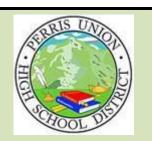# The Academy Community Day School

515 East Seventh Street • Perris, CA 92570 • (951) 657-2174 • Grades 7-12
Dr. Pauline Garcia, Principal
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Perris Union High School District
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Human Resources**

Tonya Davis
**Executive Director of
Human Resources**

Principal's Message

Welcome to The Academy Community Day School. The Academy is the home of the Eagles. Our mission is to create a safe, welcoming and respectful alternative educational setting that will prepare our students to return to the comprehensive high school or middle school setting.

We strive to create a culture of success for all students, their parents and staff. We aim to SOAR! We encourage our students to stay connected in school, overcome barriers, have a positive attitude, and respect themselves and others. Parents are invited to participate in our parent network meetings, school events and parent/teacher conferences. The staff participates in extensive professional development throughout the year.

Parents can locate information regarding the Academy Community Day School on our website and the Alert Now Information system (automated telephone message delivery system). Additionally, information regarding students' academic progress, attendance and discipline can be accessed through Infinite Campus located on our website and the district website.

Dr. Pauline Garcia, Ed.D
Principal
The Academy Community Day School

Mission Statement
The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (951) 657-2174.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Gr. 7	1
Gr. 8	6
Gr. 9	12
Gr. 10	19
Gr. 11	28
Gr. 12	14
Total	**80**

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	16.3
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	68.8
Native Hawaiian/Pacific Islander	1.3
White	11.3
Two or More Races	2.5
Socioeconomically Disadvantaged	83.8
English Learners	37.5
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
The Academy Community Day School	**12-13**	**13-14**	**14-15**
Fully Credentialed	6	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	411
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
The Academy Community Day	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum at The Academy Community Day School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. On Wednesday, September 17, 2014, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: September 17, 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pearson, Literature (2009) Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt, Algebra 1 & 2 (2008) Holt, CA Geometry (2008) Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Holt, Rinehart and Winston, Holt California Science: Earth, Life, and Physical Science (2007) Pearson, Science Insights: Exploring Living Things (2006) Pearson Prentice Hall, Biology, The Web of Life (2006) Pearson Prentice Hall, Conceptual Physics (2006) Pearson Prentice Hall, Earth Science (2006)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe/McGraw-Hill, Geography: The World and its People (1999) Glencoe/McGraw-Hill, Health (2005) Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006) Glencoe/McGraw-Hill, World History: Modern Times (2006) Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations (2006) Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 (2006) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005)
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe, Health (2005)

School Facility Conditions and Planned Improvements (Most Recent Year)
The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. The Academy Community Day School's original facilities were built in 1990; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the assistant principal and the custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to The Academy Community Day School. The day custodian is responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance
The Academy Community Day School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.
- Flooring
- Painting
- HVAC repair

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/23/13				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	3		10	45	46	44	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	5	6	7	44	47	48	54	56	55
Math	1		6	23	27	24	49	50	50
HSS	2	3	3	42	42	39	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	B	B	
Similar Schools	B	B	

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	10
Male	9
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	14
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	8
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	24	40	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through parent conferences and progress reports. Contact Mrs. Stephanie Stafford, Principal's Secretary, at (951) 657-2174 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer:
- Fundraising Activities
- ASB sponsored fundraiser:
- Penny wars
- Canned food drive
- Committees:
- School Site Council

- School Leadership Team
- Coffee with the Principal
- WASC Committee
- School Activities:
- Back to School Night
- Open House Night
- Friday Night Live (FNL)
- Conferences & Events

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for The Academy Community Day School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in May 2014.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.4	46.2	55.8
Expulsions Rate	0.0	0.0	12.2
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	70

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	13.4	8	11	11	14	7	0		1	0		
Math	12	12	13	7	5	5	1	1	1	0		
Science	0		13	0		4	0		1	0		
SS	14.3	22	22	2	2	2	1	2	3	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,216	$42,957
Mid-Range Teacher Salary	$69,074	$69,613
Highest Teacher Salary	$86,001	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$119,748	$120,526
Average Principal Salary (HS)	$124,086	$129,506
Superintendent Salary	$193,215	$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	42957	42957	0	62766.25
District	♦	♦	6277	$70,137
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			-100.0	-8.7
Percent Difference: School Site/ State			-100.0	-12.3

Types of Services Funded at The Academy Community Day School

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by PUHSD and is aligned with the State's academic content and achievement standards.

The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP).

Professional Development provided for Teachers at The Academy Community Day School

All training and curriculum development activities at The Academy Community Day School revolve around the California State Content Standards and Frameworks. During the 2013-14 school year, The Academy Community Day School held staff development devoted to:

- Adoption of New Curriculum

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2013-14 school year, The Academy Community Day School's teachers attended the following events hosted by the Perris Union High School District:

- Positive Behavior Interventions and Supports Training
- Google Docs, Drive, Mail, Calendar and Chromebook Training
- AVID Instructional Strategies Training
- Professional Learning Communities Training
- Academic Vocabulary Training
- Common Core State Standards Training
- Planning for Student Success Training
- Intensive Intervention Training
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Planning for Student Success Training

The Academy Community Day School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	51	25	24	45	38	17
All Students at the School	94	6		80	20	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	92	8		75	25	
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	92	8		75	25	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
The Academy Community Day School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	13	8	6
Mathematics	9	8	20
Perris Union High School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	49	54	39
Mathematics	52	56	44
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	36.84	85.54	84.56
Black or African American	50.00	83.00	75.90
American Indian or Alaska Native	0.00	92.31	77.82
Asian	0.00	88.10	92.94
Filipino	0.00	94.59	92.20
Hispanic or Latino	33.33	84.00	80.83
Native Hawaiian/Pacific Islander	0.00	76.92	84.06
White	0.00	90.06	90.15
Two or More Races	0.00	92.31	89.03
Socioeconomically Disadvantaged	38.89	84.99	82.58
English Learners	0.00	47.48	53.68
Students with Disabilities	33.33	49.21	60.31

Dropout Rate and Graduation Rate			
The Academy Community Day School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
Perris Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	53.33
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs
The Academy currently does not offer CTE programs.