2017–18
School Accountability Report Card Template
(Word Version)

Prepared by:
California Department of Education
Assessment and Accountability Division

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Executive Summary School Accountability Report Card, 2017–18

Capitol Academy

Address:	**3063 Gold Canal Dr.** **Rancho Cordova, CA 95670**	**Phone:**	**(916) 258-7657 Phone** **(916) 266-2615 Fax**
Director:	**Amelia Hogsett**	**Grade Span:**	**7-12**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2017–18 school year, except the School Finances and School Completion data that are reported for the 2016–17 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Capitol Academy is an established state certified non-public school; our staff has 15 plus years of experience educating students with a variety of educational, behavioral, and therapeutic needs between the ages of 12-22 years old. Capitol Academy has a middle and high school program as well as an Independent Living Skills program. We provide a highly structured learning environment, a positive school-wide behavior management system, vocational education and therapeutic services throughout the academic day.

Student Enrollment

Group	Enrollment
Number of students	67
Black or African American	55%
American Indian or Alaska Native	0%
Asian	1%
Filipino	0%
Hispanic or Latino	12%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	19%
Two or More Races	9%
Socioeconomically Disadvantaged	90%
English Learners	0%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Capitol Academy had an on-site review in 2014.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Capitol Academy's curriculum aligns with the Local Education Agency and meets all California state standards. Our teachers utilize project based learning; direct instruction, and small group instruction as well as implementing all accommodations and modifications identified through the IEP process.

Student Performance

State testing information on student performance is kept at each child's home district.

School Accountability Report Card
Reported Using Data from 2016-17 School Year
Published During 2017–18

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2017–18)

This section provides the school's contact information.

School		District	
School Name	Capitol Academy	**District Name**	Folsom Cordova Unified School District
Street	3063 Gold Canal Dr	**Phone Number**	(916) 355-1100
City, State, Zip	Rancho Cordova, CA 95670	**Web Site**	http://www.fcusd.org/
Phone Number	(916) 258-7657	**Superintendent**	Dr. Sarah Koligian
Director	Ira Gerald Ross, Jr.	**E-mail Address**	skoligian@fcusd.org
E-mail Address	iross@capitolacademy.net	**CDS Code**	34-67330-6130611

School Description and Mission Statement (School Year 2017–18)

This section provides information about the school, its programs, and its goals.

Capitol Academy is committed to identifying and meeting the diverse needs of our students through individualized educational and behavioral programming. Our mission is to work cooperatively with families, caregivers, students, local agencies, community based agencies, and other professionals in order to promote each student's success and well-being as he or she prepares for future endeavors.

Therapeutic Services

We offer a variety of therapeutic services

- Individual counseling
- Psycho-educational groups focusing on empathy
- Problem solving
- AOD
- Interpersonal relationships
- Emotional regulation
- Relaxation strategies

Capitol Academy utilizes community based resources such as Planned Parenthood, WEAVE and CARES to further students' awareness and interpersonal skills.

Vocational Education

Capitol Academy has a unique Vocational Education program consisting of a classroom and an experiential component. Our staff prepares the students through a wide range of educational, on-site training and community based internships. Our students are given the educational, on-site training and community based internships. Throughout the school year each student develops a comprehensive Individual Transition Portfolio targeting the following areas: Educational Planning, Career Exploration, Documents, Employment, Money Management, Legal Responsibilities and Health.

Our students are given the opportunity, skills, knowledge and experience required to succeed in a work place setting. Our Vocational Program is designed to help our students find their passion, direction and power to provide value not only for themselves but their community and families as well.

School-Wide Behavioral Management

Capitol Academy's level systems are behavioral management approaches that have been commonly recommended by educators and utilized in programs for students that exhibit challenging behavior. Capitol Academy's level systems are designed to be an organizational framework for managing student behavior when "students access greater independencies and more privileges as they demonstrate increased behavioral control" (Heward, p. 306, 2003) In accordance with the State Department specifically the Hughes Bill. Capital Academy students learn appropriate behavior through clearly defined behavioral expectations, regular feedback, self-monitoring, positive role models, social skills training, 1:1 counseling and active behavioral management utilizing therapeutic responses as well as rewards, privileges and consequences linked to expectations. There are specific criteria for advancement to the next level where the student(s) enjoy more desirable contingencies. It is intended that as students proceed through the Capitol Academy level systems they are more able to self-manage, capable of handling more responsibility and therefore enjoy greater independence.

There are four main goals of the Capitol Academy level system

- Increasing appropriate behavior
- Promoting academic achievement
- Foster a student's improvement through self-management
- Developing personal responsibility for social emotional and academic performance

Farrell, Smithy & Brownell, 1998

Capitol Academy has designed a level system to accommodate the specific goals of each student in accordance with the Individuals with Disabilities Education Act.

Opportunities for Parental Involvement (School Year 2017–18)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent involvement is important to the students and staff of Capitol Academy regarding to communication. Each teacher communicates with the parent/guardian weekly. These meetings are meant to facilitate a healthy communication between the home and school. If an incident occurs within the school day, a phone call is placed to the home by the end of the day. Open houses are available upon request to endure parent training, networking, and conferencing with the teachers.

Student Enrollment by Grade Level (School Year 2017–18)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	7
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	12
Grade 3	0	Grade 10	11
Grade 4	0	Grade 11	19
Grade 5	0	Grade 12	25
Grade 6	0	Ungraded Secondary	
Grade 7	2	Total Enrollment	76

Student Enrollment by Group (School Year 2017–18)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	59%	White	19%
American Indian or Alaska Native	0%	Two or More Races	9%
Asian	1%	Socioeconomically Disadvantaged	90%
Filipino	0%	English Learners	0%
Hispanic or Latino	12%	Students with Disabilities	100%
Native Hawaiian/Pacific Islander	0%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2015–16 Avg. Class Size	2015–16 Number of Classrooms 1-20	2015–16 Number of Classrooms 21-32	2015–16 Number of Classrooms 33+	2016–17 Avg. Class Size	2016–17 Number of Classrooms 1-20	2016–17 Number of Classrooms 21-32	2016–17 Number of Classrooms 33+	2017–18 Avg. Class Size	2017–18 Number of Classrooms 1-20	2017–18 Number of Classrooms 21-32	2017–18 Number of Classrooms 33+
K												
1												
2												
3												
4												
5												

6												
K-3												
3-4												
4-8												
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2015–16				2016–17				2017–18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2017–18)

This section provides information about the school's comprehensive safety plan.

Capitol Academy has developed a comprehensive school safety program that meets state requirements. The safety plan includes an injuring and illness prevention course, an exposure control plan, disaster procedures, procedures for safe entry and exit of the school, procedures for disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress code, and a school-wide behavior management plan.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2015–16	**2016–17**	**2017-18**	**2015–16**	**2016–17**	**2017-18**
Suspensions	7	10	12			
Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2017–18)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Capitol Academy is housed in a fairly new business park located in Rancho Cordova. The school includes seven classrooms, offices, conference rooms, three refocus rooms, and one in-house suspension room. The mobile computer lab is equipped with up-to-date software and programs for educational use.

School Facility Good Repair Status (School Year 2017–18)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2014–15	2015–16	2016–17	2017-18
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence	*Data provided by the LEA*			n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2015–16	2016–17	2017-18
Misassignments of Teachers of English Learners	*Data provided by the LEA*		
Total Teacher Misassignments			
Vacant Teacher Positions			

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2017–18)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2017–18)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts			
Mathematics			
Science			
History-Social Science		*Data provided by the LEA*	
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	*Data provided by the LEA*			
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a	*Data provided by the LEA*	
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a	*Data provided by the LEA*	

Types of Services Funded (Fiscal Year 2017–18)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Students at Capitol Academy have access to state standard curriculum, behavioral intervention, speech, and language therapy as needed and social skill training. Capitol Academy contracts with an outside agency to provide psycho-educational testing, and psychiatric services.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18
English-Language Arts									
Mathematics									

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
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						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2017–18)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2015	2016	2017
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2015–16	2016–17	2017-18
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2017 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2017 Growth API		
	School	LEA	State
All Students at the School			
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			

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2017–18)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2017–18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html. (Outside Source)

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18	2015–16	2016–17	2017-18
Dropout Rate (1-year)									
Graduation Rate									

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2016–17 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2014		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		*Data provided by the LEA and the CDE*	
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2017–18)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Narrative provided by the LEA

Career Technical Education Participation (School Year 2017–18)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	*Data provided by the LEA*
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission (School Year 2016–17)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2016–17)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

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		

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Capitol Academy faculty and staff engage in a twice-monthly training program for the purposes of professional development. Topics range from safety issues to behavior management within the classroom. Specific topics are included in the training calendar depending on the need in addition to mandated trainings.