

The Academy Community Day School

515 East 7th Street • Perris, CA 92570 • (951) 657-2174 • Grades 7-12

Dr. Pauline Garcia, Principal

pauline.garcia@puhsd.org

academy.puhsd.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Perris Union High School District

155 East Fourth St.
Perris, CA 92570
(951) 943-6369
www.puhsd.org

District Governing Board

David G. Nelissen
Edward Agundez
Joan D. Cooley
Dr. Jose Luis Araux
Carolyn Twyman

District Administration

Dr. Jonathan Greenberg
Superintendent
Candace Reines
**Assistant Superintendent
Business Services**

Grant Bennett
**Assistant Superintendent
Educational Services**

Steve Swartz
**Assistant Superintendent
Human Resources**

Tonya Davis
**Executive Director of
Human Resources**

School Description

Principal's Message

Welcome to The Academy Community Day School, 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 student information system located on our website as well as 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (951) 657-2174 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	3
Grade 9	11
Grade 10	21
Grade 11	21
Grade 12	8
Total Enrollment	64

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.4
American Indian or Alaska Native	1.6
Hispanic or Latino	78.1
White	7.8
Two or More Races	3.1
Socioeconomically Disadvantaged	90.6
English Learners	31.3
Students with Disabilities	15.6
Foster Youth	4.7

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	13-14	14-15	15-16
With Full Credential	5	5	3
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	419
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
The Academy Community Day	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* "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

2014-15 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	92.0	8.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.9	0.1
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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	Pearson, Literature (2009) Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe, Health (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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. Day custodian responsibilities include:

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning
- Cleaning of offices
- Cleaning of Kitchen area

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.

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.

Deferred Maintenance

The Academy Community Day School participates in the State School Deferred Maintenance Program, which provides 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/19/2015				
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	5	42	44
Math	5	19	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	0	9	0	46	44	41	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2014-15 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	41
All Student at the School	0
Male	0
Female	--
Black or African American	--
Hispanic or Latino	0
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	0
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	1	1	100.0	--	--	--	--
	8	11	9	81.8	--	--	--	--
	11	14	10	71.4	--	--	--	--
Male	7		1	100.0	--	--	--	--
	8		4	36.4	--	--	--	--
	11		9	64.3	--	--	--	--
Female	8		5	45.5	--	--	--	--
	11		1	7.1	--	--	--	--
Black or African American	8		5	45.5	--	--	--	--
Hispanic or Latino	7		1	100.0	--	--	--	--
	8		3	27.3	--	--	--	--
	11		6	42.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	8		1	9.1	--	--	--	--
	11		3	21.4	--	--	--	--
Two or More Races	11		1	7.1	--	--	--	--
Socioeconomically Disadvantaged	7		1	100.0	--	--	--	--
	8		7	63.6	--	--	--	--
	11		7	50.0	--	--	--	--
English Learners	8		2	18.2	--	--	--	--
	11		3	21.4	--	--	--	--
Students with Disabilities	8		1	9.1	--	--	--	--
	11		2	14.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	1	1	100.0	--	--	--	--
	8	11	8	72.7	--	--	--	--
	11	14	11	78.6	45	0	9	0
Male	7		1	100.0	--	--	--	--
	8		5	45.5	--	--	--	--
	11		10	71.4	--	--	--	--
Female	8		3	27.3	--	--	--	--
	11		1	7.1	--	--	--	--
Black or African American	8		3	27.3	--	--	--	--
Hispanic or Latino	7		1	100.0	--	--	--	--
	8		4	36.4	--	--	--	--
	11		7	50.0	--	--	--	--
White	8		1	9.1	--	--	--	--
	11		3	21.4	--	--	--	--
Two or More Races	11		1	7.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		1	100.0	--	--	--	--
	8		6	54.5	--	--	--	--
	11		7	50.0	--	--	--	--
English Learners	8		3	27.3	--	--	--	--
	11		2	14.3	--	--	--	--
Students with Disabilities	8		1	9.1	--	--	--	--
	11		3	21.4	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 student'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:

PBIS Committee

School Safety Committee

School Site Council

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 protocol, 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 March 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	46.24	55.80	52.63
Expulsions Rate	0.00	12.15	3.95
District	2012-13	2013-14	2014-15
Suspensions Rate	9.55	8.12	7.38
Expulsions Rate	0.00	0.47	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	8	11	10	14	7	8		1				
Math	12	13	12	5	5	7	1	1				
Science		13	17		4	2		1	2			
SS	22	22	15	2	2	2	2	3	2			

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,200	\$44,363
Mid-Range Teacher Salary	\$73,843	\$71,768
Highest Teacher Salary	\$91,939	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$123,104	\$121,276
Average Principal Salary (HS)	\$129,265	\$133,673
Superintendent Salary	\$206,551	\$210,998
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	48941	9344	39598	77866
District	♦	♦	7433	\$74,802
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			432.7	4.1
Percent Difference: School Site/ State			640.4	3.9

* Cells with ♦ do not require data.

Types of Services Funded

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).

2014-15 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	48	26	25	52	36	13
All Students at the School	83	17		100		

* 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	2012-13	2013-14	2014-15
English-Language Arts	8	6	17
Mathematics	8	20	
Perris Union High School District	2012-13	2013-14	2014-15
English-Language Arts	54	39	42
Mathematics	56	44	40
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
The Academy Community Day School	2011-12	2012-13	2013-14
Dropout Rate	11.80	11.80	12.40
Graduation Rate	83.87	84.41	82.68
Perris Union High School District	2011-12	2012-13	2013-14
Dropout Rate	11.80	11.80	12.40
Graduation Rate	83.87	84.41	82.68
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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	

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	21.43	83.27	84.6
Black or African American		81.88	76
American Indian or Alaska Native		66.67	78.07
Asian		92.86	92.62
Filipino		93.88	96.49
Hispanic or Latino	18.18	81.33	81.28
Native Hawaiian/Pacific Islander		83.33	83.58
White	50	89.56	89.93
Two or More Races		78.33	82.8
Socioeconomically Disadvantaged		50.45	61.28
English Learners	14.29	56.52	50.76
Students with Disabilities	25	80.81	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.31
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.

Career Technical Education Programs

The Academy currently does not offer CTE programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.