

School Accountability Report Card School Year 2001-2002

School Information		District Information	
School Name	Academy for Academic Excellence (Char)	District Name	Apple Valley Unified
Principal	Gordon Soholt	Superintendent	Richard Piercy
Street	17500 Mana Road	Street	17500 Mana Road
City, State, Zip	Apple Valley, CA 92307-	City, State, Zip	Apple Valley, CA 92307
Phone Number	760.946.5414x255	Phone Number	760.946.5414x215
FAX Number	760.946.5343	FAX Number	760.946.5343
Web Site	www.lcer.org	Web Site	www.lcer.org
Email Address	gsoholt@lcer.org	Email Address	rpiercy@lcer.org
CDS Code	36-75077-3630837	SARC Contact	Gordon Soholt

School Description and Mission Statement

The Academy for Academic Excellence (AAE) is an independent, direct-pay Charter School. The AAE was chartered by Apple Valley Unified School District in 1997. The K-2 campus is located on Thunderbird Road and the 3rd - 12th grade campus is on Mana Road, both in Apple Valley. The school offers both full-time and independent study programs for students and parents. There is a strong emphasis on academic rigor and teacher-practitioner research to develop best practices. All high school courses are UC approved. A limited number of AP courses are offered as well.

Located on a 150-acre parcel that includes parts of the Mojave River, the AAE promotes high academic and behavioral standards for students and staff. The proximity to a variety of unique ecosystems has allowed us to develop an inquiry-based, hands-on approach to science.

Opportunities for Parental Involvement

Contact Person Name	Paul Rosell	Contact Person Phone Number	760.946.5414x249
----------------------------	--------------------	------------------------------------	-------------------------

1. Parental discussion groups 2. Parent training sessions 3. School Site Council 4. Assistants in classrooms involved in learning activities 5. Parent/Teacher Organization 6. Participate in ongoing research projects, i.e. parental involvement 7. Curriculum assistance with at-risk students 8. Back to School Nights 9. Parent Orientation Nights 10. Parent Support Center

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	38	Grade 9	101
Grade 1	27	Grade 10	68
Grade 2	41	Grade 11	55
Grade 3	31	Grade 12	42

Grade 4	38	Ungraded Secondary	0
Grade 5	47		
Grade 6	70		
Grade 7	86		
Grade 8	73		
Ungraded Elementary		Total	717

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	36	5.0	Hispanic or Latino	76	10.6
American Indian or Alaska Native	8	1.1	Pacific Islander	6	0.8
Asian-American	7	1.0	White (Not Hispanic)	544	75.9
Filipino-American	8	1.1	Other	32	4.5

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Date Last Discussed with Staff
July 2003, September 2002, will discuss again September 2003	

School Programs and Practices that Promote a Positive Learning Environment

1. xLT - an afterschool program that includes homework assistance and positive games 2. Curriculum Assistance-7th period classes for struggling students 3. Academic Review-meetings with parents, teachers, student, administration to develop plans for students who are academically deficient 4. Mandatory Uniform policy 5. Peer Mediation 6. Individual psychological counseling 7. Extensive staff development programs 8. Research department that works in conjunction with the school to design and implement best practices.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)						
Suspensions (rate)						
Expulsions (number)	1	4	0			

Expulsions (rate)	.004	.006	0			
--------------------------	------	------	---	--	--	--

School Facilities

The Academy for Academic Excellence is a K-12 school located on two sites. The Thunderbird Campus is a K-2 campus, located on Thunderbird Road in Apple Valley. It borders Mojave Mesa Elementary School and Vista Campana Middle School. The site is the location for an astronomical observatory that hosts many events for students, parents, staff, and the community.

The Mojave River Campus has two schools located on a 150-acre site that borders Highway 18 and the Mojave River. On the north end of the site is an Elementary campus with grades 3 - 6. The rest of the site houses a Junior High, 7th - 8th grades, and a High School, 9th - 12th grades. 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 in the Goldstone Array.

As the school continues to grow, future plans include a gym, athletic fields, a performing arts center, and a science lab building.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests 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 standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	28	24	---	31	34	---	32	32
3	---	44	45	---	33	34	---	30	34
4	---	20	59	---	35	38	---	33	36
5	---	24	26	---	31	28	---	28	31
6	---	41	42	---	28	29	---	31	30
7	---	51	46	---	32	31	---	32	33
8	---	40	49	---	36	33	---	32	32

9	---	39	47	---	29	33	---	28	33
10	---	44	48	---	32	35	---	31	33
11	---	42	39	---	34	37	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	12	---	---	51	---	---	43
3	---	---	35	---	---	41	---	---	38
4	---	---	18	---	---	44	---	---	37
5	---	---	13	---	---	39	---	---	29
6	---	---	23	---	---	35	---	---	32
7	---	---	23	---	---	24	---	---	30
8	---	---	20	---	---	24	---	---	27
9	---	---	8	---	---	16	---	---	21
10	---	---	9	---	---	20	---	---	21
11	---	---	5	---	---	14	---	---	18

CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	12	---	---	10	---	---	22
10	---	---	14	---	---	21	---	---	26
11	---	---		---	---	23	---	---	25

CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	44	---	---	23	---	---	24
10	---	---	30	---	---	32	---	---	24
11	---	---	27	---	---	43	---	---	31

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2		27		24		23	
3				45		39	

4	64	53		59		64	
5	15	33		25		23	
6	30	54		42		41	
7	48	41		46		46	
8	51	46		49		49	
9	45	47		47		46	
10	40	57				51	
11	42	36				37	

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	8	16		12		15	
3				35		33	
4	26	7		18		21	
5	15	11		13		15	
6	30	17		23		23	
7	30	13		23		25	
8	23	20		21		19	
9		11		8		9	
10		8				10	
11		8				4	

CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	35	49		43		48	
10	40	20				33	
11	53	8				21	

CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	35	49		43		48	
10	40	20				33	
11	53	8				21	

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							15	
3							44	
4							74	
5							21	
6							42	
7							46	
8							50	
9							47	
10							53	
11							37	

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2							19	
3							38	
4							23	
5							11	
6							27	
7							22	
8							22	
9							3	
10							11	
11							4	

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9							9	
10							33	
11								

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9							42	
10							34	
11							29	

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	61	50	35	58	55	58	49	51	53
3	32	61	61	49	55	57	44	46	47
4	60	44	71	50	54	59	45	47	49
5	58	56	51	50	52	52	44	45	46
6		65	65	51	48	49	46	47	48
7	60	66	55	48	49	49	46	48	48
8	57	64	62	54	53	54	49	50	49
9	72	51	46	40	34	39	35	35	34
10	51	46	46	40	36	37	34	34	34
11	35	53	47	41	43	44	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	43	40	16	64	54	66	57	58	62
3	26	41	57	59	62	62	56	59	62
4	43	27	53	54	59	65	51	54	58
5	56	50	43	52	60	63	50	54	57
6	55	55	69	58	61	61	55	57	60
7	58	64	57	38	48	51	48	50	52
8	64	54	60	40	43	52	48	49	50
9	81	60	53	49	49	52	51	51	52
10	60	33	40	43	41	45	46	45	46
11	43	49	33	43	51	46	47	46	47

5	30.2	16.7	47.4	22.5	20.1	25.0	22.2	23.4	21.5
7	24.4	22.9	25.5	17.6	18.0	17.1	25.9	27.3	25.0
9	8.3	5.7	11.6	19.5	15.1	23.9	22.7	21.0	24.6

Academic Performance Index (API)

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

Growth Targets: The annual growth target for a school is 5% of the distance between its base API 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. 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 identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (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. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	86		100	Percentage Tested		100	100
API Base Score	664		676	API Growth Score		687	638
Growth Target	7		6	Actual Growth		23	-38
Statewide Rank	7		5				
Similar Schools Rank	2		1				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999	From 2000	From 2001

					to 2000	to 2001	to 2002
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-American				Asian-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
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	665		687	API Growth Score		695	648
Growth Target	6		5	Actual Growth		30	-39

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award		YES		Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	136	170	183	5425	3893	4049	1659030	1703492	1735576
Number of Dropouts		1		93	95	108	46470	47282	47899
Dropout Rate		0.6		1.7	2.4	2.7	2.8	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution

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

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	25.00		1									
1	9.00	1										
2	6.00	1										
3												
4	8.50	2										
5	7.00	1										
6												
K-3	13.63	7	1		21.00		1					
3-4	13.00	1										
4-8	11.20	5										
Other	9.67	3										

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000	2001	2002
---------	------	------	------

	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	13.30	10	0	0	15.55	8	3	0	21.14	3	2	2
Mathematics	12.43	7	0	0	19.00	7	3	0	19.50	11	1	2
Science	14.50	6	2	0	16.40	9	0	1	15.56	6	1	2
Social Science	25.00	1	3	0	17.44	13	4	1	23.93	8	1	5

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	0	0	19.75
1	0	0	19.75
2	0	0	19.75
3	0	0	19.75

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	37	48	55
Full Credential (full credential and teaching in subject area)	16	20	31
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	2	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	5	11
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	20	24	14

Teacher Evaluations

Teacher performance is assessed on a regular basis utilizing an evaluation process and diagnostic tool that conforms with state evaluation mandates. Professional improvement plans are formulated and implemented for areas in need of improvement. Teachers are evaluated on their ability to:

1. Engage and support all student learning
2. Create and maintain effective environments for student learning
3. Understand and organize subject matter for student learning
4. Plan instruction and design learning experiences for all students
5. Assess student learning
6. Develop as a professional educator

Substitute Teachers

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 substitutes are recently retired from a successful teaching career or are currently in the process of pursuing a teaching career through enrollment at the University of Redlands, located on our campus, or with other local teacher education programs.

Counselors and Other Support Staff

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

Title	FTE
Counselor	
Librarian	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

The Academy for Academic Excellence is a K - 12 school. Nancy MacLaren is the principal for K - 6th grade, and Gordon Soholt is the principal for 7th - 12th grades. 2 Elementary and 6 Middle School/High School Department Chairs maintain the instructional integrity for their respective groups. A Leadership team comprised of teachers, classified staff, and administrators provides overall guidance for the school.

The AAE is committed to providing a dedicated teaching staff the tools and training need to be true academic leaders. The staff acts as professional decision makers regarding budgets, curriculum, classroom instruction, and staff development.

Professional Development

The AAE has entered into a professional development agreement with the Desert/Mt. SELPA to provide year-long professional development in Mnemonics. Mnemonics has been research proven as one of the most effective tools in improving student retention of facts and improved learning. In addition, teacher/practitioners share techniques and strategies that they have found effective in their classrooms with other staff members on an on-going basis.

Quality and Currency of Textbooks and Other Instructional Materials

K - 8 textbooks and supplemental support materials are recent editions, based on the California Content Standards. Textbooks meet the standards used for adopting books by the State of California.

High school textbooks meet the California Content Standards for each subject. Books are updated on a frequent basis. Curriculum is evaluated on a yearly basis and textbooks are updated to assist students and teachers in each subject matter area.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares 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	63,900	36,000
1	63,900	50,400
2	63,900	50,400
3	63,900	50,400
4	63,900	54,000
5	63,900	54,000
6	63,900	54,000
7	64,811	54,000
8	64,811	54,000
9	64,811	64,800
10	64,811	64,800
11	64,811	64,800
12	64,811	64,800

Continuation School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

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

Total Number of Minimum Days

None

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
1917	552	28.8

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
28	10	35.7

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

No data are available for this section

College Admission Test Preparation Course Program

None

Degree to Which Students are Prepared to Enter Workforce

Students participate in a number of courses that are required for graduation which prepare them to enter the workforce. All 12th graders are required to participate in and successfully complete a Senior Thesis on a topic of their own choosing. Prior to graduation all students take courses in Career Planning and Career Exploration. These courses help them develop the requisite skills including making resumes, filling out applications, and discovering areas of interest and aptitude.

In addition, each student takes a Leadership course taught by the Principal. This course covers goal setting, ethics, and helps students discover the leader in each of them. This is buttressed by students completing an internship in the community. This unpaid internship is in an area of interest, and should help them explore a future career option.

Enrollment and Program Completion in Career/Technical Education Programs

Data are available from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1). Data have been aggregated to the district level.

CTE Participants	Secondary 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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34000	34802
Mid-Range Teacher Salary	50854	54455
Highest Teacher Salary	65950	68873
Average Principal Salary (Elementary)	77508	90651
Average Principal Salary (Middle)	79780	
Average Principal Salary (High)	82798	

Superintendent Salary	111300	135657
Percentage of Budget for Teacher Salaries	41.61	43.85
Percentage of Budget for Administrative Salaries	4.74	5.35

Expenditures (Fiscal Year 2000-2001)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$79,570,734	\$6,212	\$6,412	\$6,360

Types of Services Funded

General funds provide classroom teachers, administrators, classified personnel, support staff, employee benefits, textbooks, class 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 the programs. Instructional supply monies were available to supplement the purchase of classroom/lab instructional supplies and materials to operate the instructional program for the 2002/03 school year. The AAE has applied for and received grants for technology, science implementation, and library improvement, which allow our school to purchase equipment and training for staff and students.