 6-12: Novel based, with McDougal Littell the Language of Literature, c. 1997, used as a supplement. HS Expository Reading and Writing Course: Student Reader, 2nd Ed. They Say/I Say: The Moves that Matter...(ERWC Class) Reading Rhetorically, 4th Ed. (ERWC Class)	Yes	0.0 %
Mathematics	K-5: Engage NY; online curriculum 6-12: Carnegie Learning Integrated Math Curriculum 6-12: MATHia Software as a supplement Geometry: PH Math Geometry CA ed (Pearson) 2008 Algebra 2: Ph Math Algebra 2 CA ed (Pearson) 2008 Calculus: James Stewart Single Variable Calculus 7E with vector functions: AP Edition 2012 Pre-Calculus: Deman, Walts, Foley, Kennedy Precalculus: Graphical, Numerical, Algebraic 7E: 2007 Applied Math: Consumer Mathematics (AGS Publishing) 2003 Statistics: The Practice of Statistics, 4th Ed. (Bedford, Freeman and Worth) 2010	Yes	0.0 %
Science	Earth Science: CA Earth Science (Prentice Hall) 2006 Biology: The Dynamics of Life (Glencoe McGraw-Hill) 2002 Biology AP: Campbell Biology 9th Ed., AP edition (Pearson) 2006 Chemistry: Modern Chemistry, (Holt, Rinehart and Winston) 1999 Anatomy and Physiology (Pearson) 2003 K-5: Harcourt CA Reflections, (Harcourt) 2006 6-8: Living in the Environment (Environmental Science)	Yes	0.0 %
History-Social Science	History Alive! (Teachers Curriculum Institute) 2004 Geography: Geography Alive! (Teachers Curriculum Institute) 2006	Yes	0.0 %

	World History: Modern World History Patterns of Interaction (McDougall Littell) 2005		
	American History: The Americans (McDougall Littell) 2005		
	American History AP: The American Pageant, 12th Ed (McDougall Littell) 2002		
	American Government: Governments Alive! (Government by the People 24th ed. AP Ed. Pearson) 2011		
	Kalat's Introduction to Psychology, 10th Ed. 2014 (digital version)		
Foreign Language	Paso A Paso 1 Paso A Paso 2 Paso A Paso 3 Abriendo Paso: Lecturas (Spanish 4) Abriendo Paso: Gramaticas (Spanish 4)		0.0 %
Health	Health: Making Life Choices, 2nd ed.	Yes	0.0 %
Visual and Performing Arts	Various Vendors		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

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

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The north end of the site houses an Elementary campus, grades K-2. The south end of the site contains an upper elementary site, a 6-8 grade site and a High School site. The campus has state-of-the-art facilities including a Mission Control Operations Center that provides students and teachers with direct connections to a radio telescope located in the Goldstone Array in Southern California. A gymnasium was opened in the 2013-14 school year.

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

Last updated: 2/1/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Due to the consolidation of the campus, the sewer line was upgraded. Additional systems were added to support the additional classrooms.
Interior: Interior Surfaces	Good	Interior surfaces are in good repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Additional restroom was added in the south elementary campus. Additional drinking fountains are scheduled to be installed early 2016.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A new playground was purchased and installed in north elementary. A new playground will be installed in the south elementary in early 2016.

Overall Facility Rate

Year and month of the most recent FIT report: August 2015

Overall Rating	Good

Last updated: 2/2/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2013-14**	**2014-15**	**2013-14**	**2014-15**	**2013-14**	**2014-15**
English Language Arts / Literacy (grades 3-8 and 11)	--	58.0%	--	38.0%	--	44.0%
Mathematics (grades 3-8 and 11)	--	35.0%	--	22.0%	--	33.0%

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

Last updated: 2/2/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	107	95.5%	26.0%	26.0%	29.0%	19.0%
Male	112	56	50.0%	41.0%	25.0%	21.0%	13.0%
Female	112	51	45.5%	10.0%	27.0%	37.0%	25.0%
Black or African American	112	4	3.6%	--	--	--	--
American Indian or Alaska Native	112	2	1.8%	--	--	--	--
Asian	112	5	4.5%	--	--	--	--
Filipino	112	1	0.9%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	112	85	75.9%	22.0%	28.0%	28.0%	21.0%
Two or More Races	112	10	8.9%	--	--	--	--
Socioeconomically Disadvantaged	112	19	17.0%	37.0%	42.0%	16.0%	5.0%
English Learners	112	9	8.0%	--	--	--	--
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	113	99.1%	30.0%	21.0%	16.0%	33.0%
Male	114	58	50.9%	33.0%	16.0%	17.0%	34.0%
Female	114	55	48.2%	27.0%	27.0%	15.0%	31.0%
Black or African American	114	2	1.8%	--	--	--	--
American Indian or Alaska Native	114	2	1.8%	--	--	--	--
Asian	114	4	3.5%	--	--	--	--
Filipino	114	1	0.9%	--	--	--	--
Hispanic or Latino	114	1	0.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	92	80.7%	32.0%	18.0%	17.0%	33.0%
Two or More Races	114	11	9.6%	27.0%	27.0%	9.0%	36.0%
Socioeconomically Disadvantaged	114	33	28.9%	36.0%	12.0%	9.0%	42.0%
English Learners	114	3	2.6%	--	--	--	--
Students with Disabilities	114	5	4.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	113	113	100.0%	24.0%	18.0%	41.0%	18.0%
Male	113	52	46.0%	25.0%	25.0%	38.0%	12.0%
Female	113	61	54.0%	23.0%	11.0%	43.0%	23.0%
Black or African American	113	5	4.4%	--	--	--	--
American Indian or Alaska Native	113	1	0.9%	--	--	--	--
Asian	113	3	2.7%	--	--	--	--
Filipino	113	5	4.4%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	113	85	75.2%	26.0%	15.0%	42.0%	16.0%
Two or More Races	113	14	12.4%	21.0%	29.0%	36.0%	14.0%
Socioeconomically Disadvantaged	113	32	28.3%	34.0%	19.0%	34.0%	13.0%
English Learners	113	6	5.3%	--	--	--	--
Students with Disabilities	113	7	6.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	117	115	98.3%	17.0%	29.0%	38.0%	17.0%
Male	117	55	47.0%	18.0%	36.0%	33.0%	13.0%
Female	117	60	51.3%	15.0%	22.0%	43.0%	20.0%
Black or African American	117	2	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	117	7	6.0%	--	--	--	--
Filipino	117	3	2.6%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	117	1	0.9%	--	--	--	--
White	117	85	72.6%	19.0%	33.0%	35.0%	13.0%
Two or More Races	117	17	14.5%	12.0%	24.0%	47.0%	18.0%
Socioeconomically Disadvantaged	117	29	24.8%	21.0%	28.0%	45.0%	7.0%
English Learners	117	3	2.6%	--	--	--	--
Students with Disabilities	117	10	8.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	123	120	97.6%	13.0%	27.0%	45.0%	16.0%
Male	123	57	46.3%	14.0%	32.0%	39.0%	16.0%
Female	123	63	51.2%	11.0%	22.0%	51.0%	16.0%
Black or African American	123	3	2.4%	--	--	--	--
American Indian or Alaska Native	123	1	0.8%	--	--	--	--
Asian	123	5	4.1%	--	--	--	--
Filipino	123	7	5.7%	--	--	--	--
Hispanic or Latino	123	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	123	88	71.5%	11.0%	26.0%	48.0%	15.0%
Two or More Races	123	16	13.0%	19.0%	25.0%	44.0%	13.0%
Socioeconomically Disadvantaged	123	30	24.4%	10.0%	30.0%	43.0%	17.0%
English Learners	123	2	1.6%	--	--	--	--
Students with Disabilities	123	7	5.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	112	98.2%	14.0%	29.0%	39.0%	18.0%
Male	114	45	39.5%	18.0%	24.0%	42.0%	16.0%
Female	114	67	58.8%	12.0%	31.0%	37.0%	19.0%
Black or African American	114	3	2.6%	--	--	--	--
American Indian or Alaska Native	114	1	0.9%	--	--	--	--
Asian	114	10	8.8%	--	--	--	--
Filipino	114	2	1.8%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	82	71.9%	13.0%	30.0%	43.0%	13.0%
Two or More Races	114	14	12.3%	21.0%	21.0%	21.0%	36.0%
Socioeconomically Disadvantaged	114	25	21.9%	16.0%	28.0%	44.0%	12.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	114	7	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	83	98.8%	1.0%	11.0%	27.0%	61.0%
Male	84	39	46.4%	0.0%	8.0%	26.0%	67.0%
Female	84	44	52.4%	2.0%	14.0%	27.0%	57.0%
Black or African American	84	5	6.0%	--	--	--	--
American Indian or Alaska Native	84	1	1.2%	--	--	--	--
Asian	84	5	6.0%	--	--	--	--
Filipino	84	3	3.6%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	59	70.2%	2.0%	10.0%	25.0%	63.0%
Two or More Races	84	10	11.9%	--	--	--	--
Socioeconomically Disadvantaged	84	16	19.0%	0.0%	19.0%	44.0%	38.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	84	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	107	95.5%	23.0%	29.0%	37.0%	10.0%
Male	112	56	50.0%	32.0%	36.0%	21.0%	11.0%
Female	112	51	45.5%	14.0%	22.0%	55.0%	10.0%
Black or African American	112	4	3.6%	--	--	--	--
American Indian or Alaska Native	112	2	1.8%	--	--	--	--
Asian	112	5	4.5%	--	--	--	--
Filipino	112	1	0.9%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	112	85	75.9%	22.0%	27.0%	38.0%	13.0%
Two or More Races	112	10	8.9%	--	--	--	--
Socioeconomically Disadvantaged	112	19	17.0%	32.0%	21.0%	42.0%	5.0%
English Learners	112	9	8.0%	--	--	--	--
Students with Disabilities	112	8	7.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	113	99.1%	21.0%	33.0%	27.0%	19.0%
Male	114	58	50.9%	17.0%	29.0%	31.0%	22.0%
Female	114	55	48.2%	25.0%	36.0%	24.0%	15.0%
Black or African American	114	2	1.8%	--	--	--	--
American Indian or Alaska Native	114	2	1.8%	--	--	--	--
Asian	114	4	3.5%	--	--	--	--
Filipino	114	1	0.9%	--	--	--	--
Hispanic or Latino	114	1	0.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	92	80.7%	23.0%	32.0%	28.0%	17.0%
Two or More Races	114	11	9.6%	27.0%	27.0%	18.0%	27.0%
Socioeconomically Disadvantaged	114	33	28.9%	21.0%	30.0%	27.0%	21.0%
English Learners	114	3	2.6%	--	--	--	--
Students with Disabilities	114	5	4.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	113	113	100.0%	46.0%	35.0%	12.0%	6.0%
Male	113	52	46.0%	50.0%	33.0%	10.0%	8.0%
Female	113	61	54.0%	43.0%	38.0%	15.0%	5.0%
Black or African American	113	5	4.4%	--	--	--	--
American Indian or Alaska Native	113	1	0.9%	--	--	--	--
Asian	113	3	2.7%	--	--	--	--
Filipino	113	5	4.4%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	113	85	75.2%	44.0%	39.0%	9.0%	8.0%
Two or More Races	113	14	12.4%	57.0%	14.0%	29.0%	0.0%
Socioeconomically Disadvantaged	113	32	28.3%	66.0%	25.0%	3.0%	6.0%
English Learners	113	6	5.3%	--	--	--	--
Students with Disabilities	113	7	6.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	117	115	98.3%	25.0%	39.0%	23.0%	13.0%
Male	117	55	47.0%	24.0%	44.0%	20.0%	13.0%
Female	117	60	51.3%	27.0%	35.0%	25.0%	13.0%
Black or African American	117	2	1.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	117	7	6.0%	--	--	--	--
Filipino	117	3	2.6%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	117	1	0.9%	--	--	--	--
White	117	85	72.6%	25.0%	47.0%	18.0%	11.0%
Two or More Races	117	17	14.5%	29.0%	12.0%	41.0%	18.0%
Socioeconomically Disadvantaged	117	29	24.8%	31.0%	41.0%	28.0%	0.0%
English Learners	117	3	2.6%	--	--	--	--
Students with Disabilities	117	10	8.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	123	120	97.6%	36.0%	36.0%	22.0%	7.0%
Male	123	57	46.3%	39.0%	30.0%	25.0%	7.0%
Female	123	63	51.2%	33.0%	41.0%	19.0%	6.0%
Black or African American	123	3	2.4%	--	--	--	--
American Indian or Alaska Native	123	1	0.8%	--	--	--	--
Asian	123	5	4.1%	--	--	--	--
Filipino	123	7	5.7%	--	--	--	--
Hispanic or Latino	123	0	0.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	123	88	71.5%	38.0%	38.0%	20.0%	5.0%
Two or More Races	123	16	13.0%	25.0%	38.0%	31.0%	6.0%
Socioeconomically Disadvantaged	123	30	24.4%	43.0%	30.0%	17.0%	10.0%
English Learners	123	2	1.6%	--	--	--	--
Students with Disabilities	123	7	5.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	112	98.2%	40.0%	33.0%	19.0%	8.0%
Male	114	45	39.5%	40.0%	24.0%	29.0%	7.0%
Female	114	67	58.8%	40.0%	39.0%	12.0%	9.0%
Black or African American	114	3	2.6%	--	--	--	--
American Indian or Alaska Native	114	1	0.9%	--	--	--	--
Asian	114	10	8.8%	--	--	--	--
Filipino	114	2	1.8%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	82	71.9%	41.0%	35.0%	21.0%	2.0%
Two or More Races	114	14	12.3%	36.0%	29.0%	7.0%	29.0%
Socioeconomically Disadvantaged	114	25	21.9%	36.0%	36.0%	24.0%	4.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	114	7	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 2/2/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	83	98.8%	24.0%	27.0%	28.0%	22.0%
Male	84	39	46.4%	21.0%	23.0%	26.0%	31.0%
Female	84	44	52.4%	27.0%	30.0%	30.0%	14.0%
Black or African American	84	5	6.0%	--	--	--	--
American Indian or Alaska Native	84	1	1.2%	--	--	--	--
Asian	84	5	6.0%	--	--	--	--
Filipino	84	3	3.6%	--	--	--	--
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	59	70.2%	25.0%	25.0%	29.0%	20.0%
Two or More Races	84	10	11.9%	--	--	--	--
Socioeconomically Disadvantaged	84	16	19.0%	38.0%	31.0%	13.0%	19.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	84	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
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  Level 4 = Standard exceeded

Last updated: 2/2/2016

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70.0%	80.0%	70.0%	57.0%	59.0%	54.0%	59.0%	60.0%	56.0%

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

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

Last updated: 2/2/2016

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Ten (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54.0%
All Students at the School	70.0%
Male	69.0%
Female	71.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	68.0%
Two or More Races	73.0%
Socioeconomically Disadvantaged	58.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the science assessment divided by the total number of students who participated in the science assessment.

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

Last updated: 2/2/2016

Career Technical Education Programs (School Year 2014-15)

Not offered at AAE.

Last updated: 2/2/2016

Courses for University of California (UC) and/or California State University (CSU) Admission

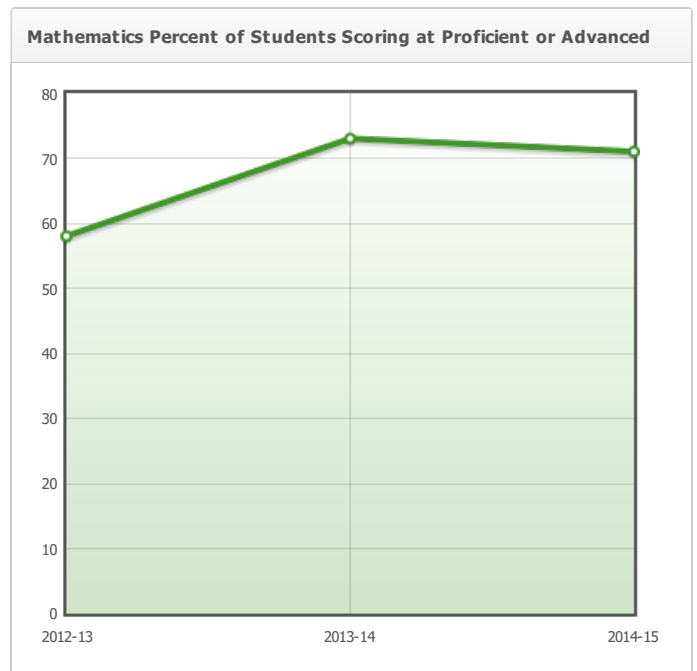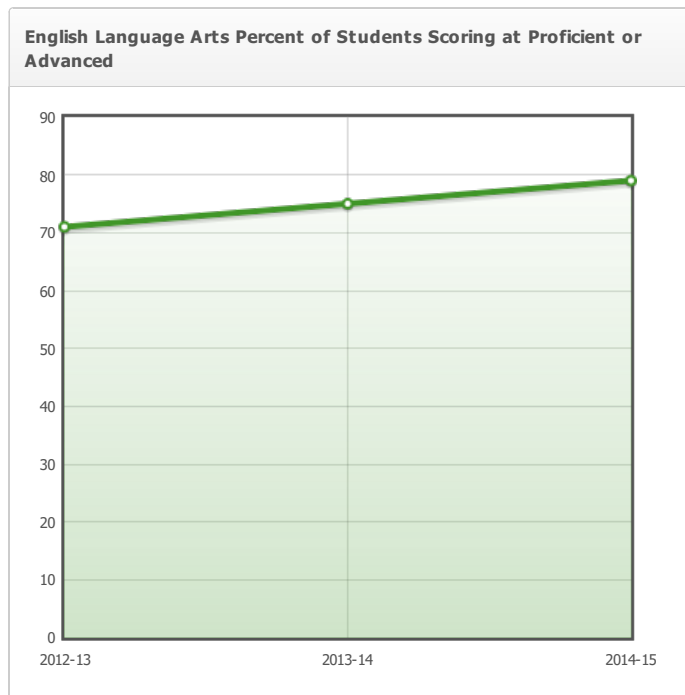| UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	29.8%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	42.7%

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

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

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	71.0%	75.0%	79.0%	56.0%	36.0%	38.0%	57.0%	56.0%	58.0%
Mathematics	58.0%	73.0%	71.0%	50.0%	35.0%	34.0%	60.0%	62.0%	59.0%

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

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	46.0%	26.0%	28.0%	52.0%	33.0%	15.0%
All Students at the School	21.0%	24.0%	55.0%	29.0%	46.0%	24.0%
Male	23.0%	30.0%	47.0%	32.0%	46.0%	23.0%
Female	18.0%	18.0%	64.0%	27.0%	47.0%	25.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	14.0%	29.0%	57.0%	31.0%	46.0%	23.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	23.0%	21.0%	56.0%	28.0%	46.0%	26.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	33.0%	17.0%	50.0%	46.0%	42.0%	13.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 2/2/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	38.9%	16.8%
7	23.9%	36.3%	23.9%
9	23.9%	21.1%	33.0%

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

Last updated: 2/2/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2015-16)

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

State Priority: Pupil Engagement

Last updated: 2/2/2016

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.2%	3.8%	0.0%	11.4%	8.2%	12.4%	13.1%	11.4%	11.5%
Graduation Rate	91.67	95.24	97.80	80.00	84.00	78.60	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
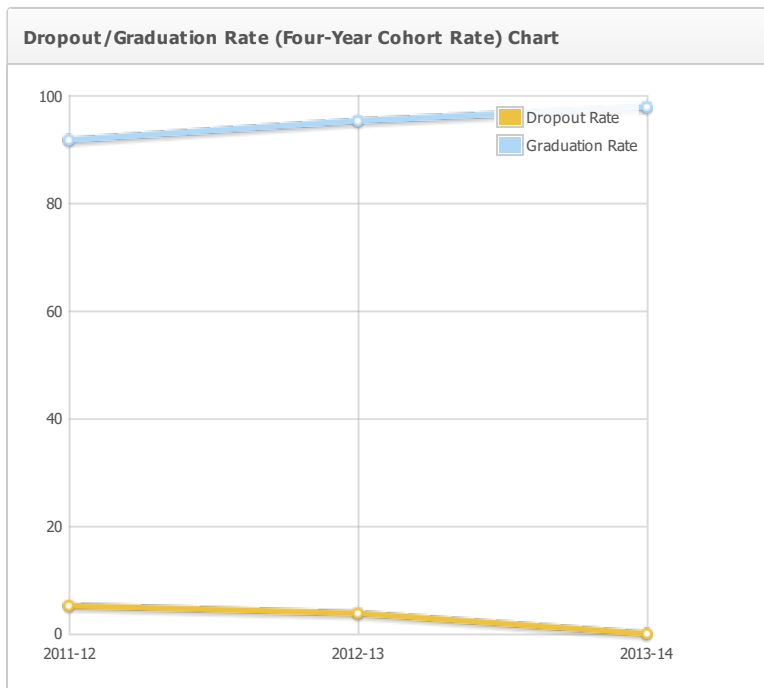
Last updated: 2/2/2016

Completion of High School Graduation Requirements - Graduating Class of 2014

(One-Year Rate)

| Student Group	School	District	State
All Students	98	80	84
Black or African American	75	67	76
American Indian or Alaska Native	96	100	78
Asian	133	75	92
Filipino	105	88	96
Hispanic or Latino	100	79	81
Native Hawaiian or Pacific Islander	60	100	83
White	80	83	89
Two or More Races	67	100	82
Socioeconomically Disadvantaged	100	55	81
English Learners	75	59	50
Students with Disabilities	88	59	61
Foster Youth	--	--	--

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	4.3	4.7	6.8	7.5	7.2	5.1	4.4	3.8
Expulsions	0.0	0.3	0.3	0.4	0.6	0.5	0.1	0.1	0.1

Suspensions

Expulsions
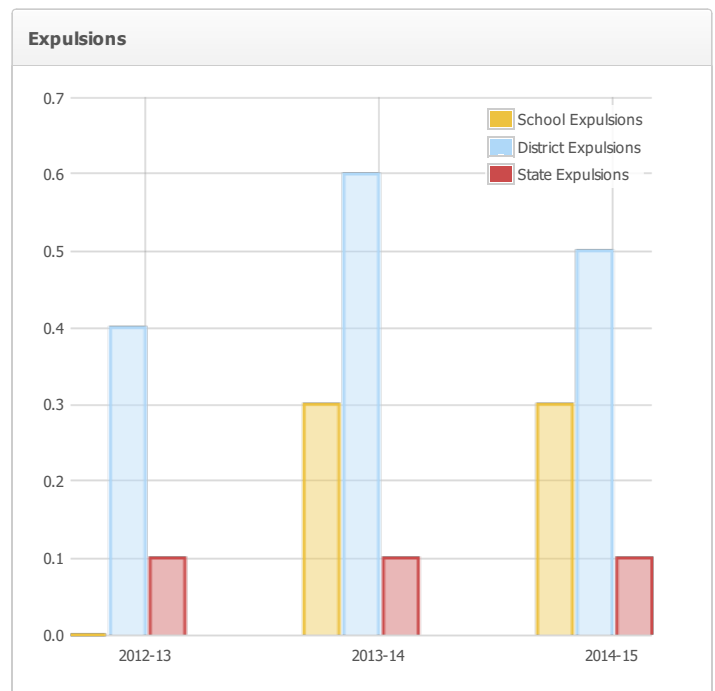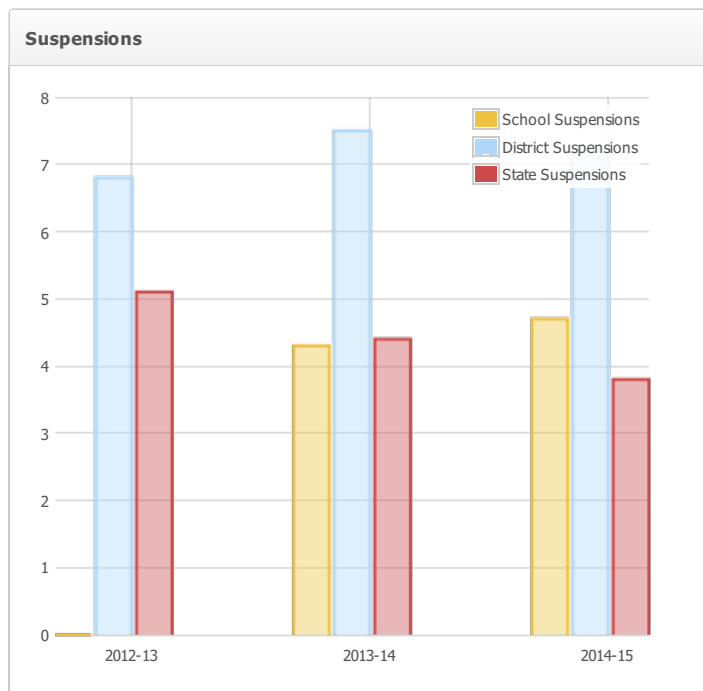
Last updated: 2/2/2016

School Safety Plan (School Year 2015-16)

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

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

Date of last review: 12/2015

Date last reviewed with staff: 01/2016

Last updated: 2/2/2016

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

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

Last updated: 2/2/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	88.9%

Note: Cells with NA values do not require data.

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	24.0	0	4	0	23.0	0	4	0	24.0	0	4	0
1	24.0	0	4	0	23.0	0	4	0	24.0	0	4	0
2	24.0	0	4	0	24.0	0	4	0	24.0	0	4	0
3	24.0	0	4	0	26.0	0	4	0	28.0	0	4	0
4	28.0	0	4	0	26.0	0	4	0	27.0	0	4	0
5	28.0	0	4	0	28.0	0	4	0	27.0	0	4	0
6	28.0	0	4	0	28.0	0	4	0	28.0	0	4	0
Other		0	0	0	6.0	1	0		3.0			0

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

Last updated: 2/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+	2013-14 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+	2014-15 Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.7	11	14	1	18.0	20	15	0	19.0	21	13	2
Mathematics	22.3	8	14	0	20.0	12	17	0	18.0	21	10	2
Science	21.4	22	16	0	22.0	16	21	0	17.0	31	19	3
Social Science	22.5	14	10	1	23.0	10	15	0	23.0	11	16	2

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

Last updated: 2/2/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	800.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

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

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

Last updated: 2/2/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$7291.0	$617.0	$6674.0	$64022.0
District	N/A	N/A	--	$71164.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5348.0	$71529.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/2016

Types of Services Funded (Fiscal Year 2014-15)

INSTRUCTIONAL SETTINGS

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW/HIGH

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

PLAN FOR SPECIAL EDUCATION

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

Last updated: 2/2/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,800	$43,062
Mid-Range Teacher Salary	$63,428	$67,927
Highest Teacher Salary	$89,638	$87,811
Average Principal Salary (Elementary)	$102,102	$110,136
Average Principal Salary (Middle)	$108,795	$115,946
Average Principal Salary (High)	$117,480	$124,865
Superintendent Salary	$175,468	$211,869
Percent of Budget for Teacher Salaries	37.0%	39.0%

Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
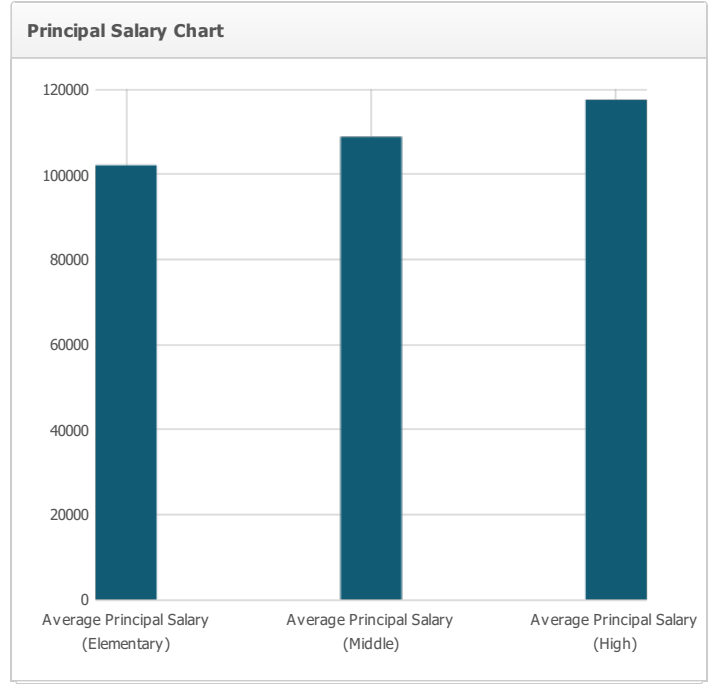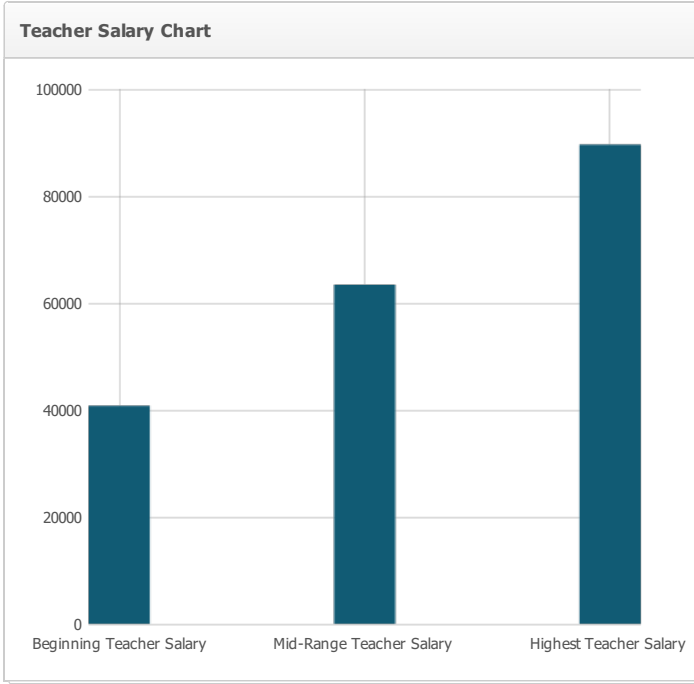
Last updated: 2/2/2016

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	7	0.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/2/2016

Professional Development

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

Last updated: 2/2/2016