

The Academy for Academic Excellence

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

| | |
|-----------------------------------|---|
| School Name | The Academy for Academic Excellence |
| Street | 17500 Mana Rd. |
| City, State, Zip | Apple Valley, CA 92307 |
| Phone Number | 1(760) 946-5414 |
| Principal | Chet Richards |
| Email Address | crichards@lcer.org |
| School Website | http://aae.lewiscenter.org/ |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 36750773630837 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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,

2025-26 School Description and Mission Statement

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. AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1504 students, and a waiting list of approximately 2,012 students. Students enjoy classes and extracurricular activities on a 150-acre campus.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 148 |
| Grade 1 | 99 |
| Grade 2 | 100 |
| Grade 3 | 109 |
| Grade 4 | 111 |
| Grade 5 | 112 |
| Grade 6 | 124 |
| Grade 7 | 123 |
| Grade 8 | 125 |
| Grade 9 | 115 |
| Grade 10 | 113 |
| Grade 11 | 105 |
| Grade 12 | 105 |
| Total Enrollment | 1,489 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 48.8 |
| Male | 51.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.7 |
| Black or African American | 2.9 |
| Filipino | 1.7 |
| Hispanic or Latino | 46.5 |
| Two or More Races | 6.9 |
| White | 40 |
| English Learners | 3.4 |
| Foster Youth | 0.5 |
| Homeless | 0.6 |
| Socioeconomically Disadvantaged | 35.6 |
| Students with Disabilities | 10.3 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 61.5 | 91.21 | 491.5 | 76.49 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 1.48 | 21.5 | 3.36 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.1 | 1.72 | 88.8 | 13.83 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.8 | 2.76 | 14.4 | 2.24 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1.9 | 2.82 | 26.2 | 4.08 | 15831.9 | 5.67 |
| Total Teaching Positions | 67.4 | 100 | 642.6 | 100 | 279044.8 | 100 |

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

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 57.1 | 84.1 | 497.7 | 74.9 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 2 | 2.94 | 34.6 | 5.21 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 6.8 | 10 | 73.3 | 11.03 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.6 | 2.44 | 12.9 | 1.95 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.3 | 0.49 | 45.9 | 6.91 | 14303.8 | 5.15 |
| Total Teaching Positions | 67.9 | 100 | 664.4 | 100 | 277698 | 100 |

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

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 54.7 | 80.47 | 511.9 | 75.43 | 230039.4 | 82.5 |
| Intern Credential Holders Properly Assigned | 5.8 | 8.57 | 32.4 | 4.78 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.1 | 7.52 | 78.6 | 11.58 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.3 | 1.96 | 11.3 | 1.67 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1 | 1.47 | 44.3 | 6.54 | 13705.8 | 4.9 |
| Total Teaching Positions | 67.9 | 100 | 678.7 | 100 | 278927.1 | 100 |

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

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 3.7 | 1 |
| Misassignments | 1.10 | 3 | 4.1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.10 | 6.8 | 5.1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 1.6 | 1 |
| Local Assignment Options | 0.80 | 0 | 0.3 |
| Total Out-of-Field Teachers | 1.80 | 1.6 | 1.3 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.1 | 6.5 | 4.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | December 2025 |
|---|--|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | <p>Grades K-5: Benchmark Advance (Adopted by AAE 2025) Supplemental materials include iReady Instruction for Reading, Reading A-Z online leveled readers and Heggerty Phonemic Awareness and Writing.</p> <p>Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p> | 0.0 % |
| Mathematics | <p>Grade TK-5 Curriculum Associates California Mathematics (Adopted by AAE 2019; updated version for 2025-2026) Supplemental materials include iReady Instruction for Math.</p> <p>Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014; renewed in 2021)</p> <p>Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption 2014; renewed 2021)</p> <p>Calculus: Stewart's Calculus, AP Ed., 7th ed. (Cengage/ Hard side & Quant, 2012) (Adopted by AAE 2014)</p> <p>Consumer Math: Dave Ramsey Education (Adopted by AAE 2022)</p> <p>Statistics: Practice of Statistics, 6th ed. (Bedford, Freeman & Worth, 2020) (Adopted by AAE 2022)</p> | 0.0 % |
| Science | <p>Grades TK-5: TWIG Science (Adopted by AAE 2020)</p> <p>Grades 6-8: FOSS Science (Adopted by AAE 2024)</p> | 0.0 % |

| | | |
|-------------------------------|---|-------|
| | <p>Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by AAE 2021)</p> <p>AP Human Geography A Spatial Perspective, National Geographic, 1st ed. (Adopted by AAE 2021)</p> <p>Essentials of Anatomy and Physiology, Pearson, 6th ed. (Adopted by AAE 2021)</p> <p>CA Inspire Biology, G9-12, McGraw Hill (Adopted by AAE 2022)</p> <p>World of Chemistry, 4th ed. Cengage Learning (Adopted by AAE 2023)</p> <p>Hewitt: Conceptual Physics 13 ed. 2022 (Adopted by AAE 2023)</p> <p>Computer Science: Code.org Pro Teacher (Adopted by AAE 2024)</p> <p>AP Computer Science: Computer Science Overview (13th Ed., Pearson) (Adopted by AAE 2024)</p> | |
| History-Social Science | <p>Grades TK-5: Social Studies Weekly (Adopted by AAE 2021)</p> <p>Grades 6-8: TCI History Alive! Middle School (Adopted by AAE 2023)</p> <p>Grade 10 (World History): Cengage Learning: National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by AAE 2022)</p> <p>Cengage Learning: National Geographic Earth and Its Peoples, AP Edition, 7th ed. (Adopted by AAE 2022)</p> <p>Grade 11 (United States History): Houghton Mifflin Harcourt: American History Recon to Present 9-12, 2018 ed. (Adopted by AAE 2022)</p> <p>The American Pageant: A History of the American People AP Edition (Adopted by AAE 2022)</p> <p>AP American Government: Stories of a Nation AP ed. (Bedford, Freeman, Worth, 2021) (Adopted by AAE 2023)</p> <p>Economics: Econ Alive! The Power to Choose TCI 2015 ed.</p> <p>Psychology: Thinking about Psychology 4th ed. (Bedford, Freeman, Worth, 2019) (Adopted by AAE 2022)</p> | 0.0 % |
| Foreign Language | <p>Grades 9-12: Spanish 3 utilizes teacher-created curriculum through Google Classroom</p> <p>AP Spanish Language: Vista Higher Learning, Temas 2024 ed. (Adopted by AAE 2023)</p> | 0.0 % |

| | | |
|---|---|-------|
| | Spanish Courses: Vista Higher Learning (Senderos Level 1 and Level 2) (Adopted by AAE 2022) | |
| Health | Positive Prevention Plus for 7th and 9th grades (Adopted by AAE 2019) | 0.0 % |
| Visual and Performing Arts | Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004) High School - AP Art History: Gardner's Art Through the Ages by Fred S. Kleiner (Adopted by AAE 2023) | 0.0 % |
| Science Laboratory Equipment (grades 9-12) | | |

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

School Facility Conditions and Planned Improvements

AAE is located on a 150-acre site that border State Highway 18 and the Mojave River. The campus has unique facilities including a Mission Control Operations Center that provides students and teachers with direct operation of a radio telescope located within NASA's Deep Space Network in Goldstone, California. The school houses multiple buildings to support the learning of all TK-12 students.

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

Year and month of the most recent FIT report

January 2026

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Replacement carpet in bldg. A scheduled for summer 2026. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | Two lights need replacing in library; one broken tile (gym) and replacement of emergency exit signs (E bldg. and gym). These are current work orders and will be taken care of by the end of January 2026. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

| Percentage of Students Meeting or Exceeding the State Standard on CAASPP | | | | | | |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <p>This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</p> | | | | | | |
| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
| English Language Arts/Literacy (grades 3-8 and 11) | 56 | 59 | 30 | 33 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 41 | 46 | 19 | 20 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 810 | 796 | 98.27 | 1.73 | 58.54 |
| Female | 382 | 371 | 97.12 | 2.88 | 61.99 |
| Male | 428 | 425 | 99.30 | 0.70 | 55.53 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 15 | 15 | 100.00 | 0.00 | 73.33 |
| Black or African American | 26 | 24 | 92.31 | 7.69 | 66.67 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 88.24 |
| Hispanic or Latino | 375 | 370 | 98.67 | 1.33 | 49.73 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 58 | 58 | 100.00 | 0.00 | 67.24 |
| White | 316 | 309 | 97.78 | 2.22 | 65.05 |
| English Learners | 31 | 31 | 100.00 | 0.00 | 25.81 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 226 | 222 | 98.23 | 1.77 | 48.20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 120 | 118 | 98.33 | 1.67 | 27.12 |

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students | 810 | 796 | 98.27 | 1.73 | 45.85 |
| Female | 382 | 371 | 97.12 | 2.88 | 41.51 |
| Male | 428 | 425 | 99.30 | 0.70 | 49.65 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 15 | 15 | 100.00 | 0.00 | 60.00 |
| Black or African American | 26 | 24 | 92.31 | 7.69 | 41.67 |
| Filipino | 17 | 17 | 100.00 | 0.00 | 52.94 |
| Hispanic or Latino | 375 | 370 | 98.67 | 1.33 | 37.03 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 58 | 58 | 100.00 | 0.00 | 51.72 |
| White | 316 | 309 | 97.78 | 2.22 | 55.02 |
| English Learners | 31 | 31 | 100.00 | 0.00 | 16.13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 226 | 222 | 98.23 | 1.77 | 31.53 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 120 | 118 | 98.33 | 1.67 | 15.25 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 45.58 | 46.85 | 15.89 | 18.97 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 445 | 433 | 97.30 | 2.70 | 47.81 |
| Female | 206 | 196 | 95.15 | 4.85 | 45.41 |
| Male | 239 | 237 | 99.16 | 0.84 | 49.79 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 22 | 21 | 95.45 | 4.55 | 23.81 |
| Filipino | 12 | 12 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 186 | 182 | 97.85 | 2.15 | 40.66 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 26 | 26 | 100.00 | 0.00 | 65.38 |
| White | 190 | 183 | 96.32 | 3.68 | 54.10 |
| English Learners | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 115 | 112 | 97.39 | 2.61 | 34.82 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 52 | 51 | 98.08 | 1.92 | 13.73 |

2024-25 Career Technical Education Programs

AAE offers Career Technical Education (CTE) programs that are designed to provide students with relevant, real-world skills aligned to current industry standards and postsecondary expectations. These programs integrate academic content with technical instruction to help students explore career pathways, develop problem-solving and collaboration skills, and gain an understanding of workplace expectations. CTE courses support college and career readiness by emphasizing both technical knowledge and transferable skills such as communication, critical thinking, and responsibility.

CTE instruction is aligned with the California Career Technical Education Model Curriculum Standards and, where applicable, industry sector frameworks. Courses may include opportunities for hands-on learning, project-based instruction, and the use of industry-standard tools, software, or practices. Students are encouraged to make connections between their coursework and potential career pathways, including continued education, certification programs, apprenticeships, or direct entry into the workforce.

Through participation in CTE programs, such as our Space Force Jr. ROTC, video production and computer science courses, students gain exposure to career options and are better prepared to make informed decisions about their future goals. The school continually evaluates its CTE offerings to ensure they meet student needs, reflect labor market trends, and support equitable access for all students. Partnerships with postsecondary institutions and community resources may further enhance learning opportunities and career exploration.

2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 174 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 9.1 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

2024-25 Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission | 99.77 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 62.5 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 97.3% | 97.3% | 97.3% | 97.3% | 97.3% |
| Grade 7 | 98.4% | 98.4% | 98.4% | 98.4% | 98.4% |
| Grade 9 | 97.4% | 97.4% | 97.4% | 97.4% | 97.4% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | | | | | | | |
|--|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Indicator | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| Dropout Rate | 0 | 0 | 0 | 5.6 | 5.8 | 3.6 | 8.2 | 8.9 | 8 |
| Graduation Rate | 98.9 | 98.3 | 100 | 90.9 | 92.7 | 94.1 | 86.2 | 86.4 | 87.5 |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 102 | 102 | 100.0 |
| Female | 55 | 55 | 100.0 |
| Male | 47 | 47 | 100.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 38 | 38 | 100.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 47 | 47 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 53 | 53 | 100.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 13 | 13 | 100.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1535 | 1520 | 128 | 8.4 |
| Female | 747 | 740 | 53 | 7.2 |
| Male | 788 | 780 | 75 | 9.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 29 | 27 | 0 | 0.0 |
| Black or African American | 43 | 43 | 2 | 4.7 |
| Filipino | 26 | 26 | 1 | 3.8 |
| Hispanic or Latino | 717 | 713 | 67 | 9.4 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 106 | 106 | 8 | 7.5 |
| White | 610 | 601 | 50 | 8.3 |
| English Learners | 58 | 57 | 6 | 10.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 592 | 585 | 64 | 10.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 183 | 182 | 20 | 11.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 5.41 | 1.76 | 3.19 | 6.59 | 5.71 | 5.53 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.13 | 0.13 | 0 | 0.14 | 0.2 | 0.23 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.19 | 0.00 |
| Female | 0.40 | 0.00 |
| Male | 5.84 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 11.63 | 0.00 |
| Filipino | 3.85 | 0.00 |
| Hispanic or Latino | 2.51 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 2.83 | 0.00 |
| White | 3.44 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 4.05 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.92 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

The Comprehensive School Safety Plan is updated annually highlighting areas of emergency preparedness with procedures on how to respond to natural or man-made emergencies, evacuation procedures, procedures for anti-bullying, and school dress code. AAE staff spends time each year reviewing safety procedures and practicing emergency preparedness. Students are included in appropriate trainings and drills to ensure higher levels of proficiency. In addition to site-based preparedness, AAE also includes input and participation from local law enforcement and first responding agencies, to ensure that responses are in line with the latest protocols. The current plan was updated on January 15, 2025, shared with staff and community members on January 23, 2025, and adopted on February 24, 2025. The school's safety plan can be found on the school's website.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | 0 | 6 | 0 |
| 1 | 24 | 0 | 4 | 0 |
| 2 | 25 | 0 | 4 | 0 |
| 3 | 28 | 0 | 4 | 0 |
| 4 | 27 | 0 | 4 | 0 |
| 5 | 28 | 0 | 4 | 0 |
| 6 | 18 | 23 | 25 | 0 |
| Other | 10 | 1 | 0 | 0 |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | 0 | 4 | 0 |
| 1 | 25 | 0 | 4 | 0 |
| 2 | 24 | 0 | 4 | 0 |
| 3 | 28 | 0 | 4 | 0 |
| 4 | 27 | 0 | 4 | 0 |
| 5 | 28 | 0 | 4 | 0 |
| 6 | 17 | 23 | 25 | 0 |
| Other | 9 | 1 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| TK | 24 | 0 | 2 | 0 |
| K | 25 | | 4 | |
| 1 | 25 | | 4 | |
| 2 | 25 | | 4 | |
| 3 | 27 | | 4 | |
| 4 | 27 | | 4 | |
| 5 | 28 | | 4 | |
| 6 | 17 | 25 | 25 | |
| Other | 7 | 1 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 22 | 17 | 0 |
| Mathematics | 19 | 20 | 15 | 0 |
| Science | 25 | 6 | 19 | 0 |
| Social Science | 23 | 12 | 14 | 2 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 20 | 20 | |
| Mathematics | 19 | 18 | 15 | |
| Science | 23 | 10 | 16 | |
| Social Science | 24 | 9 | 19 | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 11 | 21 | |
| Mathematics | 20 | 19 | 15 | |
| Science | 25 | 7 | 19 | |
| Social Science | 23 | 12 | 16 | |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 748 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 2 |
| Resource Specialist (non-teaching) | |
| Other | 3 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$13,858 | \$2,808 | \$11,050 | \$87,603 |
| District | N/A | N/A | \$11,050 | \$88,910 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -1.5 |
| State | N/A | N/A | \$11,146 | \$103,743 |
| Percent Difference - School Site and State | N/A | N/A | -0.9 | -16.9 |

Fiscal Year 2024-25 Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. AAE offers a full-time classroom program employing a combination of traditional and block scheduling for grades TK-12. Students select from a full array of courses, and all programs meet the

Fiscal Year 2024-25 Types of Services Funded

minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. AAE may utilize programs such as home hospital to meet the diverse needs of students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff, and students are equally accountable for the success of each student in AAE.

Student learning not only occurs in the classroom, but instructional activities also occur in other non-traditional settings. These include the Mission Control Center for the GAVRT Radio Astronomy program and the outdoors. AAE 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.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

AAE has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels. High school students have an opportunity to take Honors and/or AP courses in the areas of Art, Computer Science, English, Mathematics, History, Spanish, and Science. AAE has implemented academic supports through our Knight's Lab for elementary students who demonstrate academic areas of concern.

PLAN FOR ENGLISH LEARNERS

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

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

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

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

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

PLAN FOR SPECIAL EDUCATION

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$57,617 | \$62,783 |
| Mid-Range Teacher Salary | \$92,061 | \$97,783 |
| Highest Teacher Salary | \$133,338 | \$128,020 |
| Average Principal Salary (Elementary) | \$161,951 | \$160,224 |
| Average Principal Salary (Middle) | \$168,664 | \$166,992 |
| Average Principal Salary (High) | \$178,015 | \$180,971 |
| Superintendent Salary | \$255,803 | \$313,465 |
| Percent of Budget for Teacher Salaries | 27.97% | 30.05% |
| Percent of Budget for Administrative Salaries | 4.18% | 5% |

2024-25 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 32.4 |
|--|------|

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

| Subject | Number of AP Courses Offered |
|---------------------------------|------------------------------|
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 1 |
| Foreign Language | 1 |
| Mathematics | 2 |
| Science | 0 |
| Social Science | 4 |
| Total AP Courses Offered | 14 |

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

Professional Development

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

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

- Early Literacy
- English Language Development
- Math training
- Technology
- Induction for new teachers
- Social-Emotional Learning
- Curriculum training
- Safety training
- Capturing Kids' Hearts

To meet the needs of Early Literacy reading development, teachers received training in Orton-Gillingham methods. This is a week-long online training for all elementary English reading teachers to target students who need additional support in reading. Early education staff also received training on implementing the Reading Difficulties Risk Screener and attended the TK/Kindergarten conference.

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

Teachers participated in online Ready Curriculum and iReady training, and Benchmark Advance ELA training provided by curriculum experts. Training has consisted of using data to drive instruction, instructional delivery, and student engagement.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to

Professional Development

focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators observe instruction and engagement during the school day, then provide feedback. New teachers also received training at the beginning of the school year for the adopted curriculum they would be using in the classroom.

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

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

Capturing Kids' Hearts is a program designed to help educators build strong, positive relationships with students by focusing on social-emotional learning and creating a connected school culture, aiming to "capture" their hearts to better engage them in learning and improve academic outcomes.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36 | 38 | 40 |