

# R.I.S.E. Academy

321 Victory lane • Weaverville, CA, 96093 • 530-623-2861 ext. 280 • Grades K-12

Steve Hiscock, Principal

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<http://www.trinityriseacademy.org/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **RISE ACADEMY**

201 Memorial Dr.  
Weaverville, CA, 96093  
530-623-2861  
[www.tcoek12.org](http://www.tcoek12.org)

#### **District Governing Board**

Melissa Neilsen  
**Board Member**

Randy Spencer  
**Board Member**

Michelle Myers  
**Board Vice-President**

Sally Aldinger  
**Board Member**

Steve Canale  
**Board President**

#### **District Administration**

Fabio Robles  
**Superintendent**

Sarah E. Supahan  
**Trinity County Superintendent of  
Schools**

Gretchen Deichler  
**Assistant Superintendent of  
Business Services**

Anthony Rebelo  
**Assistant Superintendent of Special  
Education**

Tim Nordstrom  
**Director of Educational Services**

### **School Description**

R.I.S.E. Academy is a K-12 campus consisting of one classroom that opened in the 18-19 school year. R.I.S.E. Academy is a Trinity County Office of Education (TCOE) school and has one certificated teacher that also serves as the principal. Additionally, there is one full-time classroom aide and one part-time aide. The school is overseen by the Deputy Superintendent along with office support provided by TCOE staff. The classroom is equipped with supplies to support various teaching techniques and differentiated instruction. The classroom has a low pupil-to-teacher ratio which enables the students to receive more individual attention, thereby increasing their chances of academic, behavioral and social/emotional success.

Staff is dedicated to working with parents and students to help develop the academic and behavioral skills that will ensure a successful future for each child. R.I.S.E. Academy uses a positively oriented behavioral program with a strong academic approach that helps students learn to achieve success and view themselves as important, worthy, and competent. R.I.S.E. Academy is a dynamic, vibrant, and nurturing environment. We value diversity and recognize that every student has a unique voice, developmental rate, and learning modalities.

Our mission is to be a comprehensive alternative school serving at-risk students who need a second chance to succeed. Our vision is "Changing lives and renewing hope."

## 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	1
Grade 5	3
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	3
<b>Total Enrollment</b>	<b>12</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	25
White	75
Socioeconomically Disadvantaged	75
Students with Disabilities	50
Foster Youth	8.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for R.I.S.E. Academy	18-19	19-20	20-21
With Full Credential	1	2	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for RISE ACADEMY	18-19	19-20	20-21
With Full Credential	♦	♦	n/a
Without Full Credential	♦	♦	n/a
Teaching Outside Subject Area of Competence	♦	♦	n/a

## Teacher Misassignments and Vacant Teacher Positions at R.I.S.E. Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: 1/25/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature, Glencoe, Adoption Year 2007 English, Springboard, Adoption Year 2012 Fueleducation, Adoption Year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Geometry, Glencoe/McGraw, Adoption year 2009 Algebra II: Applications, Equations, and Graphs, McDougal Littell, Adoption Year 2007 Pre-calculus, Houghton Mifflin, Adoption Year 2007 Graph, Numerical, Algebraic, Adoption Year 2007 Statistics, Modeling the World, Adoption Year 2007 FuelEducation, Adoption Year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Concepts and Applications, Brooks/Cole, Adoption Year 2003 Physical Science, McGraw-Hill, Adoption Year 2002 Chemistry, McGraw-Hill, Adoption year 2002 Physics, John Wiley and Sons, Adoption Year 2006 Anatomy, Holes Essentials of Anatomy/Physiology, Adoption year 2017 FuelEducation, Adoption year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	World History: Modern Times, Glencoe, Adoption year 2006 Modern Times: The American Vision, Glencoe, Adoption year 2006 Economics, Principles in Action, Prentice Hall, Adoption Year 2001 FuelEducation, Adoption year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Realidades A and B, Prentice Hall, Adoption Year 2007 FuelEducation, Adoption year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Health</b>	Health, Glencoe, Adoption year 2008  FuelEducation, Adoption year 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Trinity County Community School is renting the facilities of the Trinity Alps School District. There are three classrooms, and a restroom building. Two classrooms are identified as TCCS classrooms and one Classroom is the Alps View Continuation School operated by Trinity Alps Unified School District. We do not have a gym/cafeteria or kitchen on site, and instead utilize services and facilities of Trinity Alps School District. All facilities are serviced by Trinity Alps School District.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 1/26/2021**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Evidence of carpet is buckled and ceiling tiles have holes
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Poor	Evidence of mice under the building
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Evidence of dry rot on the exterior corners of classroom. Repair planned for summer 2021
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	75%

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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 Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	--	N/A	12	N/A	50	N/A
<b>Math</b>	--	N/A	0	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	14	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

#### CAASPP Test Results in Science by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Parent involvement is essential for student success. Our staff works closely with parents and students to create a learning environment which promotes student achievement in academics and behavior. R.I.S.E. Academy utilizes a unique approach to teacher/parent communication in that parents are notified daily concerning their child's behavior and academic progress via Daily Progress Reports (DPRs). This immediate feedback benefits parents and students alike.

There are various opportunities for parents throughout the year including parenting classes using Love and Logic Curricula. Parents are always invited to volunteer and or visit the classroom. Regular teacher/parent meetings are held to discuss student progress.

### State Priority: School Climate

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

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

### School Safety Plan (School Year 2020-2021)

The Trinity Community School Safety Plan is available upon request. The Safety Plan is reviewed annually by the Safety Committee, the Parent Advisory Committee (PAC), school staff, and the Governing Board, and is revised as necessary.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		5.9	0.0	0.6	3.5	3.5
Expulsions		0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	N/A

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.17
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	.14
Social Worker	N/A
Nurse	.09
Speech/Language/Hearing Specialist	.14
Resource Specialist (non-teaching)	N/A
Other	N/A

\*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 (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4									1	1		
5									3	1		
Other**									4	6		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English					2	4			2	5		
Mathematics					1	5			2	4		
Science					1	4			2	4		
Social Science					2	3			4	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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	4

The primary teacher for the classroom is also the principal. Due to this unique nature, professional development is designed to support both roles. Currently alternative behavior strategies and trauma-informed practices are the focus of professional development for the teachers and aides.

The teachers and the aides participate in Trinity County's Professional Development Day for Educators. This is an annual event that occurs every fall and provides professional development over a wide range of topics.

The principal is also involved in statewide committees and meetings that are attended in Sacramento.

The principal gathers feedback and input from students and parents for continuous improvement and planning for each month and school year.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	n/a	n/a
Mid-Range Teacher Salary	n/a	n/a
Highest Teacher Salary	n/a	n/a
Average Principal Salary (ES)	n/a	n/a
Average Principal Salary (MS)	n/a	n/a
Average Principal Salary (HS)	n/a	n/a
Superintendent Salary	n/a	n/a

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	n/a	n/a
Administrative Salaries	n/a	n/a

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

R.I.S.E. Academy receives services from Trinity Alp Unified and the Trinity County Office of Education as needed. Probation and Behavioral Health also are available at the site as needed. The small number of students makes it easier for the teacher to keep track of their progress and goals. Students are enrolled into R.I.S.E. Academy for a variety of reasons which include expulsion, probation, SARB and voluntary. Many students try to make up credits and/or correct their behavior so they can go back to their home school.

All classes necessary to graduate from high school are offered at the school. RISE Academy provides curriculum that meets the standards for each grade level. The program will provide the following curriculum materials: Online curriculum, student textbooks, special workbooks & supplemental materials, and basic student school supplies as needed along with enrichment activities such as field trips and community outings.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for R.I.S.E. Academy	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate			

Rate for RISE ACADEMY	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	19.4	37.5	33.3

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	26,437.20	1,237.58	25,199.62	67,761
District	N/A	N/A	n/a	n/a
State	N/A	N/A	\$7,750	89,295

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	n/a	67,761
School Site/ State	105.9	-27.4

Note: Cells with N/A values do not require data.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	10
% 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	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

\*Where there are student course enrollments of at least one student.

### Career Technical Education Programs

Due to the consistent changing of students and the majority of CTE courses located at the high school, students must earn a certain level on the school tiered behavioral support system in order to attend these CTE elective courses in person at the high school. This is generally done as a step toward completing their rehabilitation plan and slowly reintegrating each student back into their high schools. Additionally, all students participate in whole class CTE programs, such as Robotics, Career Skills, Community Service, Gardening, and other courses. Upon completing their rehabilitation plan, students are able to re-enroll in the local high school to fully participate in CTE classes. All students have access to CTE courses at the High School and those offered online.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.