

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

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 of the data presented in this report was collected from the 2006-07 school year or from the two preceding years (2004-05 and 2005-06). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2005-06. 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	Anova Center for Education	District Name	Certified Non-Public School - NPS
Principal	Andrew Bailey	Superintendent	N/A
Street	3033 Cleveland Ave. #240	Street	N/A
City, State, Zip	Santa Rosa, CA 95403	City, State, Zip	N/A
Phone Number	(707) 527-0183	Phone Number	N/A
Fax Number	(707) 527-7098	Fax Number	N/A
Web Site	www.anovaeducation.org	Web Site	N/A
E-mail Address	abailey@anovaeducation.org	E-mail Address	N/A
CDS Code	49 70912 6130165	SARC Contact	Andrew Bailey – ACE Director

School Description and Mission Statement

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

The Anova Center for Education (ACE School) is a certified Non-Public School or NPS serving special education students. Our program serves children and teens (ages 5 through 22) diagnosed with High Functioning Autism, Asperger Syndrome, Emotional Problems, Learning Disabilities and other Neurodevelopmental Impairments. Students experiencing emotional and/or behavioral challenges benefit from our specialized learning environment addressing both academic and social issues related to their disabilities. The ACE School emphasizes academic instruction meeting California state standards, with an enhanced staff-to-student ratio and small class sizes (no more than 12 students per class). The ACE School provides specialized treatment to address complex sensory integration difficulties, specific learning disabilities, language deficits, and impairments in social cognition and related skills. Support services are available for ACE students during their school day. The use of adaptive technology (including multiple laptops per classroom and state-of-the-art educational software), video modeling, and other multi-sensory approaches to education are also an important part of our curriculum. Additional support in the form of social skills and language groups, and diagnostic services are available to students attending the Anova Center for Education. ACE teachers, therapists, and support staff are dedicated to assisting each student to achieve academic competence, learn the interaction skills necessary to navigate the social world, and re-integrate to their neighborhood school with the skills and confidence necessary to function independently in all environments and maximize their success.

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	Dan Sousa	Contact Person Phone Number	(707) 527-0183
The ACE School encourages and welcomes parental and family involvement across the educational and treatment continuum.			

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	1	Grade 9	6
Grade 1	2	Grade 10	4
Grade 2	3	Grade 11	3
Grade 3	4	Grade 12	3
Grade 4	3	Ungraded Secondary	
Grade 5	5		
Grade 6	3		
Grade 7	6		
Grade 8	7		
Ungraded Elementary		Total Enrollment	50

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	0		Hispanic or Latino	3	
American Indian or Alaska Native	0		Pacific Islander	0	
Asian	1		White (Not Hispanic)	45	
Filipino	0		Multiple or No Response	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	10/17/2007	Date Last Discussed with Staff	10/30/2007
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ACE School provides a comprehensive school safety plan that is reviewed, updated and discussed with the school faculty on a regular basis. The main key elements of the safety plan can be located in the ACE *Disaster and Emergency Procedures Master Plan*. Key elements of the school safety plan are as follows: pupil drill; teacher drill; school safety committee personnel description and responsibilities; instructions for converting building into a mass-care center. The safety plan also includes the school/site map description of student/staff assembly area location, emergency student/staff evacuation routes, utility shut-off locations, fire extinguishers and first aid kits and emergency supplies location. The school evacuation plan includes all possible and safe evacuation routes. Key elements of the evacuation plan include student release procedures, parent/student reunion access, student emergency housing and designated school supervision.

ACE School has a system of training and drills to address the need for safety should a disaster occur during business hours.

1. The School Coordinator, who is a Safety Committee member, conducts monthly fire drills with staff and students.
2. Duck and Cover drills are coordinated by a trained teacher in each classroom and are implemented once a month with students.
3. Emergency Preparedness Training takes place annually with all school staff.

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.

ACE School seeks to impart to each student the skills and behaviors he or she needs in order to live a happy, normal, and productive life. Whenever feasible our goal is to return the student to public school or to a competitive or sheltered work opportunity. An individualized program is designed for each student and is carried out by a special education teacher. Specific educational goals are set in such areas as the elimination of targeted behaviors, speech and language, occupational therapy, academic, self care, independent living skills, social skills, and vocational skills. ACE School employs a high ratio of staff to students, enabling each student to receive a significant amount of individualized teaching and therapy each day. Educational and treatment methods used include precision teaching, direct instruction, programmed instruction, multimedia computers, self management, and behavior modification. Community outings and special events are scheduled frequently to provide a balanced and varied program.

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		
	2005	2006	2007	2005	2006	2007
Number of Suspensions	0	0	0			
Rate of Suspensions						
Number of Expulsions	0	0	0			
Rate of Expulsions						

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.

ACE School makes great efforts to ensure that the school campus is clean, safe and functional. To assist in this effort, periodic, planned inspections are made by the School Coordinator. We emphasize locating potential hazards that can adversely affect safety and health. All personnel will be responsible for continuous, ongoing inspection of the workplace. When uncovered, potentially hazardous conditions will be corrected immediately or a maintenance report will be filed to initiate corrective action.

In the school's efforts to keep students safe on school grounds before, during, and after the school day, ACE requires all classroom staff and administrative staff to be assigned in supervising designated specific location areas before and after school during the unloading and loading of buses in the AM morning and PM afternoon times. The school also provides limited/controlled access of campus entrances during the school day. All visitors are to check in with the secretary at the front desk of the school's main office building. Any students arriving late to the campus are to also check in with the secretary at the office main front desk. Supervision of grounds and buildings is required by teachers, classroom aides and administrators at ACE at all times during the school day.

ACE has 5 classrooms, 1 Speech/Language therapy room, 1 Occupation Therapy room and 3 small group instruction rooms. The school administrative team ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

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	x		
Drinking Fountains (inside and outside)	x		
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		
	2004	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts									
Mathematics									
Science									
History-Social Science									

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							
Mathematics							
Science							
History-Social Science							

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						
Mathematics						
Science						
History-Social Science						

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.*

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									
7									
9									

Academic Performance Index

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: 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 ten 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 into law. 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			
	2005	2006	2007		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

API – Racial and Ethnic Subgroups

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

API Base Data				API Growth Data			
	2005	2006	2007		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
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				API Growth Score			
Growth Target				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				API Growth Score			
Growth Target				Actual Growth			

API – Socioeconomically Disadvantaged Subgroup

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

API Base Data				API Growth Data			
	2005	2006	2007		From 2004 to 2005	From 2005 to 2006	From 2006 to 2007
API Base Score				API Growth Score			
Growth Target				Actual Growth			

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		
	2005	2006	2007	2005	2006	2007
All Students						

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		
	2005	2006	2007	2005	2006	2007
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

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	---	
Percent of Schools Currently in Program Improvement	---	

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.

	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Enrollment (9-12)	6	12	16						
Number of Dropouts	0	0	0						
Dropout Rate (1-year)	0	0	0						
Graduation Rate	0	0	0						

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 Level	2005				2006				2007			
	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 - 3	9	1			10	1			9	1		
4 - 6	12	1			12	1			12	1		
7 - 8	12	1			12	1			8	2		
9 - 12	9	1			12	1			12	1		

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	2005				2006				2007			
	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												
Mathematics												
Science												
Social Science												

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		
	2005	2005	2007
K			
1			
2			
3			

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	
All Schools in District	
High-Poverty Schools in District	
Low-Poverty Schools in District	

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.

	2005	2006	2007
Total Teachers	4	4	5
Teachers with Full Credential	3	4	4
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internships)			1
Pre-Internship			
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1		
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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			
Total Teacher Misassignments			

Teacher Education Level

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

	School	District
Doctorate		
Master's Degree plus 30 or more semester hours		
Master's Degree		
Bachelor's Degree plus 30 or more semester hours		
Bachelor's Degree		
Less than Bachelor's Degree		

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.

	2005	2006	2007
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Each teacher is evaluated on his/her overall performance in the classroom. Area's of focus include: implementation of student IEP goals, student safety, crisis management, data collection, behavior management, attendance, and knowledge of the population/disabilities that are represented for which they are teaching. Teachers are also evaluated on their supervision skills (giving feedback, working with staff, and coaching). Teachers have weekly meetings with their supervisors to discuss any areas of need and training required. Teacher's progress/performance is reflected in written evaluations.

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.

ACE School utilizes permitted substitute teachers during teacher absences. A Classroom Coordinator, who has a BA, has passed the CBEST and holds a 30-day emergency substitute permit supervises each classroom. Administrative staff that supervise classrooms hold 30-day emergency substitute permits as well. During teacher absences, either the Classroom Coordinator or an administrator will work in the classroom to ensure credential coverage.

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	
Library Media Teacher (Librarian)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other : Occupational Therapist	1

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

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.

ACE School provides individualized instruction based on specific student needs. Our school is designed to serve children and adolescents in grades Kindergarten through 12th grade with an academic program using State Standards Curriculum and the use of state adopted text. ACE also provides school and clinic based treatment services to individuals and groups in the areas of occupational therapy and speech and language therapy. The ACE School curriculum relies on state of the art computer technology including specialized hardware and software throughout the school campus. Teachers provide instruction in all of the IEP domains to include academics, communication, social skills, independent living skills, vocational preparation, and behavioral programming. ACE School is run by the Director of Educational Services and is assisted by the Director of Behavioral Services and the School Coordinator. The Director of Ed. Services and School Coordinator provide leadership, direction and decision making to assure that all students are provided quality education on a daily basis. Several levels of support are given to

each classroom. Each classroom is headed by a credentialed teacher and is supported by a Classroom Coordinator who provides educational and behavioral support. The School Coordinator and Director of Behavioral Services meets with the teacher and classroom staff weekly to discuss student progress and to determine next steps to assure continued student success.

Professional Development

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

All teaching and program staff attend regularly scheduled meetings and in-services designed to address instructional, behavioral, and therapeutic strategies and approaches endorsed by the school. Teachers are sponsored to attend outside workshops and seminars on relevant topics, and encouraged to share new knowledge and ideas at the staff meetings. Teachers involved in University Internship Programs are mentored by an administrator on campus. The administrative staff routinely visits the classrooms and provides coaching to the teacher as the need arises. Guest speakers who are experts in their particular fields are also invited to share their knowledge and insights with the teaching staff in both formal presentations and informal discussion formats. The school staff also attend quarterly in-services to receive the required trainings in areas such as: PART, Incident Report writing, Emergency Preparedness, Blood Borne Pathogens, and Universal Precautions.

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
Reading/Language Arts	
Mathematics	
Science	<i>To be provided by LEA</i>
History-Social Science	

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
Reading/Language Arts	
Mathematics	
Science	
History-Social Science	<i>To be provided by LEA</i>
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

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	64,800	36,000
1	64,800	50,400
2	64,800	50,400
3	64,800	50,400
4	64,800	54,000
5	64,800	54,000
6	64,800	54,000
7	64,800	54,000
8	64,800	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	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	210 days	180 days
10	210 days	180 days
11	210 days	180 days
12	210 days	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.

The 2006-2007 school year had 0 minimum 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.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

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

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

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 most recent 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

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

Narrative to be provided by LEA

Workforce Preparation Programs

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

Narrative to be provided by LEA

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 Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

District Expenditures (Fiscal Year 2003-2004)

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)

Types of Services Funded

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

Narrative to be provided by LEA