Butterfield Charter School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Butterfield Charter School
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Assistant Superintendent Human Resources

Principal's Message

Butterfield Charter School, an alternative education program at PUSD. The mission of our WASC Accredited, Alternative and Independent Studies program is to create 21st century learners, who are prepared for life after high school through personalized, student-centered instruction that is focused on academic achievement, life skills, personal wellness, adaptability and being a person of character. We are committed to making academics both personal and relevant for each student. We have incorporate online and blended learning and expanded our direct-instruction (seat based) course offerings to ensure maximum time with teachers who foster students' social and emotional well-being as well as their academic and personal growth.

Mission Statement

The mission of Butterfield Charter School is to offer students an alternative approach to learning in order to be college and/or career ready and prepared to be responsible citizens. Butterfield Charter School assists students in developing literacy, self-motivation, and a desire to be lifelong learners by providing a safe and caring environment through flexible, yet structured, individualized and classroom instruction. The goal is to help all students achieve their highest potential and earn a high school diploma by offering a variety of instructional strategies and support systems, while recognizing the unique and varied needs of each student.

Community and School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community,as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. Butterfield Charter School serves students in grades kindergarten through twelve on a traditional calendar schedule. Curriculum is standards-based and aligned with PUSD adopted textbooks.

During the 2018-2019 school year, BCS served over 500 students. Students either graduate from BCS, return to their referring campus, or transfer to the adult school to continue toward their goal of earning a high school diploma.

Career Technical Education Programs

Butterfield Charter career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Butterfield Charter have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. During the 2018-2019 school year Butterfield Charter High School did not offer any CTE programs.

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).

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.

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, 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 LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	13
Grade 10	39
Grade 11	115
Grade 12	144
Total Enrollment	311

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	3.9
Asian	1.3
Filipino	0.3
Hispanic or Latino	68.5
White	23.2
Two or More Races	0.6
Socioeconomically Disadvantaged	85.9
English Learners	17.7
Students with Disabilities	4.2
Foster Youth	1.9

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 Butterfield Charter	17-18	18-19	19-20
With Full Credential	13	12	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Butterfield Charter	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Butterfield Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

*   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 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 12, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Glencoe/McGraw Hill Adopted 2000 Globe Book Company Adopted 1999 MacMillan/McGraw Hill Adopted 1999 McDougal Littell Adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Big Ideas Math Brooks/Cole Adopted 2001 CPM Educational Adopted 1999 McDougal Littell Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2004 McDougal Littell Adopted 2006 Prentice Hall Adopted 2009 Thomson Learning Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
History-Social Science	Glencoe Adopted 1999 McDougal Littell Adopted 2006 McGraw-Hill Adopted 1999 Prentice Hall Adopted 199	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Foreign Language	OdysseyWare	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Health	OdysseyWare	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Visual and Performing Arts	OdysseyWare	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Butterfield Charter High School was established in 2007. The school consists of fifteen classrooms on the Porterville Education Complex. Several of the classrooms were renovated for the 2019-2020 school year. The chart displays the results of the most recent school facilities inspection, provided by the district in October 2019.

Cleaning Process
The principal works with the custodial staff to ensure that cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Good**	

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	35	44	44	50	50
Math	2	3	27	28	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Types of Services Funded
Butterfield receives Charter funding. In addition to Charter funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency,
- Title IV Student Support & Academic Enrichment and
- Title VI - Indian, Native Hawaiian, and Alaska Native Education.

Students have the opportunity to receive additional subject specific tutoring, attend college classes on our campus, or take online classes using our online District approved curriculum. BCS students must sign up for tutoring to get the full benefit of one-on-one academic support. Butterfield has three articulated classes through Porterville College. Students have the option to take online classes that will meet their academic needs and college/career interests. This provides students opportunities to take courses we otherwise would not be able to offer in the seat-based program. BCS also provides an evening Credit Recovery program for students who are credit deficient. Funding also supports a behavioral intervention program (PASS) for students with social-emotional and behavioral needs.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	125	89.29	34.96
Male	65	58	89.23	19.30
Female	75	67	89.33	48.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	101	90	89.11	31.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	28	90.32	51.85
Socioeconomically Disadvantaged	125	110	88.00	34.26
English Learners	29	24	82.76	12.50
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	124	87.94	3.23
Male	65	55	84.62	1.82
Female	76	69	90.79	4.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	102	91	89.22	1.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	26	83.87	11.54
Socioeconomically Disadvantaged	126	109	86.51	1.83
English Learners	29	23	79.31	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

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 2019-20)
Butterfield hosts School Site Council and ELAC meetings, parent/student transcript reviews, and all parents are invited to volunteer at our events. If students are having attendance problems, discipline issues or their grades drop, additional parent meetings are scheduled. BCS offers evening events such as Back to School Night, PIQE, and registration and orientation for returning and incoming students and parents to meet counselors and administrators. This school year, BCS has contracted with Recovery Resources to provide support for students and parents regarding issues that are common in the current education environment (vaping, drug use, alcohol use, etc.).

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Butterfield Charter School at (559) 782-7057.

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
The safety of students and staff is a top priority of Butterfield Charter School. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All visitors must sign in and out at the front desk and receive proper authorization to be on campus.

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Director of Operations in conjunctions with the PUSD Safety Committee to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated each Fall. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquake, fire, and lock down drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has campus security to assist and observe students as well as an assigned School Resource Officer (SRO). BCS is further served by counselors, school psychologists, and family service liaisons.

Key elements of the plan focus on emergency preparedness. We coordinate emergency services, plans, and drills with PMA, Headstart, and Student Nutrition Services which are also housed in the Porterville Education Complex. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills and earthquake drills are held at least twice a year, and secure campus drills are conducted once each year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	311.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.9
Other	.3

* 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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	110	1		3	31	11		2	32	8	1	1
Mathematics	38	2		1	20	10		2	22	11		2
Science	79	1		3	31	5		3	22	7		2
Social Science	113	1		4	46	9		4	22	11		3

* 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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed. Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

To further support teacher preparedness, PUSD has early release Wednesdays, so that teachers are able to have grade level, department, and school wide collaboration and staff development. During the past three years, Butterfield Charter School has provided the following staff development opportunities:

2017-2018 -
Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:

- Data evaluation using CDE dashboard
- Aeries
- Bullying Prevention
- Work Place Safety
- Renaissance Math

2018-2019
Teachers and classified staff received training in the following areas:

- Adverse Childhood Experiences (ACEs) Training
- De-escalation
- Social/Emotional Behavioral
- CPR
- CPI - non-violent intervention

2019-2020
Teachers and classified staff received training in the following areas:

- Supporting Students on an IEP in a General Education setting (certification and classified)
- Illuminate Education (certificated)
- Aeries Grade-book (certificated)
- Cycle of Change (certificated and classified)
- Supporting Autistic students (classified)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,400	$51,374
Mid-Range Teacher Salary	$79,147	$80,151
Highest Teacher Salary	$102,208	$100,143
Average Principal Salary (ES)	$160,646	$126,896
Average Principal Salary (MS)	$163,100	$133,668
Average Principal Salary (HS)	$176,811	$143,746
Superintendent Salary	$239,293	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

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

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

Rate for Butterfield Charter School	2015-16	2016-17	2017-18
Dropout Rate	39.3	33.9	14.6
Graduation Rate	36.1	33.9	38.4

Rate for Butterfield Charter School	2015-16	2016-17	2017-18
Dropout Rate	9.9	7.9	6.3
Graduation Rate	86.7	85.4	85.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$2,880	0	$2,880	$80,200
District	N/A	N/A	$6,336	$82,921.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-54.5	4.3
School Site/ State	-56.2	3.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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	7.33
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

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

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

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