Executive Summary School Accountability Report Card, 2005-06

For Academy for Academic Excellence School

Address: 17500 Mana Rd., Apple Valley CA 92307-   **Phone Number:** (760) 946-5414
Principal: Gordon Soholt   **Grade Span:** K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Student Enrollment

Group	Enrollment
Number of Students	956
African American	6.5 %
American Indian or Alaska Native	1.2 %
Asian	1.6 %
Filipino	1.4 %
Hispanic or Latino	15.7 %
Pacific Islander	0.5 %
White (Not Hispanic)	67.7 %
Multiple or No Response	5.5 %
Socioeconomically Disadvantaged	10.0 %
English Learners	0.0 %
Students with Disabilities	9.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	48
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	4
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	4

School Facilities

Summary of Most Recent Site Inspection

Individual buildings are inspected monthly by AAE staff, reports are submitted to Compliance Manager. Sites are inspected annually by the Apple Valley Fire Department and the CCSA Risk Manager.

Repairs Needed

Any needed repairs reported on the monthly inspection sheets are reported to the Maintenance Department and are taken care of immediately. Major repairs and improvements are scheduled over school breaks.

Corrective Actions Taken or Planned

Suggestions made by the Fire Department and/or CCSA Risk Manager are implemented as soon as possible, always keeping the safety of students and staff in mind.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$ 6917.18
District	$
State	$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61
Mathematics	42
Science	58
History-Social Science	61

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	810
Statewide Rank (from 2005 API Base Report)	9
2006-07 Program Improvement Status	

School Completion

Indicator	Result
Graduation Rate 100%	

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	
Completed All Courses Required for University of California California State University Admission	36.4

School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Academy for Academic Excellence	**District Name**	Apple Valley Unified
Street	17500 Mana Rd.	**Phone Number**	760-946-5414
City, State, Zip	Apple Valley, CA 92307	**Web Site**	www.lewiscenter.org
Phone Number	760-946-5414	**Superintendent**	Rick Piercy, CEO
Principal	Gordon Soholt	**E-mail Address**	rpiercy@lcer.org
E-mail Address	gsoholt@lcer.org	---	---

School Description and Mission Statement
This section provides information about the school's goals and programs.

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 full-time 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

This section provides information about opportunities for parents to become involved with school activities.

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 school Psychologist, seminars in discipline, Love & Logic, parental involvement, family counseling, and support are offered at various times throughout the school year.

Parents are encouraged 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.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	41	Grade 8	109
Grade 1	43	Ungraded Elementary	0
Grade 2	44	Grade 9	110
Grade 3	45	Grade 10	106
Grade 4	57	Grade 11	92
Grade 5	55	Grade 12	83
Grade 6	59	Ungraded Secondary	0
Grade 7	112	Total Enrollment	956

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.5	White (not Hispanic)	67.7
American Indian or Alaska Native	1.2	Multiple or No Response	5.5
Asian	1.6	Socioeconomically Disadvantaged	10.0
Filipino	1.4	English Learners	0.0
Hispanic or Latino	15.7	Students with Disabilities	9.0
Pacific Islander	0.5	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2004-05 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2005-06 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
K	20.0	2			20.0	2			19.5	2		
1	20.0	2			20.0	3			20.0	2		
2	19.5	2			20.0	2			20.5	1	1	
3	20.0	2			20.0	2			20.0	2		
4	25.0		1		25.0		2		25.0		2	
5	23.0		1		25.0		1		25.0		2	
6	25.0		3		25.0		3		25.0		2	
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2004-05 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2005-06 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
English	22.2	14	14		21.1	14	18		22.5	13	20	1
Mathematics	21.0	11	13		19.7	16	11		22.9	14	10	3
Science	22.0	11	14		22.5	8	18		21.2	12	17	
Social Science	22.5	7	13		22.3	9	13		22.4	8	13	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

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.

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.

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 consistant 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's 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.

Through our Student Services department, student peer mediation provides students with

an opportunity to work out problems before they become serious. Individual and family counseling is offered by a School Psychologist. Guidance counseling is provided to assist students and families with the information required to make informed decisions regarding future educational and vocational opportunities.

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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	.3	2		.3	2	12.3
Expulsions	0	0		0	0	.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 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 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, atheltic 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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	x		checked by Southwest Gas
Mechanical Systems	x		checked monthly
Windows/Doors/Gates (interior and exterior)	x		checked daily
Interior Surfaces (walls, floors, and ceilings)	x		checked daily
Hazardous Materials (interior and exterior)	x		locked in cabinets
Structural Damage	x		checked monthly
Fire Safety	x		checked monthly
Electrical (interior and exterior)	x		checked monthly
Pest/Vermin Infestation	x		checked every three months
Drinking Fountains (inside and outside)	x		checked monthly
Restrooms	x		checked daily
Sewer			
Playground/School Grounds	x		checked daily
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	42	48	48	639
Without Full Credential	13	9	1	54
Teaching Outside Subject Area of Competence			4	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated

teacher assigned to teach the entire course at the beginning of the school year or semester).
Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of
English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	4	4
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left
Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the
district, at high-poverty schools in the district, and at low-poverty schools in the district. More
information on teacher qualifications required under NCLB can be found at
http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.6%	8.4%
All Schools in District	0.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the
impact of any difficulties in this area on the school's instructional program.

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 sucessful 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.

Teacher Evaluation Process

This section provides information about the procedures and the 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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors

and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	956
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.75	---
Resource Specialist (non-teaching)		---
Other (counseling Techs)	3	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	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. 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. 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.	0%

Mathematics	"	0%
Science	"	0%
History-Social Science	"	0%
Foreign Language	"	0%
Health	"	0%
Science Laboratory Equipment (grades 9-12)	"	0%

VII. School Finances

Expeditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site			$ 6917.18	
District	---	---		$55,348
Percent Difference - School Site and District	---	---		
State	---	---	$4,743	$57,838
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed

information regarding salaries can 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/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,441	$37,172
Mid-Range Teacher Salary	$64,781	$58,436
Highest Teacher Salary	$73,777	$73,583
Average Principal Salary (Elementary)	$96,486	$86,749
Average Principal Salary (Middle)	$96,486	$92,381
Average Principal Salary (High)	$96,486	$99,456
Superintendent Salary	$117,000	$159,227
Percent of Budget for Teacher Salaries	40.7	42.1
Percent of Budget for Administrative Salaries	5.5	5.3

VIII. Student Performance

California Standards Tests
The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison
This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	50	55	61	37	41	41	36	40	42
Mathematics	31	35	42	35	39	38	34	38	40
Science	36	40	58	21	31	36	25	27	35
History-Social Science	49	57	61	27	30	33	29	32	33

CST Results by Student Group - Most Recent Year
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	57	36	*	55
American Indian or Alaska Native	*	*		*
Asian	91	73	*	*
Filipino	*	*	*	*

Hispanic or Latino	50	37	49	56
Pacific Islander	*	*	*	*
White (Not Hispanic)	63	43	60	62
Male	58	43	60	68
Female	65	41	55	53
Economically Disadvantaged	41	25	50	40
English Learners	*	*		
Students with Disabilities	12	3	6	8
Students Receiving Migrant Education Services	*	*		*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	61	63	61	47	46	46	43	41	42
Mathematics	58	68	66	51	53	52	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	55	36
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	53	62
Pacific Islander	*	*
White (not Hispanic)	62	71
Male	57	69
Female	67	62
Economically Disadvantaged	47	53
English Learners		
Students with Disabilities	11	21
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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	Percent of Students Meeting Fitness Standards
5	31%
7	38%
9	30.4%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API 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

10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	8	9	9
Similar Schools	8	10	10

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means thet the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	28	37	21	810
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	31	38	18	818
Socioeconomically Disadvantaged	65	30		
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Funding is provided by the state for tutoring students grades 10-12 to assist them in passing the CAHSEE.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	13.3

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	3.4	2.0	4.6	3.2	3.3	3.1
Graduation Rate	100.0	98.2	100.0	88.3	86.6	85.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	100%		---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	62.8
Graduates Who Completed All Courses Required for UC/CSU Admission	36.4

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	5	14

College Admission Test Preparation Course Program

This section provides 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.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test		32.0	38.6
Average Verbal Score		532	495
Average Math Score		529	481
Average Writing Score	---	---	462

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Academy for Academic Excellence is a K-12 school with one Principal. Two Elementary and six Middle School/High School Department Chairs assist the principal in

maintaining the academic integrity for their respective departments. Another member of the Administrative Team is the Vice Principal/Guidance Counselor. The Vice Principal/Guidance Counselor provides support for students and teachers with academic concerns. He also serves as a liaison between the principal and Department Chairs. Two Deans of Students assist the principal and vice principal in providing discipline, K-12. The last member of the Administrative Team is the Director of Special Needs and School Psychologist. He supervises the Special Needs Department and ensures compliance with state and Federal mandates. In addition, he provides individual and family counseling for those with need. A Leadership Team, comprised of teachers, classified staff, and administrators provides overall guidance for the school. The Leadership Team meets as needed in response to issues of academic concern. 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

This section provides 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	51,975	50,400
2	51,975	50,400
3	54,675	50,400
4	54,675	54,000
5	54,675	54,000
6	54,675	54,000
7	56,504	54,000
8	56,504	54,000
9	64,869	64,800
10	64,869	64,800
11	64,869	64,800
12	64,869	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

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

Minimum Days in School Year

This section provides 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.