Academy for Academic Excellence

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 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.

Wesley Kanawyer and Valli Andreasen, Principals

📍 Principal, Academy for Academic Excellence

About Our School

On behalf of the Academy for Academic Excellence, we would like to invite you to explore our annual School Accountability Report Card. The AAE is an independent public charter school committed to high levels of learning for all students. Our staff is collaborative and we enjoy positive, working relationships with shared leadership opportunities. Our AAE parents are very involved and supportive. We currently have over 500 approved volunteers. We enjoy productive relationships with our students and have very low incidences of at-risk behavior. It is our goal that students will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. To enrich the educational experience of our AAE Knights, we continually partner with the high desert community at large as well as entities at the state, national and international levels.

Contact

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

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
School Name	Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley, Ca, 92307-2181
Phone Number	760-946-5414
Principal	Wesley Kanawyer and Valli Andreasen, Principals
E-mail Address	wkanawyer@lcer.org
Web Site	www.lewiscenter.org
County-District-School (CDS) Code	36750773631207

Last updated: 1/27/2017

School Description and Mission Statement (School Year 2016-17)

AAE Mission Statement:

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

AAE Vision Statement:

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

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school, authorized by Apple Valley Unified School District. The AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1450 students and a waiting list of over 2,400 students. Students enjoy classes and extracurricular activities on our 150-acre campus that includes a portion of the Mojave River.

Last updated: 1/27/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	100
Grade 1	99
Grade 2	100
Grade 3	113
Grade 4	112
Grade 5	113
Grade 6	120
Grade 7	120
Grade 8	118
Grade 9	115
Grade 10	112
Grade 11	113
Grade 12	77
Total Enrollment	1412
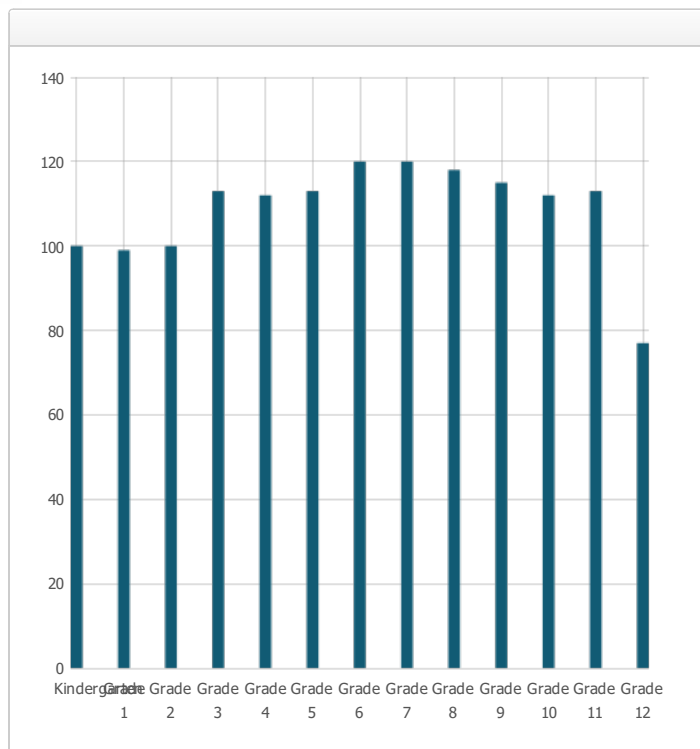
Last updated: 1/27/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.2 %
Asian	4.1 %
Filipino	3.0 %
Hispanic or Latino	31.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	50.1 %
Two or More Races	7.6 %
Other	0.1 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	29.0 %
English Learners	2.3 %
Students with Disabilities	7.6 %
Foster Youth	0.1 %

Last updated: 1/27/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	69	70	69	69
Without Full Credential	1	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	6	4	4
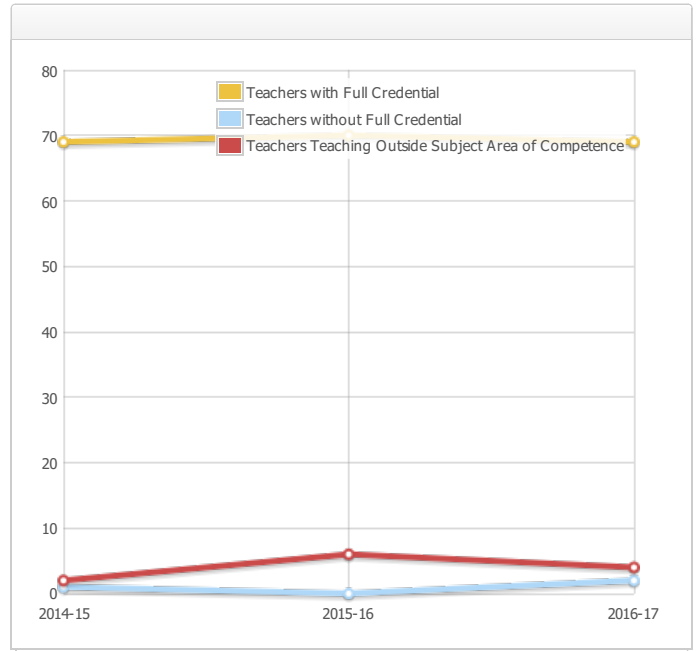
Last updated: 1/27/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	6	2
Vacant Teacher Positions	1	1	0
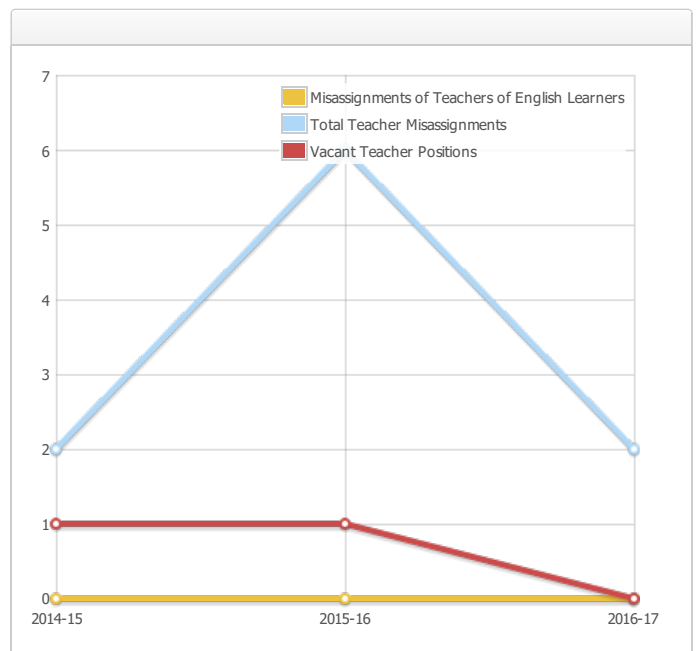
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/27/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	95.0%	5.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	1.0%	1.0%

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.

Last updated: 1/27/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Benchmark Advance Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, and aligned to CCSS. Expository Reading and Writing Course (ERWC) (High School only): ERWC Student Reader, 2nd ed., and Reading Rhetorically, 4th ed.	Yes	0.0 %
Mathematics	Grade K-1: Teacher- created curriculum using "Deanna Jump Guiding Kinders Math" (online resource) as a primary resource. Grades 2-5: Teacher-created curriculum using EngageNY (online, open-source math curriculum) as a primary resource, and aligned to CCSS. Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014) Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption, 2014-2016) Calculus: Stewart's Calculus, AP Ed., 7th ed. (Cengage/ Hardside & Quant,2012) (Adopted by AAE 2014) Business Math: Mathematics with Business Applications (Glencoe, 2007) (Adopted by AAE 2009) Statistics: Practice of Statistics, 4th ed. (Bedford, Freeman & Worth, 2010) (Adopted by AAE 2012).	No	0.0 %
Science	Grades K-5: Teacher-created curriculum designed to align with Next Generation Science Standards, utilizing a variety of print and online resources. Grades 6-8: Project Based Inquiry Science (IAT Interactive, 2014) (Adopted by AAE 2015). Grades 9-12: Teacher-created curricula, using a variety of online and print materials, aligned to NGSS. Anatomy & Physiology: Essentials of Anatomy and Physiology, Martini & Bartholomew, 6th ed. (Pearson, 2013) (Adopted by AAE 2013) Environmental Science: Living in the Environment (Holt, McDougal 2011) (Adopted by AAE 2012).	Yes	0.0 %
History-Social Science	Grades K-5: Teacher-created curriculum using a variety of online and print resources, including material embedded within the Benchmark language arts curriculum, and other print and online resources, aligned with the California state standards for History-Social Science. Grades 6-8: TCI History Alive! (Teachers Curriculum Institute, 2007) (On most recent SBE adoption list for this subject) Adopted by AAE 2007) Grade 10 (World History): Modern World History: Patterns of Interaction (McDougal Littell, 2005) (Adopted by AAE 2005) Grade 11 (United States History): The Americans (McDougal Littell, 2005) (Adopted by AAE 2005) AP American History: The American Pageant, 12th ed. (Houghton Mifflin, 2002) American Government: Government Alive! Power, Politics, and You (Teachers Curriculum Institute, 2007) (Adopted	Yes	0.0 %

by AAE 2009), supplemented with: United States History : Preparing for the Advanced Placement Examination, 2015 Edition (AMSCO, 2014 Adopted by AAE 2014)

AP American Government: Magleby Government by the People. 24th ed., AP ed. (Pearson, 2011) (Adopted by AAE 2012)

Economics: Econ Alive! The Power to Choose (Teachers Curriculum Institute, 2007) (Adopted by AAE 2009)

Psychology: Introduction to Psychology : Gateways to Mind and Behavior. 14th edition (Cengage, 2016) (Adopted by AAE 2016)

Foreign Language	Grades 9-12: Spanish 1-4 utilizes teacher-created curriculum through our learning management system (MyMentor).	No	0.0 %
Health	Health is taught as part of our middle school rotation with teacher-created curriculum, accessed through our learning management system.	No	0.0 %
Visual and Performing Arts	Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004) Other VPA: Teacher-created, using various online and print resources		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/27/2017

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 and playgrounds. Future plans include adding athletic fields and science laboratories.

The Mojave River Campus is located on a 150-acre site that borders State Highway 18 and the Mojave River. The 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: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs are needed. HVAC is maintenanced every 3 months.
Interior: Interior Surfaces	Good	Some carpets will be replaced over the summer or as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire system is tested annually.
Structural: Structural Damage, Roofs	Fair	Some roofs have minor leaks and bids for repair are being collected.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 1/27/2017

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

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	58.0%	57.0%	40.0%	43.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	35.0%	36.0%	24.0%	26.0%	34.0%	36.0%

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: 1/27/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	112	99.1%	49.0%
Male	59	58	98.3%	76.2%
Female	54	54	100.0%	54.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	42.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.5%	51.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.0%	40.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 12/16/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	107	97.3%	47.7%
Male	56	54	96.4%	40.7%
Female	54	53	98.2%	54.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	53	96.4%	56.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.1%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 12/16/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	113	99.1%	51.3%
Male	57	57	100.0%	50.9%
Female	57	56	98.3%	51.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	32.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	59	98.3%	64.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	53.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/5/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100.0%	48.3%
Male	55	55	100.0%	40.0%
Female	65	65	100.0%	55.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	42.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	51.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	38.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/5/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	115	97.5%	62.6%
Male	59	57	96.6%	61.4%
Female	59	58	98.3%	63.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	95.0%	63.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	56	98.3%	58.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	47.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	119	100.0%	55.5%
Male	60	60	100.0%	45.0%
Female	59	59	100.0%	66.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	58.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	59	100.0%	54.2%
Two or More Races	14	14	100.0%	50.0%
Socioeconomically Disadvantaged	39	39	100.0%	46.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

Last updated: 1/5/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.2%	87.0%
Male	55	55	100.0%	83.6%
Female	55	53	96.4%	90.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	81.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	55	100.0%	89.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	82.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/5/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	112	99.1%	50.9%
Male	59	58	98.3%	53.5%
Female	54	54	100.0%	48.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	53.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	71	70	98.6%	48.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.0%	48.6%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	27.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	107	97.3%	49.5%
Male	56	54	96.4%	46.3%
Female	54	53	98.2%	52.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	35.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	53	96.4%	54.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	33	97.1%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	113	99.1%	26.6%
Male	57	57	100.0%	33.3%
Female	57	56	98.3%	19.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	17.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	59	98.3%	33.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.0%	20.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100.0%	32.5%
Male	55	55	100.0%	29.1%
Female	65	65	100.0%	35.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	38.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	21.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	118	115	97.5%	24.4%
Male	59	57	96.6%	26.3%
Female	59	58	98.3%	22.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	95.0%	18.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	56	98.3%	17.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.0%	15.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	119	100.0%	26.1%
Male	60	60	100.0%	30.0%
Female	59	59	100.0%	22.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	16.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	59	100.0%	27.1%
Two or More Races	14	14	100.0%	35.7%
Socioeconomically Disadvantaged	39	39	100.0%	15.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.2%	46.3%
Male	55	55	100.0%	50.9%
Female	55	53	96.4%	41.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	35.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	55	100.0%	50.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.0%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/5/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	70.0%	52.0%	59.0%	54.0%	51.0%	60.0%	56.0%	54.0%

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: 1/5/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	347	344	99.1%	51.7%
Male	173	171	98.8%	56.1%
Female	174	173	99.4%	47.4%
Black or African American	12	12	100.0%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	50.0%
Filipino	12	12	100.0%	66.7%
Hispanic or Latino	110	110	100.0%	47.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	162	160	98.8%	52.5%
Two or More Races	34	34	100.0%	55.9%
Socioeconomically Disadvantaged	108	108	100.0%	37.0%
English Learners	--	--	--	--
Students with Disabilities	24	24	100.0%	20.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/5/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	54.9%

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 Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5%	33.6%	23.9%
7	20.4%	32.4%	27.8%
9	15.7%	28.6%	40.0%

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: 12/16/2016

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 2016-17)

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

State Priority: Pupil Engagement

Last updated: 1/27/2017

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)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.8%	0.0%	2.2%	8.2%	12.4%	6.9%	11.4%	11.5%	10.7%
Graduation Rate	95.20	97.80	96.70	84.00	78.60	87.10	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
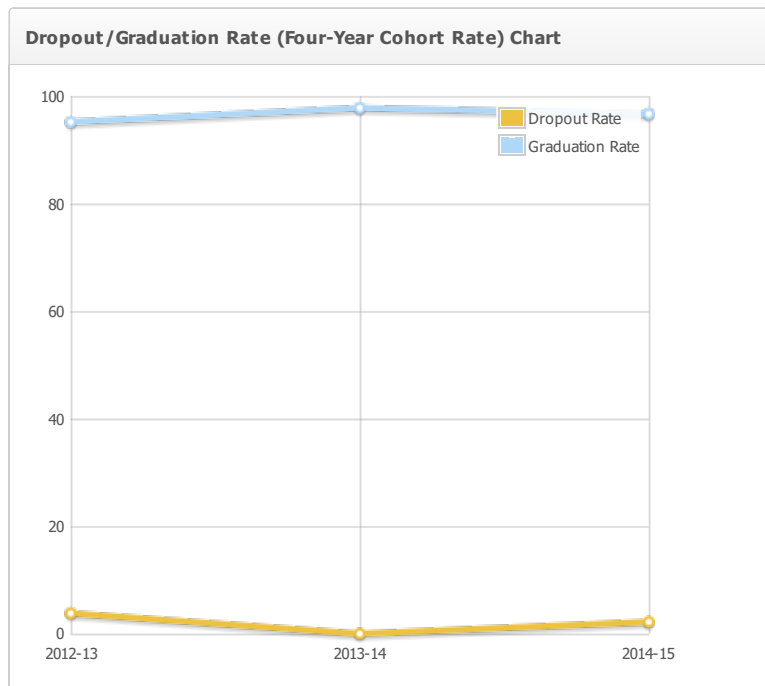
Last updated: 1/27/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	98	84	85
Black or African American	100	76	77
American Indian or Alaska Native	100	100	75
Asian	100	88	99
Filipino	100	91	97
Hispanic or Latino	95	83	84
Native Hawaiian or Pacific Islander	0	100	85
White	98	86	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	100	87	77
English Learners	0	73	51
Students with Disabilities	100	68	68
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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.3	4.7	4.6	7.5	7.2	6.3	4.4	3.8	3.7
Expulsions	0.3	0.3	0.0	0.6	0.5	0.5	0.1	0.1	0.1

Suspensions

Expulsions
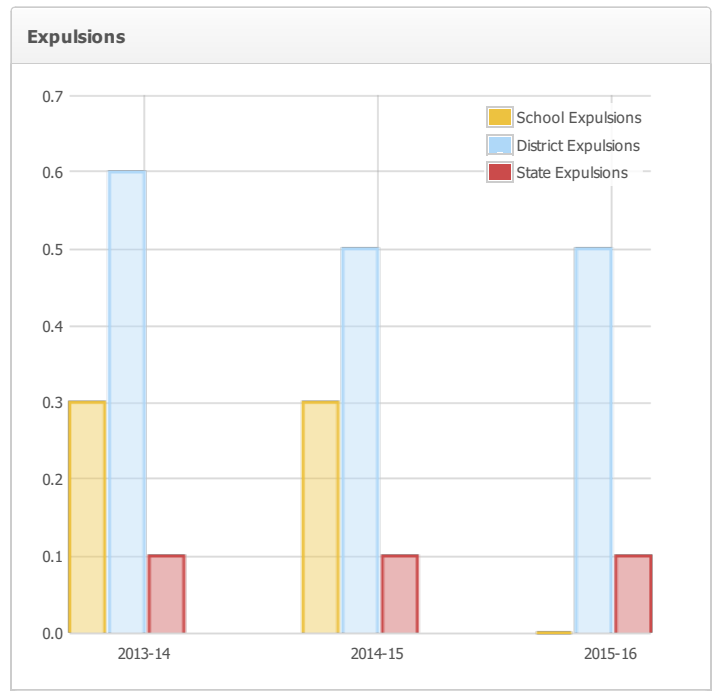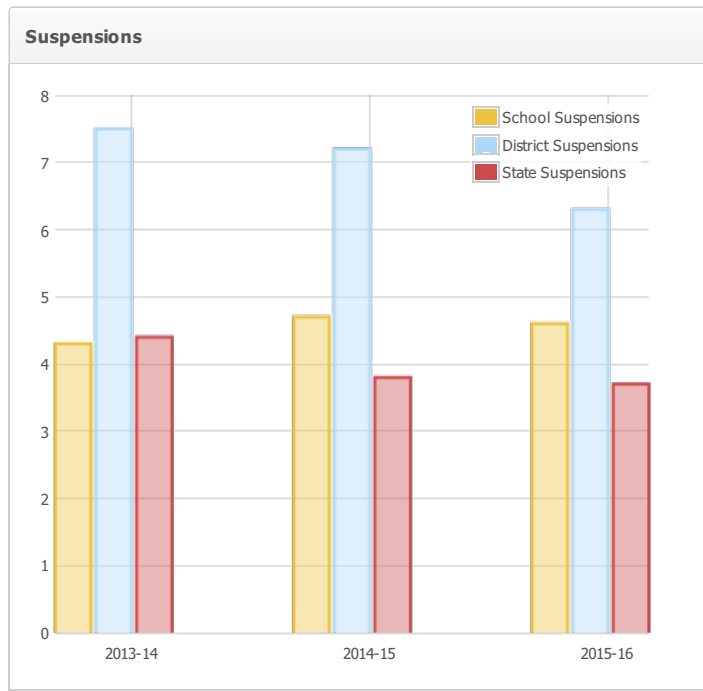
School Safety Plan (School Year 2016-17)

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

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

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

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	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: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		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	24.0	0	4	0	25.0	0	4	0
1	24.0	0	4	0	24.0	0	4	0	25.0	0	4	0
2	24.0	0	4	0	24.0	0	4	0	25.0	0	4	0
3	28.0	0	4	0	28.0	0	4	0	28.0	0	4	0
4	28.0	0	4	0	28.0	0	4	0	28.0	0	4	0
5	28.0	0	4	0	28.0	0	4	0	28.0	0	4	0
6	28.0	0	4	0	28.0	0	4	0	30.0	0	4	0
Other	2.0	1	0	0		1	0	0		0	0	0

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

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

In the 2014-2015 school year, the AAE began designating 6th grade as part of it's secondary program.

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	18.0	1	6	0	27.0	4	24	0	21.0	4	24	0
Mathematics	20.0	1	6	0	25.0	5	24	0	21.0	6	24	0
Science	22.0	1	6	0	27.0	1	24	0	27.0	2	24	0
Social Science	23.0	1	6	0	27.0	0	18	0	26.0	0	18	0

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	650.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	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)	0.0	N/A
Other	0.0	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: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8019.0	$1224.0	$6795.0	$58756.0
District	N/A	N/A	$3569.2	$73588.3
Percent Difference – School Site and District	--	--	90.0%	-20.0%
State	N/A	N/A	$5677.0	$74216.0
Percent Difference – School Site and State	--	--	19.7%	-20.8%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

INSTRUCTIONAL SETTINGS

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW/HIGH

The AAE has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available 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.

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: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,983	$44,958
Mid-Range Teacher Salary	$68,222	$70,581
Highest Teacher Salary	$95,139	$91,469
Average Principal Salary (Elementary)	$114,634	$113,994
Average Principal Salary (Middle)	$117,786	$120,075
Average Principal Salary (High)	$120,028	$130,249
Superintendent Salary	$186,449	$218,315
Percent of Budget for Teacher Salaries	38.0%	38.0%
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
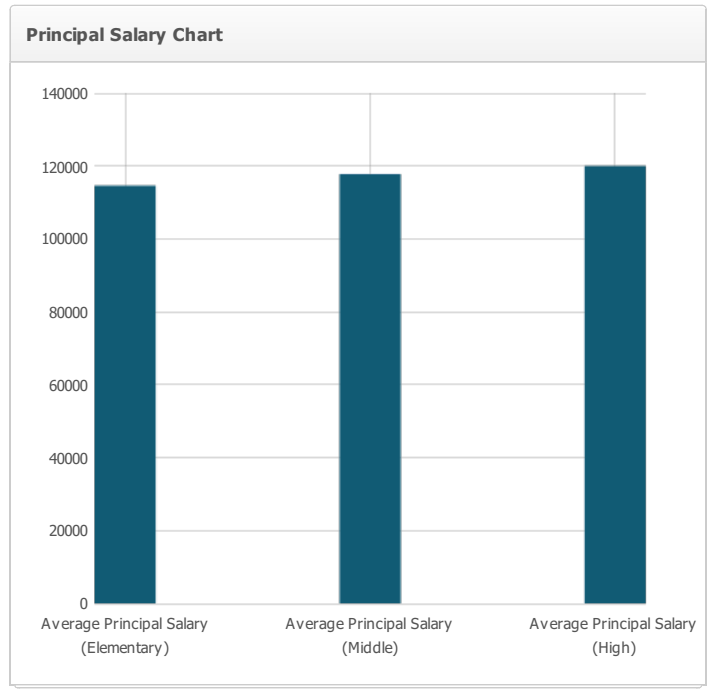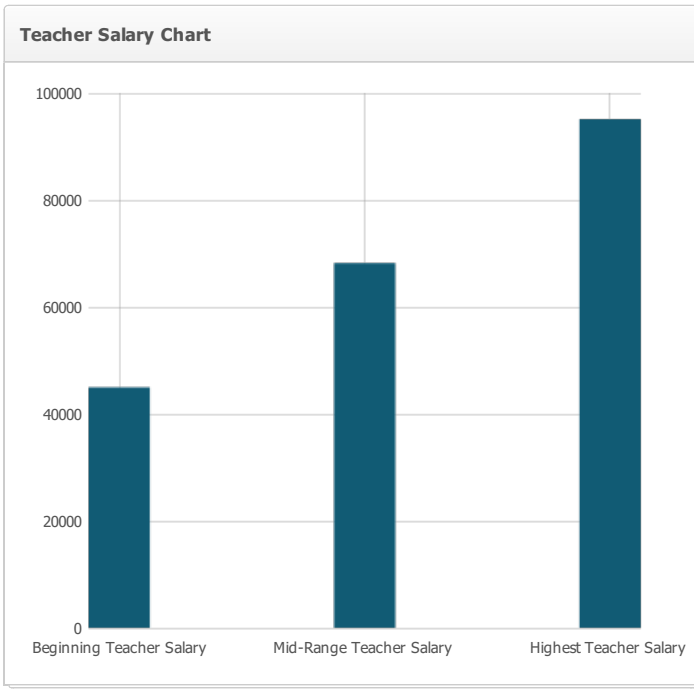
Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	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	6	25.0%

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

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

Last updated: 1/31/2017

Professional Development

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

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