ACADEMY FOR ACADEMIC EXCELLENCE

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

"Gordon Soholt", Principal
gsoholt@lcer.org
17500 Mana Rd.
Apple Valley, CA 92307-
760-946-5414 FAX: 760-946-9193
www.lewiscenter.org

Apple Valley Unified
33964 Bear Valley Road
Apple Valley, CA 92308-7423
(760) 247-800
FAX:
www.avusd.org

, Superintendent

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School Description

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-practitioner 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, St. Mary s Hospital and AQMD have greatly expanded the opportunities for learning at the AAE.

Message From Principal

Mission Statement

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.

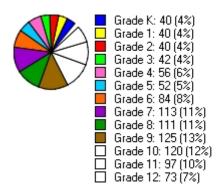## Opportunities for Parental Involvement

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.

For additional information about organized opportunities for parent involvement at Academy for Academic Excellence, please contact Theresa Butcher at 760-946-5414 ext 210.

Student Enrollment by Grade Level

The total 2006/2007 enrollment at Academy for Academic Excellence was 993.

Grade K: 40 (4%)
Grade 1: 40 (4%)
Grade 2: 40 (4%)
Grade 3: 42 (4%)
Grade 4: 56 (6%)
Grade 5: 52 (5%)
Grade 6: 84 (8%)
Grade 7: 113 (11%)
Grade 8: 111 (11%)
Grade 9: 125 (13%)
Grade 10: 120 (12%)
Grade 11: 97 (10%)
Grade 12: 73 (7%)

Student Enrollment by Ethnic Group

The percentage of students is the number in a racial/ethnic category divided by the school's 2008/2007 California Basic Educational Data Systems (CBEDS) total enrollment.

African American or Black: 6%
American Indian or Alaskan Native: 0.63%
Asian: 1.78%
Filipino: 1%
Hispanic or Latino: 16%
Pacific Islander: 0.52%
White Not Hispanic: 71.86%
Multiple or No Response: 1.67%
Socioeconomically Disadvantaged: 9%
Students With Disabilities: 10%

Average Class Size and Class Size Distribution

Class size and class size distribution is the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade Level	2007				2006				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	2			19.5	2			20	2		
1	20	2			20	2			20	3		
2	20	2			20.5	1	1		20	2		
3	21		2		27	1		1		2		
4	26		2		33.5		1	1	25		2	
5	26		1		26		1		25		1	
6	26		3		25		3		25		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.

Grade Level	2007				2006				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+
English	21	19	14		22.5	13	20	1	21.1	14	18	
Mathematics	25	4	21		22.9	14	10	3	19.7	16	11	
Science	23	10	18		21.2	12	17		22.5	8	18	
Social Science	25	8	10	4	22.8	8	15		21	12	13	

School Climate

School Safety Plan | Suspension and Expulsions

School 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 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. 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).

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/Update: 1-15-08
Date Last Reviewed with Staff: 2-15-08

Suspension 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		
	2007	2006	2005	2007	2006	2005
Rate of Suspensions	0	0	0	0.01	0	0
Rate of Expulsions	0	0	0	0.11	0	0

School Facilities

School Facility Conditions and Improvements | School Facility Good Repair Status | Internet Access at Public Libraries

School Facility Conditions and 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, 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 Good Repair Status

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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Internet Access at Public Libraries

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.

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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
	2007	2006	2005	2007
Teachers with Full Credential	44			646
Without Full Credential	3			47
Teaching Outside Subject Area of Competence	1			

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.

	2008	2007	2006
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions		1	

Core Academic Courses 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 the CDE Web site 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	84.7	15.3
All Schools in District	99	1
High-Poverty Schools		
Low-Poverty Schools in District	100	0

Support Staff

Counselors and Other Staff Support

The counselors and other staff support reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	956
Library Media Teacher (Librarian)	1	
Library Media Services (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	.75	
Resource Specialist (non-teaching)		
Other		

Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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 Areas	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.	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. 0
Mathematics	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
Science	K-8 textbooks and supplemental materials are recent editions,	0

	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.	
History/Social Science	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
Foreign Language	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	0

	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.	
Health		0
Science Laboratory Equipment		

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-2006)

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 school expenditures and teacher 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/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$8,099			
District				$57,130
Percent Difference – School Site and District			%	%
State			$4,943	$59,934
Percent Difference – School Site and State			%	%

Teacher and Administrative Salaries (Fiscal Year (2005-2006))

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 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/salaries0405.asp.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$36,461	$37,899
Mid-Range Teacher Salary	$57,453	$64,521
Highest Teacher Salary	$74,354	$76,729
Average Principal Salary (Elementary)	$90,160	
Average Principal Salary (Middle)	$97,043	
Average Principal Salary (High)	$105,701	$100,346
Superintendent Salary	$136,971	$138,789
Percent of Budget for Teacher Salaries	41%	42%
Percent of Budget for Administrative Salaries	5%	5%

Student Performance

CST Results for All Students – Three-Year Comparison | CST Results by Student Group – Most Recent Year | NRT Results for All Students – Three-Year Comparison | NRT Results by Student Group – Most Recent Year | California Fitness Test

The following data is the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST Results for All Students – Three-Year Comparison

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

	School			District			State		
	2007	2006	2005	2007	2006	2005	2007	2006	2005
English Language Arts	65	61	55	43	41	41	43	42	40
Mathematics	38	42	35	36	38	39	40	40	38
Science	68	58	40	41	36	31	38	35	27
History-Social Science	56	61	57	29	33	30	33	33	32

CST Results by Student Group – Most Recent Year

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.

	English Language Arts	Mathematics	Science	History - Sociel Science
African American	52	31	40	45
American Indian or Alaska Native	*	*	*	*
Asian	80	40	*	*
Filipino			*	
Hispanic or Latino	54	31	57	42
Pacific Islander	*	*	*	*
White (not Hispanic)	68	40	73	59
Male	59	38	72	62
Female	71	38	64	49
Economically Disadvantaged	46	31	31	25
English Learners				
Students with Disabilities	17	12	23	19
Students Receiving Migrant Education Services				

NRT Results for All Students – Three-Year Comparison

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

	School			District			State		
	2007	2006	2005	2007	2006	2005	2007	2006	2005
Reading	71	61	63	48	46	46	42	42	41
Mathematics	71	66	68	53	52	53	53	53	52

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.

	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	67	58
Pacific Islander	*	*
White (not Hispanic)	72	75
Male	64	68
Female	78	73

Economically Disadvantaged	55	65
English Learners		
Students with Disabilities	15	15
Students Receiving Migrant Education Services		

California Fitness Test

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 this test, and comparisons of a school's test results to the district and state levels, 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.

	Percent of Students Meeting Fitness Standards
Grade 5	7.799
Grade 7	23.80
Grade 9	22.80

Accountability

API Ranks – Three-Year Comparison | API Changes by Student Group – Three-Year Comparison | AYP Overall and by Criteria | Federal Intervention Program

API Ranks – Three-Year Comparison

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.

	2006	2005	2004
Statewide	N/A	9	9
Similar Schools	N/A	10	10

API Changes by Student Group – Three-Year Comparison

A 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 that the student group is not numerically significant.

	API Score	Actual API Change		
	2007	2007	2006	2005
All Students at the School	811	7	21	37
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	764	6		
Pacific Islander				
White (not Hispanic)	826	14	18	38
Socioeconomically Disadvantaged				30
English Learners				
Students with Disabilities				

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.

	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API		
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/.

	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1

Percent of Schools Currently in Program Improvement	5.6

Instructional Planning

This document was last updated on Friday, February 8, 2008,9:17:49 AM