

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Academy for Academic Excellence	District Name	Chartered by Apple Valley Unified SD
Principal	Gordon Soholt	Superintendent	President/CEO: Richard Piercy
Street	17500 Mana Rd.	Street	17500 Mana Road
City, State, Zip	Apple Valley, CA 92307	City, State, Zip	Apple Valley, CA 92308
Phone Number	760-946-5414	Phone Number	760-946-5414
FAX Number	760-946-0816	FAX Number	760-946-9193
Web Site	www.lewiscenter.org	Web Site	www.lewiscenter.org
E-mail Address	gsoholt@lcer.org	E-mail Address	rpiercy@lcer.org
CDS Code	36-75077-3631207	SARC Contact	Gordon Soholt

School Description and Mission Statement

Information about the school, its programs, and its goals.

The Academy for Academic Excellence (AAE) 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. The AAE has two campuses in Apple Valley. The K-2 campus is located at 20702 Thunderbird Road and the 3-12 grade campus is at 17500 Mana Road. The school offers both full-time and independent study programs for students. A strong emphasis on academic rigor and teacher-practioner research has allowed the AAE to develop

many best practices to the benefit of the students and staff. High school courses are UC approved. A number of AP courses are also offered.

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 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, and AQMD have greatly expanded the opportunities for learning at the AAE.

Academy for Academic Excellence Mission Statement

Research, develop and implement innovative educational programs to maximize each student's potential to become honorable, courageous, generous citizens and highly effective learners.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Paul Rosell	Contact Person Phone Number	760-946-5414
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Opportunities for parental involvement abound at the AAE. The school sponsors a number of organizations that give parents direct input into the governance of the school. These organizations include a Parent/Teacher Organization and the School Site Council. In addition to opportunities to assist in the governance of the school, the AAE provides a number of informational and educational programs to involve parents in the educational process. Through the guidance of the Family Support Center, run by Paul Rosell, seminars in discipline, Love & Logic, parental involvement, family counseling, and support are offered at various times throughout the school year.

Parents are encourage to volunteer in the classroom and become involved in on-going research projects involving their children through the web site where opportunities to assist are posted. In addition, a variety of informational meetings are scheduled throughout the year including Parent Orientation Nights, Back to School Night, College Prep Night, Grade Level Nights, Science Fair and a variety of topics of specific interest.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	42	Grade 9	103
Grade 1	43	Grade 10	95

Grade 2	43	Grade 11	86
Grade 3	45	Grade 12	103
Grade 4	54	Ungraded Secondary	0
Grade 5	58		
Grade 6	54		
Grade 7	109		
Grade 8	108		
Ungraded Elementary	0	Total Enrollment	943

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	49	5.2	Hispanic or Latino	134	14.2
American Indian or Alaska Native	9	1.0	Pacific Islander	6	0.6
Asian	13	1.4	White (Not Hispanic)	719	76.2
Filipino	12	1.3	Multiple or No Response	1	0.1

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	10-25-2005	Date Last Discussed with Staff	12-16-2005
<p>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 an 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 needs to leave.</p> <p>Volunteers working on campus are required to be fingerprinted. Volunteer coaches and athletic drivers are also fingerprinted and checked through the DMV before they may drive students to events.</p> <p>Students are expected to follow the schoolwide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school in off campus events. Expectations, rewards and consequences are reviewed with students through administrator led assemblies. Students are monitored on a consistent basis either by teachers, administrators or CDOs (Character Development Officers).</p> <p>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.</p>			

School Programs and Practices That Promote a Positive Learning

Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The Academy for Academic Excellence provides a number of programs and practices that promote a positive learning environment on the campus. A strong behavioral intervention program has been implemented and monitored by a site principal and two Deans of Students. CDOs have been hired and assist students in developing the skills required to make correct choices. The CDOs assure student safety before, during, and after school hours.

A Student Peer Mediation program provides students with an opportunity to work out problems before they become serious. Individual and family counseling is offered through the Family Support Center. Guidance counseling is provided to assist students and families with the information required to make informed decisions regarding future educational and vocational opportunities.

A 7th period course, Curriculum Support, is provided to students who need support from a credentialed teacher for core curriculum. Small groups of students are teamed with a teacher and given the opportunity to receive individual and group assistance. When student's academic performance drops, an Academic Review team (all the core curriculum teachers) meet with the student and parents to devise a plan to help the student become academically successful.

An afterschool program, Extended Learning Time (XLT), is provided at a nominal fee of \$1/hour. This program provides a safe and positive place for students whose parents work. The program includes homework assistance and positive games.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	3	16			3	16
Rate of Suspensions	.3	2			.3	2
Number of Expulsions	0	0			0	0
Rate of Expulsions	0	0			0	0

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The Academy for Academic Excellence is a K-12 school that is located on two sites. The Thunderbird Campus houses K - 2 grade students. It is located on Thunderbird Road in Apple

Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. 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 Mojave River Campus has two schools 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 3-6. The south end of the site contains a 7-8 grade site and a High school site. The campus has state-of-the-art facilities including a Mission 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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation			TRAP AND RELEASE SKUNKS AND RACOONS
Drinking Fountains (inside and outside)	X		WORKED ON EACH WINTER TO KEEP FROM FREEZING
Restrooms	X		
Sewer	X		

Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	46	50	55	36	37	41	35	36	40
Mathematics	28	31	35	36	35	39	35	34	38
Science	41	36	40	19	21	31	27	25	27
History-Social Science	42	49	57	26	27	30	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	52	*	91	45	47	*	57
Mathematics	36	*	73	*	29	*	36
Science	37	*	*	*	19	*	43
History-Social Science	56	*	*	*	46	*	59

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	52	60	*	38	14	*
Mathematics	39	31	*	28	11	*
Science	42	37	*	24	16	*
History-Social Science	64	50	*	42	26	*

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	57	61	63	48	47	46	43	43	41
Mathematics	52	58	68	49	51	53	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		36		69
Mathematics	*		*		46		74

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	63	63		50	9	
Mathematics	71	65		46	17	

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	23.2	31.0	14.8	25.6	24.3	26.8	24.5	26.7	22.3
7	56.5	56.6	56.4	22.2	22.9	21.6	28.8	30.9	26.8
9	32.1	20.8	43.4	17.2	16.1	18.2	26.7	25.8	27.5

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		99	99	Percent Tested	99	99	99
API Base Score		726	752	API Growth Score	719	754	789
Growth Target		4	2	Actual Growth		28	37
Statewide Rank		8	9				
Similar Schools Rank		8	10				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score			692	API Growth Score		695	
Growth Target			2	Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score		733	762	API Growth Score	727	764	800
Growth Target		3	2	Actual Growth		31	38

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		626	691	API Growth Score	621	691	721
Growth Target		3	2	Actual Growth		65	30

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "n/a" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	Yes	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	Yes	N/A	N/A	Yes
Asian	N/A	N/A	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	Yes	Yes	N/A	Yes
Hispanic or Latino	N/A	N/A	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes

English Learners	N/A	N/A	Yes	Yes	Yes	Yes
Students with Disabilities	No	N/A	Yes	No	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	20.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

No data are available for this section

VII. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			20.0	2			20.0	2		
1	20.0	2			20.0	2			20.0	3		
2	20.0	2			19.5	2			20.0	2		
3	20.0	2			20.0	2			20.0	2		
4	24.5		2		25.0		1		25.0		2	
5	25.0		2		23.0		1		25.0		1	
6	24.5		2		25.0		3		25.0		3	
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.2	36	6		22.2	14	14		21.1	14	18	
Mathematics	19.3	17	8	1	21.0	11	13		19.7	16	11	
Science	17.2	21	12		22.0	11	14		22.5	8	18	
Social Science	16.0	27	9		21.4	10	13		21.0	12	13	

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are

the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	0.0
All Schools in District	0.0
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	63	55	57
Teachers with Full Credential	42	42	48
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	3	2	1
Pre-Internship	2	1	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	4	5
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	13	7	4

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	1	2	
Total Teacher Misassignments	1	2	

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.2
Master's Degree plus 30 or more semester hours	7.0	7.4
Master's Degree	21.1	21.3
Bachelor's Degree plus 30 or more semester hours	54.4	54.4
Bachelor's Degree	10.5	16.0
Less than Bachelor's Degree	7.0	0.9

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers are evaluated on a yearly basis. The evaluations are based on direct classroom observations, ability to complete required paperwork, and with student and parent input. The evaluation is based on the California Standards for the Teaching Profession and reflects their professional development as well as their ability to successfully instruct students.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

The Academy for Academic Excellence maintains a list of qualified substitute teachers possessing a Bachelor's degree and who have passed the California Basic Education Skills Test (CBEST). Many of our substitute teachers are recently retired from a successful teaching career or are currently in the process of pursuing a teaching career through the University of Redlands, located on our campus, or with other local teacher education programs.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1.0
Library Media Teacher (Librarian)	1.0

Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	
Other (Counseling Techs)	3.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	943.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The Academy for Academic Excellence is a K-12 school. Gordon Soholt is the principal. Two Elementary and six Middle School/High School Department Chairs assist the principal in maintaining the academic integrity for their respective departments. Two Deans of Students assist the campus in providing discipline K-12. A Leadership Team, comprised of teachers, classified staff, and administrators provides overall guidance for the school.

The AAE is committed to providing a dedicated teaching staff with the tools and training necessary to be true academic leaders in their classrooms. The staff acts as professional decision-makers with respect to budgeting, curriculum, classroom instruction, and staff development.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Consultants from the SELPA provide on-site training to staff on a variety of topics. The school budget includes money that allows faculty and staff to attend professional development seminars on topics of interest or need. A formal professional development plan is being designed by a K-12 team of teachers and staff members.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and

other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
<p>Reading/Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>History-Social Science</p>	<p>K-8 textbooks and supplemental materials are recent editions, based on the California State Content Standards. Textbooks used at the AAE have met the requirements for the State of California Adopted Textbook list.</p> <p>High School textbooks meet the California Content Standards for each subjects. Textbooks are updated on an as-needed basis. Curriculum is evaluated yearly and textbooks are updated to assist students and teachers in each core subject matter area.</p> <p>Enough textbooks are provided for each student to have their own set. In some course, an additional classroom set of books is provided. This extra set allows students to keep one copy at home and have access to a textbook at school as well.</p>

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
<p>Reading/Language Arts</p> <p>History-Social Science</p> <p>Mathematics</p> <p>Health</p> <p>Science</p>	<p>As noted above, all students are provided with an individual copy of every required textbook and book. Textbooks are updated consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science.</p>
<p>Foreign Language</p>	

	Foreign language and health textbooks are also provided at a one-to-one ratio.
Science Laboratory Equipment (grades 9-12)	All science laboratories are fully equipped to ensure that students receive an adequate and appropriate experience.

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	53,100	50,400
2	53,100	50,400
3	56,975	50,400
4	56,975	54,000
5	56,975	54,000
6	56,975	54,000
7	64,993	54,000
8	64,993	54,000
9	64,993	64,800
10	64,993	64,800
11	64,993	64,800
12	64,993	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	n/a	180 days
10	n/a	180 days
11	n/a	180 days
12	n/a	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Four (4) minimum days are scheduled for parent/teacher conferences and state-mandated testing days.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Advanced Placement classes were offered in:

Course Offered	Number of Students Enrolled
English Language	25
English Literature	26
Calculus AB	14
US History	9
European History	17
Calculus BC	1

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
2233	1047	46.9

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

55	17	30.9
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SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		56	103	903	938	1120	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	32.0	26.1	25.2	26.6	36.7	35.3	35.9
Average Verbal Score			532	513	516	505	494	496	499
Average Math Score			529	507	509	507	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

The Academy for Academic Excellence offered college admission test preparation courses through the University of California College Prep online services. In addition, preparation for the SAT and ACT are offered online. Workshops, in conjunction with the college board, offer opportunities for student test preparation.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Students participate in a number of courses that are required for graduation that prepare them to enter the workforce. Some of the topics explored include Career Planning and Career Exploration. These courses help students develop the requisite skills including making resumes, filling out applications, and discovering areas of interest and aptitude. The Discover program from ACT is being implemented for students to gain web access to interest, abilities and value inventories. Information on job outlook, career prerequisites, majors and colleges is also available.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course	Number of	Number of	Completion Rate	Number of	Number Earning

Enrollment	Concentrators	Completers		Completers	Diploma	

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,000	\$36,416
Mid-Range Teacher Salary	\$53,858	\$57,615
Highest Teacher Salary	\$69,846	\$72,229
Average Principal Salary (Elementary)	\$86,619	\$92,400
Average Principal Salary (Middle)	\$91,820	\$96,144
Average Principal Salary (High)	\$94,722	\$103,778
Superintendent Salary	\$145,733	\$153,803
Percent of Budget for Teacher Salaries	40.8	42.5
Percent of Budget for Administrative Salaries	5.3	5.4

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$84,312,969	\$6,572	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

General funds provide classroom teachers, administration, classified personnel, support staff, employee benefits, textbooks, classroom supplies, training, technology equipment, maintenance and operations. The AAE is entitled to a variety of state and federal funds that support supplementary programs and the salaries for those who manage those programs. Instructional

supply monies were available to supplement the purchase of classroom/lab instructional supplies and materials to operate the instructional program. The AAE has applied for and received various grants for technology, science implementation, and library improvement. These grants allow us to purchase equipment, books, and provide training for staff and students.