Academy for Academic Excellence

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

Lisa Lamb, Principal

Principal, Academy for Academic Excellence

About Our School

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

Contact

17500 Mana Rd.
Apple Valley, CA 92307-2181

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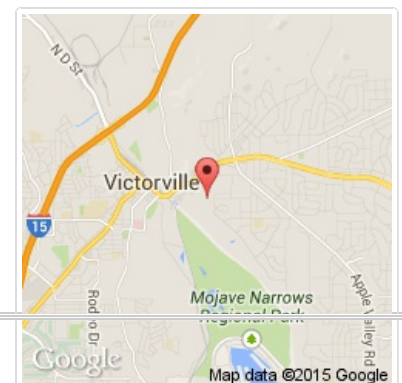
View Larger Map

Data and Access

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- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information - Most Recent Year

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

District	
District Name	Apple Valley Unified
Phone Number	(760) 247-8001
Web Site	http://www.avusd.org
Superintendent First Name	Thomas
Superintendent Last Name	Hoegerman
E-mail Address	tom_hoegerman@avusd.org

Last updated: 1/29/2014

School Description and Mission Statement (Most Recent Year)

AAE Mission Statement:

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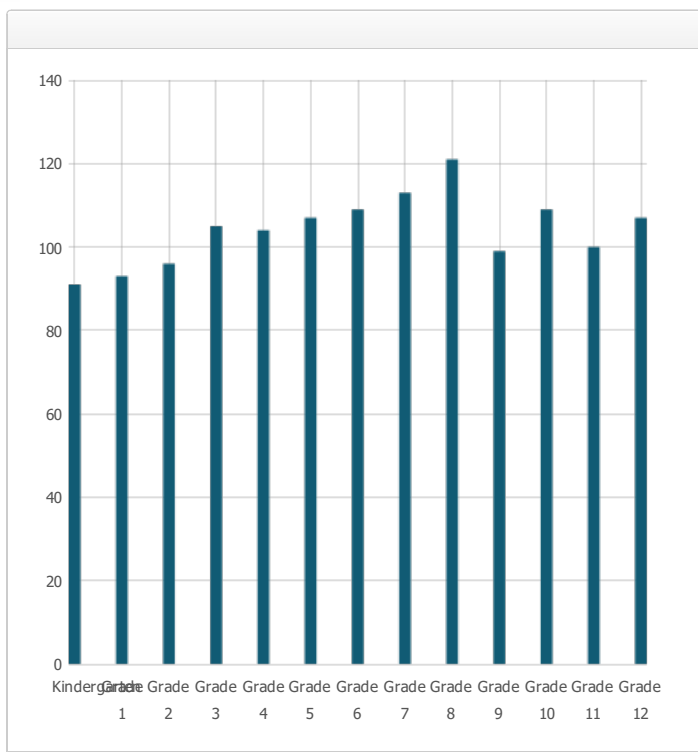
Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school. The AAE was chartered by Apple Valley Unified School District in 1997. The Charter was renewed for five more years in 2002 with a mid-year review in 2005 and again in 2010. The AAE has three campuses in Apple Valley. The K-1 campus is located at 20702 Thunderbird Road, 2nd – 4th graders are on our Corwin Campus located at 18350 Corwin Road and the 5-12 grade campus is at 17500 Mana Road. The school offers full-time programs for students. A strong emphasis on academic rigor and teacher-practitioner research has allowed the AAE to develop many best practices to the benefit of the students and staff. High school courses are UC a-g approved. A number of AP courses are also offered. The AAE is WASC accredited. Located on a 150-acre parcel of land that includes parts of the Mojave River, the AAE promotes high academic and behavioral standards for students and staff. The MRC location allows students access to a variety of unique ecosystems. This has allowed the school to develop an inquiry-based, hands-on approach to learning. Partnerships with a number of community organizations including the Mojave Water Agency, JPL/NASA, St. Mary's Hospital and AQMD have greatly expanded the opportunities for learning at the AAE.

Last updated: 1/29/2014

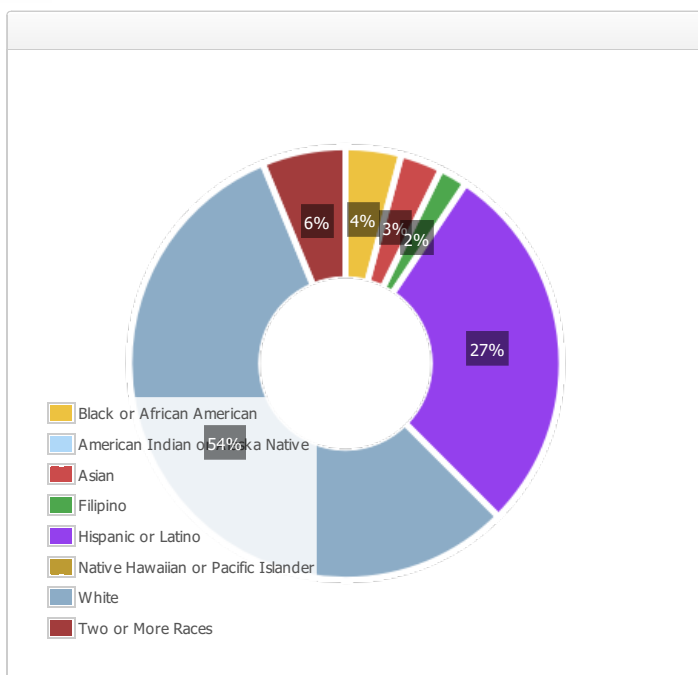## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	91
Grade 1	93
Grade 2	96
Grade 3	105
Grade 4	104
Grade 5	107
Grade 6	109
Grade 7	113
Grade 8	121
Grade 9	99
Grade 10	109
Grade 11	100
Grade 12	107
Total Enrollment	1354

Last updated: 2/10/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	2.1
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.3
White	54.9
Two or More Races	6.6
Socioeconomically Disadvantaged	19.9
English Learners	1.9
Students with Disabilities	8.0

Last updated: 2/10/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
Subject	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
English-Language Arts	71%	75%	70%	53%	57%	54%	54%	56%	55%
Mathematics	49%	55%	49%	45%	45%	44%	49%	50%	50%
History-Social Science	74%	73%	71%	47%	45%	48%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/29/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

	Percent of Students Scoring at Proficient or Advanced			
Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	54%	44%	59%	48%
All Students at the School	70%	49%	70%	71%
Male	67%	47%	70%	73%
Female	73%	51%	71%	69%
Black or African American	70%	28%	71%	63%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	89%	78%	N/A	N/A
Filipino	46%	30%	69%	77%
Hispanic or Latino	67%	49%	71%	65%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	72%	50%	70%	73%
Two or More Races	68%	47%	63%	71%
Socioeconomically Disadvantaged	61%	42%	63%	63%
English Learners	28%	39%	N/A	N/A
Students with Disabilities	31%	18%	36%	36%

| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A |

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.
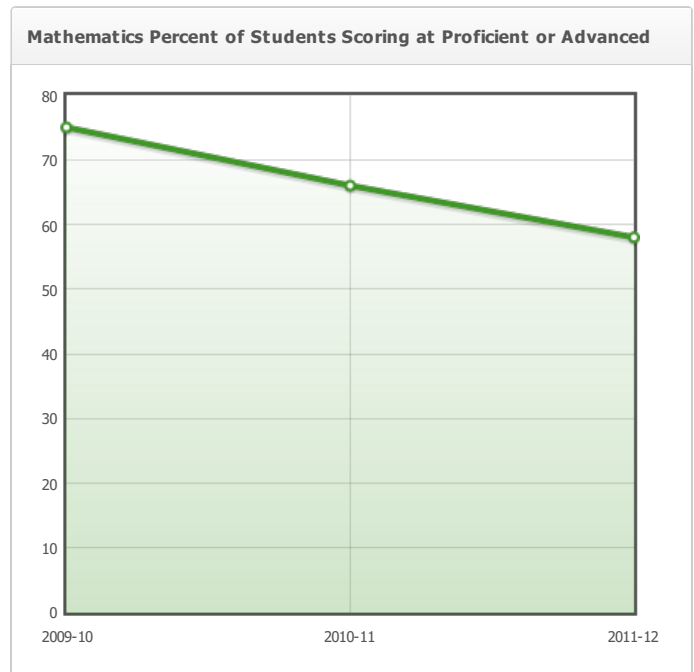
Last updated: 1/29/2014

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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	83%	76%	71%	54%	52%	56%	59%	56%	57%
Mathematics	75%	66%	58%	50%	48%	50%	56%	58%	60%

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.
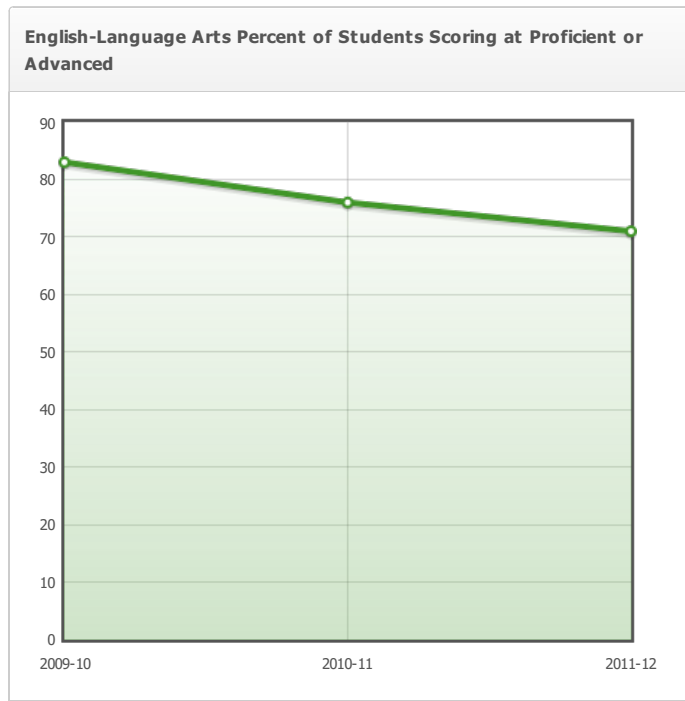
English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/29/2014

California High School Exit Examination Grade Ten Results by Student Group (School Year 2012-13) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	45%	26%	30%	50%	37%	13%
All Students at the School	29%	27%	44%	42%	45%	13%
Male	34%	26%	40%	38%	47%	15%
Female	25%	27%	47%	46%	42%	12%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	38%	29%	33%	50%	42%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	23%	25%	52%	28%	54%	18%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	35%	21%	44%	50%	38%	12%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	83%	17%	N/A	100%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/29/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6%	20.0%	15.2%
7	25.9%	30.6%	22.2%
9	31.0%	23.0%	22.0%

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: 1/29/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	10	9	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	2	7	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	0	-14
Native Hawaiian or Pacific Islander			
White	3	7	-12
Two or More Races			
Socioeconomically Disadvantaged	-7	20	-10
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,028	842	9,135	777	4,655,989	790
Black or African American	44	815	916	695	296,463	708
American Indian or Alaska Native	4		53	747	30,394	743
Asian	39	881	196	895	406,527	906
Filipino	27	790	59	859	121,054	867
Hispanic or Latino	292	828	3,792	753	2,438,951	744
Native Hawaiian or Pacific Islander	3		47	799	25,351	774
White	546	853	3,962	810	1,200,127	853
Two or More Races	73	836	108	793	125,025	824
Socioeconomically Disadvantaged	324	811	6,461	747	2,774,640	743
English Learners	28	746	1,196	724	1,482,316	721
Students with Disabilities	95	615	1,190	621	527,476	615

Last updated: 1/29/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	Yes	Yes

Last updated: 1/29/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement *		

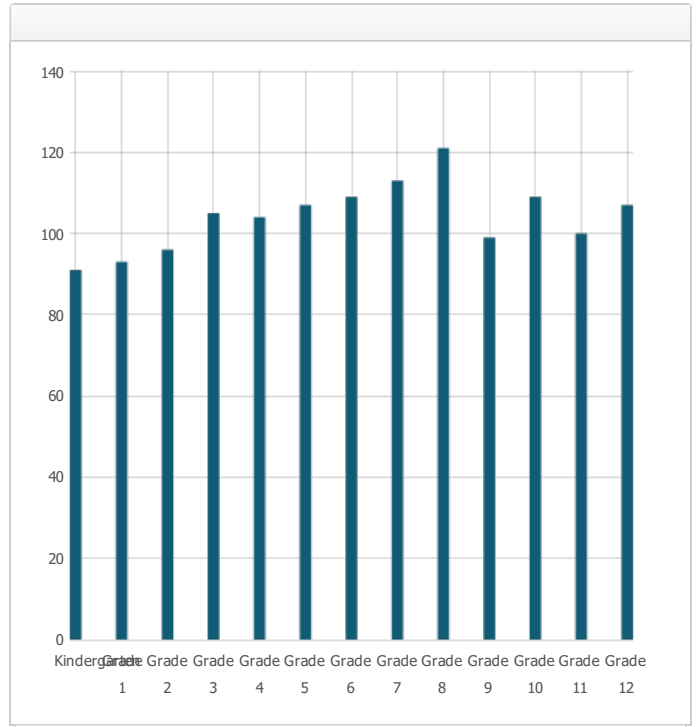|		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/29/2014

School Climate

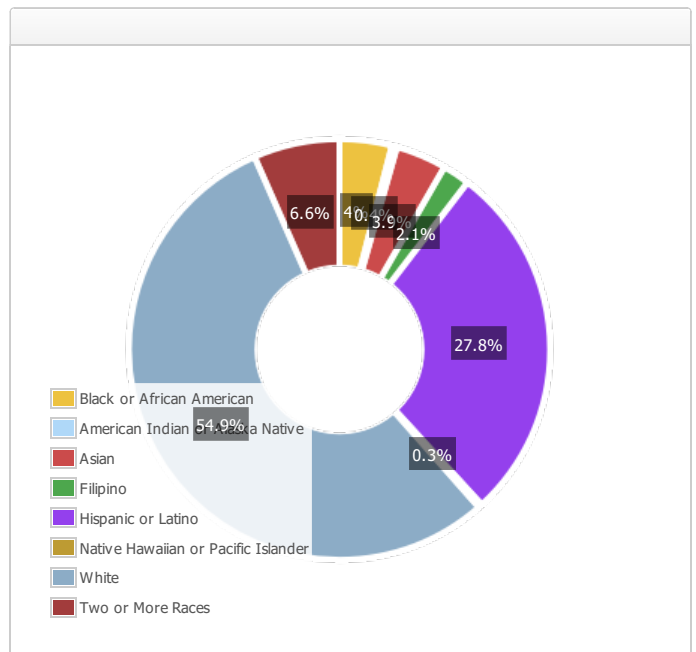## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	91
Grade 1	93
Grade 2	96
Grade 3	105
Grade 4	104
Grade 5	107
Grade 6	109
Grade 7	113
Grade 8	121
Grade 9	99
Grade 10	109
Grade 11	100
Grade 12	107
Total Enrollment	1354

Last updated: 2/10/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	2.1
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.3
White	54.9
Two or More Races	6.6
Socioeconomically Disadvantaged	19.9
English Learners	1.9
Students with Disabilities	8.0

Last updated: 2/10/2014

Average Class Size and Class Size Distribution (Elementary)

	2010-11				2011-12				2012-13			
		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	23.0	0	4	0	24.0	0	4	0	24.0	0	4	0
1	24.0	0	4	0	24.0	0	4	0	24.0	0	4	0
2	24.0	0	4	0	24.0	0	4	0	24.0	0	4	0
3	24.0	0	4	0	24.0	0	4	0	24.0	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	28.0	0	4	0
Other		0	4	0	28.0	0	4	0		0	4	0

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

Last updated: 2/10/2014

Average Class Size and Class Size Distribution (Secondary)

	2010-11				2011-12				2012-13			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	22.4	10	14	0	21.3	12	13	1				0
Mathematics	23.9	7	15	3	24.4	8	14	1				0
Science	21.4	17	18	1	20.7	22	16	0				0
Social Science	20.0	13	12	1	21.8	14	10	1				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: 2/10/2014

School Safety Plan (School Year 2012-13)

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

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

Date of last review: 12/2010

Date last reviewed with staff: 8/2013

Last updated: 2/12/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.03	0.04	0.02			
Expulsions	0.00	0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
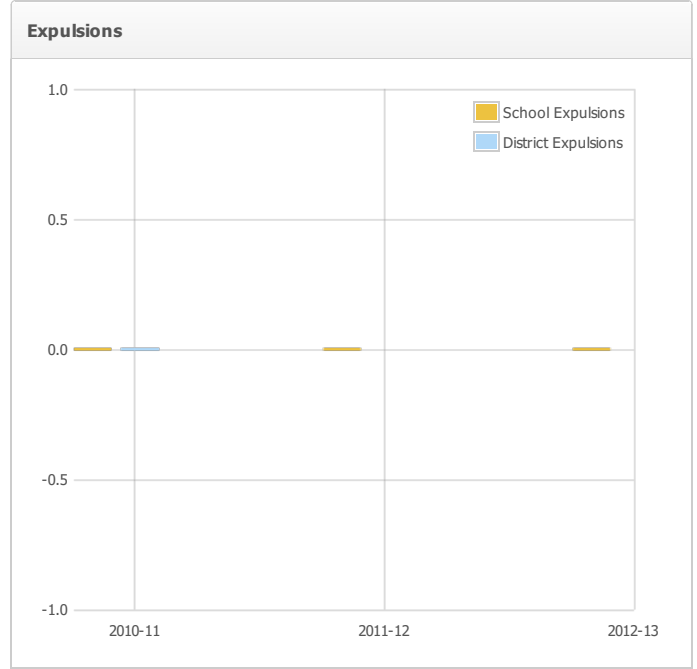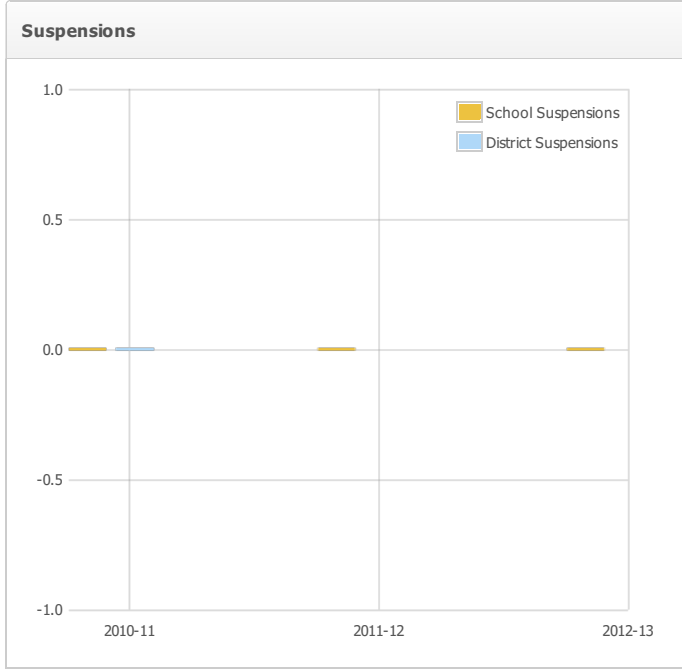
Last updated: 2/12/2014

School Facilities

School Facility Conditions and Planned Improvements - Most Recent Year

The Academy for Academic Excellence is a K-12 school that is located on three different sites.

The Thunderbird Campus houses K – 1st grade students. It is located on Thunderbird Road in Apple Valley. It borders the two campuses of Phoenix Academy. The Thunderbird Campus is the location of a 14-inch telescope and observatory that hosts many events for students, parents, staff and the community at large.

The leased Corwin Campus is the former St. Mary's Catholic School and is now home to grades 2 - 4, located on the corner of Corwin Road and Hwy 18.

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 5-6. The south end of the site contains a 7th – 8th 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. Future plans include a gymnasium, athletic fields, a performing arts center, and a building containing science labs.

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

Last updated: 2/11/2014

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One HVAC unit replaced at Thunderbird campus in August 2013.
Interior: Interior Surfaces	Good	Paint is touched up annually.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Spray for insects and trap any critters during breaks.
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some sinks and toilets need to be remounted.
Safety: Fire Safety, Hazardous Materials	Good	Fire inspection annually, hazardous materials stored properly.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Playground wood fiber to be added to existing.

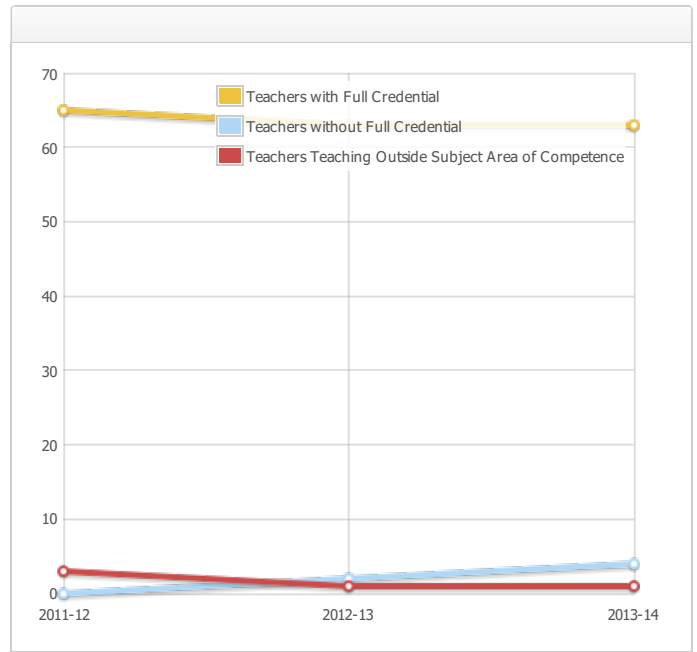## Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary

*Last updated: 2/5/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2011-12	2012-13	2013-14	2013-14
With Full Credential	65	63	63	
Without Full Credential	0	2	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	1	1	

Last updated: 1/29/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	4	4	3
Total Teacher Misassignments*	5	5	4
Vacant Teacher Positions	0	0	0
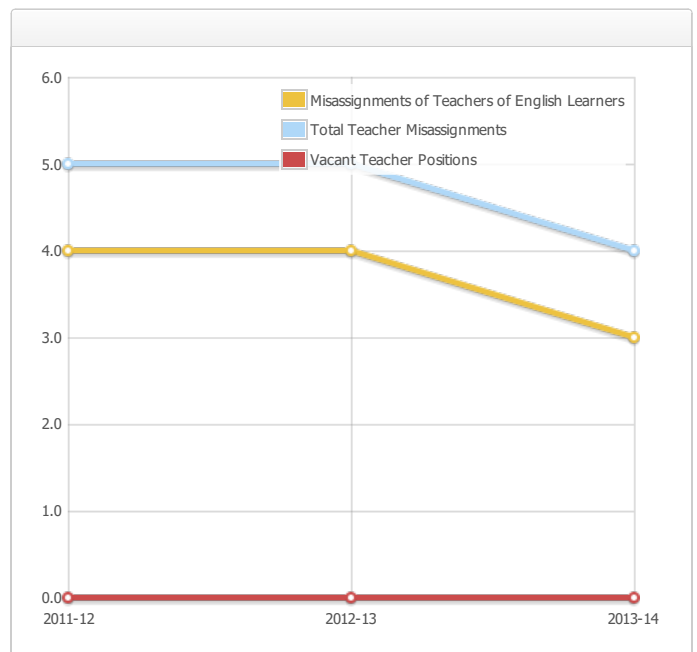
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/29/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

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	96	4

All Schools in District	96	4
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	96	4

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: 1/29/2014

Academic Counselors and Other Support Staff (School Year 2012-13)

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)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.5	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.5	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.5	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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-6: Pearson CA Reading Street (Pearson) 2010 7-12: novel based, with McDougal-Littell The Language of Literature, c. 1997, used as a supplement in 7-10	Yes	0.0
Mathematics	K-6: Scott Foresman-Addison Wesley Envision Math (Pearson) 2009 7-12: Pre-algebra: PH Math Pre-Algebra CA ed. (Pearson) 2009 Algebra 1: Algebra 1 (Holliday et al.), CA ed. (Glencoe) 2008 Geometry: PH Math Geometry (Pearson) 2004 Algebra 2: PH Math Algebra 2 CA ed (Pearson) 2008 Precalculus /Trigonometry: Precalculus: Graphical, Numerical Algebraic (Demana, Waits, et al.), 7th ed. (Pearson) 2007 Applied Math: Consumer Mathematics (AGS Publishing) 2003 Statistics: The Practice of Statistics, 4th ed. (Bedford, Freeman & Worth) 2010 Calculus: Calculus with Analytic Geometry, 7th ed. (McDougal Littell) 2002	Yes	0.0
Science	Earth Science: CA Earth Science (Prentice Hall) 2006 Biology: The Dynamics of Life (Glencoe McGraw-Hill) 2002 Biology AP: Campbell Biology 9th ed., AP edition (Pearson) Chemistry: Modern Chemistry, (Holt, Rinehart &Winston) 1999 Anatomy & Physiology (Pearson) 2003 K-4: Harcourt CA Reflections, (Harcourt) 2006 5-8:		0.0
History-Social Science	History Alive! (Teachers Curriculum Institute) 2004 Geography: Geography Alive! (Teachers Curriculum Institute) 2006 Modern World History: Modern World History Patterns of Interaction (McDougall Littell) 2005 American History: The Americans (McDougal Littell) 2003 American History AP: The American Pageant, 12th ed (McDougal Littell) 2002 American Government: Government Alive! (Teachers Curriculum Institute) 2009! American Government AP: Magleby Government by the People 24th ed. AP Ed. (Pearson) 2011 Economics: Economics Alive! (Teachers Curriculum Institute) 2007	Yes	0.0
Foreign Language	Spanish: Paso A Paso (Pearson) 2000	Yes	0.0
Health	Health: Health: Making Life Choices 2nd Ed. (National Textbook Co.) 2000	Yes	0.0

Visual and Performing Arts	Various vendors	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Various vendors	Yes	0.0

Last updated: 1/29/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	$01	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$5,537	$68,841
Percent Difference – School Site and State	N/A	N/A	5.58%	21.20%

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

Last updated: 2/6/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$38,846	$40,933
Mid-Range Teacher Salary	$60,647	$65,087
Highest Teacher Salary	$78,647	$84,436
Average Principal Salary (Elementary)	$95,094	$106,715
Average Principal Salary (Middle)	$95,094	$111,205
Average Principal Salary (High)	$95,094	$120,506
Superintendent Salary	$110,704	$207,812
Percent of Budget for Teacher Salaries	65.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 2/6/2014
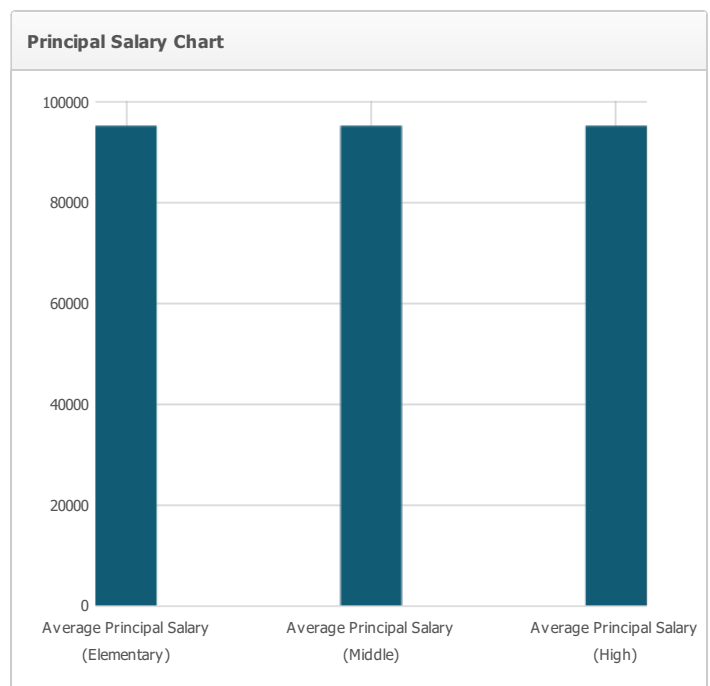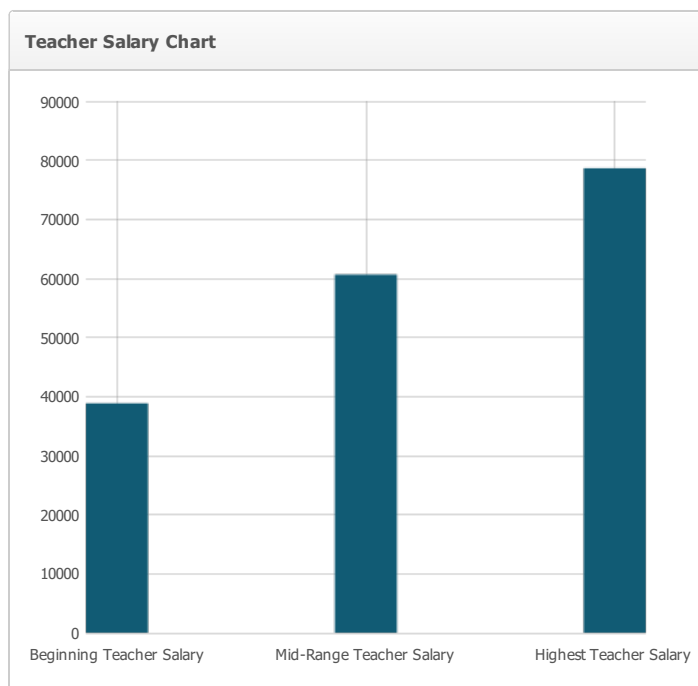
School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page.

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

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.9	9.1	5.2	13.8	11.2	11.5	16.6	14.7	13.1
Graduation Rate	93.07	88.18	91.67	73.82	77.11	80.11	74.72	77.14	78.73

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
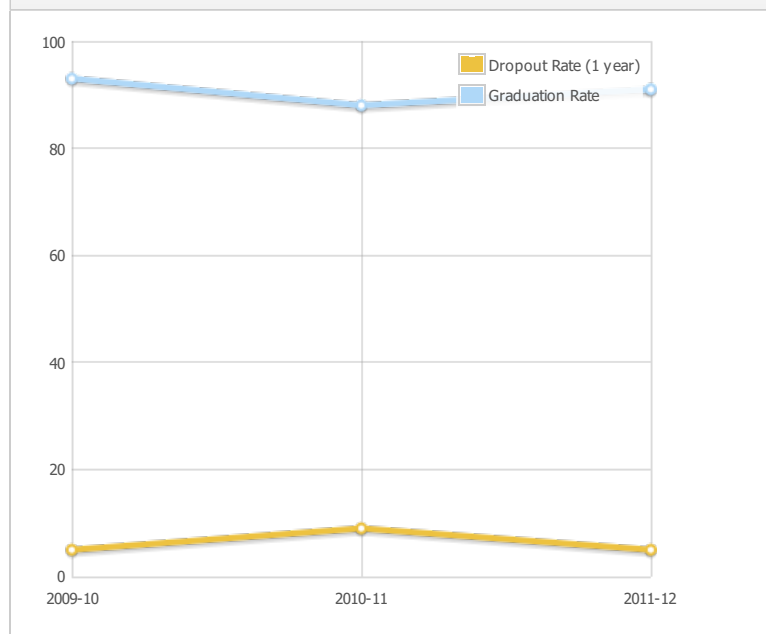
Last updated: 1/29/2014

Completion of High School Graduation Requirements

Group	Graduating Class of 2012		
	School	District	State
All Students	87	1,088	418,598
Black or African American	5	122	28,078
American Indian or Alaska Native		3	3,123
Asian	1	25	41,700
Filipino	1	6	12,745
Hispanic or Latino	19	353	193,516
Native Hawaiian or Pacific Islander	2	13	2,585
White	58	558	127,801
Two or More Races	1	8	6,790
Socioeconomically Disadvantaged	19	590	217,915
English Learners		81	93,297
Students with Disabilities	5	108	31,683

Last updated: 1/29/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	44.0

Last updated: 1/31/2014

Advanced Placement Courses (School Year 2012-13)

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	3	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	5	26.0

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

*Where there are student course enrollments.

Last updated: 1/29/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Ongoing professional development is a priority at the AAE. Teachers and instructional support staff have numerous opportunities for professional growth. These include in-house opportunities during weekly collaboration and early release time, as well as outside opportunities. Since we are an Apple One-to-One School, teachers receive yearly Apple training. Other areas of professional development training include: professional learning communities, common core transition, instructional strategies, California Mathematic Conference, California Charter School Association Conference, AP trainings, special education, SELPA trainings, and more.

Last updated: 1/29/2014