

Charter Community School Home Study Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Charter Community School Home Study Academy
Street	6767 Green Valley Rd.
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530.295.2259
Principal	David Publicover
Email Address	dpublicover@edcoe.org
Website	http://charter.edcoe.org/
County-District-School (CDS) Code	09100900930123

Entity	Contact Information
District Name	El Dorado County Office of Education
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
Website	www.edcoe.org

School Description and Mission Statement (School Year 2019-20)

Located just east of Sacramento, El Dorado County is 2,000 square miles of vastly diverse communities, lifestyles, and rugged topography. There are 15 school districts within our county. The El Dorado County Office of Education (EDCOE), which is located close to the intersection of Scenic Highway 50 and Highway 49, serves as a model and vital educational partner in the community. To better meet the diverse educational needs our many communities, in 1993 EDCOE opened the first County Office of Education Charter school in California. Our Charter programs, which are referred to collectively as the Charter Community School Home Study Academy, have evolved to include a wide variety of programs:

- 1) Charter College & Career Prep 7-12 (CCP)
- 2) Charter Connections Academy 9-12 (CCA)
- 3) Charter University Prep 7-12 (CUPrep)
- 4) C.A.R.E.

These programs serve the families in our communities in a variety of ways:

- Home Study / Independent Study academies 7-12.
- Combining class instruction with career strands.
- Community School Program – El Dorado County Office of Education, Placerville.
- Partnering with local school districts to tailor instruction for high-risk students.
- Advanced Education Program 9-12 (AEP).
- School-to-Career and Regional Occupation Program Strands (ROP).
- Online learning options.
- Group home serving Foster Youth Boys exiting from the Juvenile court.
- Group home serving at-risk Foster Youth girls rescued from human trafficking.

In each of our educational programs, we work with students, parents, and staff to craft a successful educational experience for each student. Our curriculum is standards-based and aligned with the California Content Standards.

Global Mission Statement 2017-2020:

Charter Alternative Programs (including Charter Community School Home Study Academy) provides a variety of high quality, innovative, 21st Century programs. We prepare students to be college and career ready through engaging, rigorous curriculum. Our programs develop critical thinkers who are problem solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members.

Charter College & Career Prep 7-12:

The mission of Charter College & Career Prep is centered on student college and career success. We provide an engaging, rigorous, hands-on learning culture that develops innovative 21st Century citizens to compete in an ever-changing world.

Charter Connections Academy (9-12):

Charter Connections Academy provides the highest quality instruction and curriculum for students to seamlessly transition into college, vocational training, the military, or employment. We teach students to effectively use emerging technologies and prepare students to manage their own time and resources using a college-like educational model. We are committed to providing meaningful direction, academic support, and counseling to help ensure students successfully transition to their next phase in life.

Charter University Prep (7-12):

Charter University Prep prepares students for success in college and future careers in a rigorous, yet relaxed college-like environment. We systematically strengthen students' abilities to address complex ideas through critical thinking, while effectively using emerging technologies and learning systems. Our graduates are life-long learners who are intellectually curious, rationally-minded, and globally aware.

Extended Day K-8:

The Charter Extended Day program provides safe, high quality, and affordable childcare to students in grades K-8 enrolled in and attending an El Dorado County public school. We cultivate the creative and intellectual promise of each child by offering enhanced educational opportunities in a structured setting where fun and learning go hand-in-hand.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	6
Grade 7	45
Grade 8	41
Grade 9	70
Grade 10	92
Grade 11	114
Grade 12	111
Total Enrollment	479

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.5
Asian	1
Filipino	0.2
Hispanic or Latino	14.8
White	72.7
Two or More Races	7.3
Socioeconomically Disadvantaged	30.7
English Learners	1
Students with Disabilities	9.4
Foster Youth	2.1
Homeless	4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	30	29	29
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	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)

Year and month in which data were collected: September 3, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts Elements of Literature Third Course, Prentice Hall, 2000</p> <p>Reading/Language Arts Elements of Literature Fourth Course, Prentice Hall, 2000</p> <p>Reading/Language Arts Elements of Literature Fifth Course, Prentice Hall, 2000</p> <p>Reading/Language Arts Elements of Literature Sixth Course, Prentice Hall, 2000</p> <p>Reading/Language Arts Elements of Literature: First Course, Holt, Rinehart, and Winston, 1997</p> <p>Reading/Language Arts Elements of Literature: Second Course, Holt, Rinehart, and Winston, 1997</p> <p>Reading/Language Arts Prentice Hall Literature Gold, Pearson-Prentice-Hall, 1991</p> <p>Reading/Language Arts Prentice Hall Literature Platinum, Pearson-Prentice-Hall, 1991</p> <p>Reading/Language Arts Prentice Hall Literature, The American Experience, Pearson-Prentice-Hall, 1991</p> <p>Reading/Language Arts World Literature, Pearson-Prentice-Hall</p> <p>Reading/Language Arts California Collections, Houghton Mifflin Harcourt, 2017</p> <p>Reading/Language Arts Cannery Row, Penguin Books, 1992</p> <p>Reading/Language Arts The Maze, Will Hobbs, William Morrow and Company, Inc. 1998</p>	Yes	0
Mathematics	<p>Mathematics Algebra 1, Holt, 1997</p> <p>Mathematics Algebra Essentials, Merrill, 1988</p> <p>Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2)</p> <p>Mathematics Foundations in Personal Finances – Ramsey Solutions</p> <p>Mathematics Holt California Mathematics, Mathematics Beginning Algebra, Addison Wesley Publishing 2007</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Mathematics Foundations in Personal Finances – Ramsey Solutions Mathematics Intermediate Algebra, Addison Wesley Publishing, 2010 Mathematics Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005 Mathematics Go Math!, Digital Interactive Mathematics Connected Math, Pearson, 2014 Mathematics Algebra 1 CA Common Core, Pearson, 2015 Mathematics With Business Application, Glencoe, 2007 Mathematics Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008 Mathematics Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008 Mathematics Geometry Common Core Pearson 2015		
Science	Science California Biology, Holt Rinehart Winston, 2007 Science Conceptual Physics, Addison-Wesley Science Physical Science, Glencoe/ McGraw-Hill, 1992 Science Biology, Miller and Levine 2014 Science California Focus on Life Science, Pearson Prentice Hall, 2008 Science California Focus on Physical Science, Pearson Prentice Hall, 2008 Science Spectrum, Holt, 2001	No	0
History-Social Science	History/Social Science American Government, Great Source Education Group, 2006 History/Social Science A Little History of the World - Pullman History/Social Science Don't Know Much About American History - Davis History/Social Science Economics-Principles and Practices, Glencoe, 2001 History/Social Science Impact – California Series for 7,8, US History, World History, American Government and Economics – McGraw Hill 2019	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	History/Social Science A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999 History/Social Science A History of US: Book 5, War Terrible War, Oxford University Press, 2005 History/Social Science A Little History of the World - Pullman History/Social Science Understanding Psychology, Glencoe-McGraw-Hill, 1992 History/Social Science A More Perfect Union, Houghton-Mifflin, 1991 History/Social Science Across the Centuries, Houghton Mifflin, 1991 History/Social Science American Government, Steck-Vaugh, 1997 History/Social Science Economics, Glencoe, 2001 History/Social Science Modern World History, McDougal-Little, 2001 History/Social Science The Americans, McDougal, 2003 History/Social Science The Real World: An Introduction to Sociology, W.W. Norton & Company, 2016		
Foreign Language	Foreign Language Voces Y Vistas, Scott Foresman, 1992 Foreign Language Descubre- Spanish, Vista Higher Learning	Yes	0
Health	Health Edgenuity, Online Curriculum, 2019 Health Glencoe Health, Glencoe McGraw-Hill, 2009 Health Health, Glencoe , 2009	Yes	0
Visual and Performing Arts	Visual and Performing Arts The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post, Andrews McMeel Publishing, 1992 Visual and Performing Arts The Heath Introduction to Drama, Houghton Mifflin College, 1992 Visual and Performing Arts National Geographic Photography, 2011 Visual and Performing Arts Theater: Preparation and Performance, Scott Foresman/Addison Wesley, 1920	Yes	0
Science Laboratory Equipment (grades 9-12)	Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Some of our programs operate at a (former) elementary school that EDCOE leases from a local school district. Due to the design of the facility, our programs are able to use several traditional classrooms for direct instruction, as well as a large conference room for teachers to meet with parents and students. Facilities are regularly inspected, cleaned, and maintained through close coordination with the school district that owns the facility. The District provides full maintenance and repairs due to normal wear and tear or aging of the facility, as necessary to keep all grounds in good order, repair, and neat condition. Restrooms, floors, walls, roof, plumbing, and electrical systems are maintained in good condition. Recent improvements include new carpet and/or paint, HVAC upgrades, sidewalk repair, and new play equipment (swings), doormats are regularly replaced, and playground bark/fiber is inspected and replaced regularly. Propane fuel is used at this site and was noted under "gas" section. Full custodial services are provided on a daily basis, including but not limited to cleaning restrooms, classrooms, and office space.

Significant improvements have been made to the facility in the areas of safety, communications, and power since we began using the site in 2010, including improving the security of all exterior doors and adding blinds to all classrooms. EDCOE has made significant technology infrastructure improvements as well, including increasing broadband speeds ten-fold, adding a Voice Over IP phone system, adding cell boosters to improve communications, adding facility-wide connectivity / Wi-Fi (including for homeschool families), adding network drops, and providing wireless iPads/monitors/devices for instructional staff/students. A new state of art VOIP speaker/clock system with LED Display was installed throughout the campus during the summer of 2019, including classrooms and exterior areas, to improve communications - particularly for use in emergencies.

Charter College & Career Prep (CCP) operates on the campus of EDCOE in a modern state-of-the-art facility, with many large, modern classrooms and restrooms. Recently this facility was updated to include a fully equipped Culinary Arts classroom. EDCOE's maintenance staff provides custodial and maintenance services to CCP on a daily basis. This site uses propane fuel and was noted on the "gas" section. One area that was noted as deficient for cleanliness was the gym area. Additional deep cleaning is assigned to bring this up to a better standard. One roof leak was noted in the administration area and has been repaired. Drinking fountain outside the gym is scheduled to be repaired/replaced.

Safety and emergency procedures are updated annually in the Safe School Plan, and staff and student participate in regular training and drills.

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 overall rating

Year and month of the most recent FIT report: July 19, 2019

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	45	51	52	50	50
Mathematics (grades 3-8 and 11)	30	30	33	35	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	222	94.87	5.13	45.05
Male	117	111	94.87	5.13	32.43
Female	117	111	94.87	5.13	57.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	21.88
Native Hawaiian or Pacific Islander					
White	166	159	95.78	4.22	49.06
Two or More Races	20	19	95.00	5.00	63.16
Socioeconomically Disadvantaged	96	88	91.67	8.33	20.45
English Learners	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	0.00
Students Receiving Migrant Education Services					
Foster Youth	11	8	72.73	27.27	12.50
Homeless	13	12	92.31	7.69	8.33

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	222	94.87	5.13	30.00
Male	117	111	94.87	5.13	26.36
Female	117	111	94.87	5.13	33.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	6.25
Native Hawaiian or Pacific Islander					
White	166	159	95.78	4.22	35.67
Two or More Races	20	19	95.00	5.00	21.05
Socioeconomically Disadvantaged	96	88	91.67	8.33	9.20
English Learners	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	0.00
Students Receiving Migrant Education Services					
Foster Youth	11	8	72.73	27.27	0.00
Homeless	13	12	92.31	7.69	0.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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.

Career Technical Education Programs (School Year 2018-19)

Our Student Learner Outcomes, which were developed with stakeholders in parallel with our School Plans and WASC Accreditation, tie closely to our global Charter programs' mission statement to address the outcomes for all of our students, irrespective of which program they attend.

- Students are college and career ready.
- Students demonstrate proficiency in State standards.
- Students individually and collectively solve complex problems and present reasoned arguments through a variety of methods.
- Students demonstrate responsibility, integrity, and perseverance while respecting the rights and responsibilities of citizens in a democratic society.

We prepare all students for graduation, with an emphasis on college and career readiness, and the Program mission statements for our at-risk programs are updated every three years to better meet the needs of students.

Our 9-12 programs provide an Advanced Education Program (AEP) offered in partnership with the Folsom Lake College El Dorado Center, which allows the Charter students to take community college courses concurrently during high school while earning both college and high school credits. The AEP focuses on empowering students to succeed in life and exemplifies that mission by helping them realize new college and career opportunities through direct college experience and success. With the community college located next door, our students are able to easily participate, and the goal of the AEP is to help students realize that a college education is attainable for each of them. Through our AEP program, we hope to provide the opportunity for many first-generation college graduates to participate and succeed in earning a certificate or diploma. The team, which includes an Outreach Specialist from Folsom Lake College, meets with the Charter students to support the successful transition of students into the college.

For those more interested in high-demand career opportunities, our programs provide students with the vocational, academic, and social skills necessary to seamlessly transition to a successful career or a post-high school education or training opportunity. State subject area standards are integrated with vocational and life skills to make learning relevant, applicable, and enjoyable. Classes are designed to actively engage students rather than rely on rote memory or seat-work. We have found that this approach works well with many at-risk students, who tend to be more successful in bodily-kinesthetic learning activities versus lecture-based classes. The program offers unique Career Readiness courses with a focus on the development of the skills necessary to be successful in the workplace or to pursue post-high school training or college. Current opportunities vary at each program but include Robotics, Culinary Arts, MakerSpace, Drones, and a Wilderness Outdoor class.

Although we do not offer full Career Technical Education (CTE) courses, CTE standards are often integrated into lessons and supported by field trips and guest speakers. Since the programs do not offer any CTE approved courses, there is no CTE Advisory Committee. In addition, we partner with the Regional Occupational Programs (ROP), the El Dorado Union High School District, and Folsom Lake College to provide additional CTE opportunities for students. The measurable outcomes of these programs and classes are gauged through a variety of means, including GPA, average credits earned, successful course completion, attendance, graduation rates, success/completion of Adv Ed classes, stakeholder surveys of program satisfaction, and overall discipline.

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	72.23
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.4	53.8	15.4
7	23.6	22.2	31.9
9	9.1	40.9	31.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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)

Our programs provide and support a variety of ways for parents to be actively involved in school activities and events. Activities include our School Site Council, Stakeholder Surveys, Client Roundtables, Back to School Nights, Open House Nights, Annual Roundtables, on-going email updates through ParentSquare, and optional participation in field trips. These events provide meaningful opportunities for parents to participate in enriching activities while enhancing the sense of community within our programs. In addition, having parents involved in our School Site Council greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.

Our Charter programs utilize a number of online tools that help students and families stay connected to learning and progress. We have integrated grading systems with our attendance system to help ensure students are staying on track, and students and families can go online to check their child's progress. All important notices, paperwork, and correspondence with our English Language Learner families are sent to families and are available in Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. Parent notifications and reminders for school events, and/or emergency information are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to improve communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, positive interactions, and strong relationships, enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish and is appreciated by our parents who do not speak fluent English.

For two of our Programs - Charter Connections Academy (CCA) and Charter University Prep (CUPrep) - stakeholders may subscribe to and receive whole-school text or email messages by categories of interest through our website. We utilize an integrated grading system/attendance system. Desire To Learn (D2L), our online student learning management platform, helps ensure students are staying on track. Parents and students can subscribe to receive daily email updates, or go online to check their child's grade progress and attendance in each class. Students turn in assignments weekly, which are posted for parents, staff, and administration to see. D2L is used extensively to communicate with students and parents for assignments, course content, school announcements, and grade book information.

Student handbooks, events, and information about the different programs are updated on each program's respective website. Community members can read overviews and highlights of each program, beginning with each program's unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can get a much better perspective on the menu of educational options offered. All important notices, paperwork, and correspondence with our English Language Learner families are sent to families, and are available in, Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. All website information is now Accessibility Compliant.

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)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	17	22.2	18.4	17.4	19.5	22.5	9.7	9.1	9.6
Graduation Rate	73.4	60.2	59.2	62.1	54.4	49.4	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/>.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.7	11.4	13.0	4.7	4.5	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We continually work with stakeholders to build and maintain an inclusive, supportive educational environment for all. Both students and staff are assured a safe and dignified place to learn, work, and grow. From inception, our charter programs have been committed to creating and maintaining “climates of invitation” as a priority.

Each year our School Safety Plan is updated, copies are provided to staff, and copies are available in our main office. Monthly safety drills – e.g., fire, lockdown, and shelter in place drills - are conducted at each school site. In addition, local law enforcement participates and observes safety drills on a regular basis. Every classroom and office at each site is equipped with an emergency binder that includes instructions for possible emergencies, including fire, earthquake, evacuation, lockdown, shelter in place, bomb threat, intruder, and calling 911. We utilize a mass communication speaker system/digital display throughout the campuses and software to communicate with families and staff in the event of an emergency, including the ability to send text, email, or voice messages.

Charter Community School does not expel students, and because suspension is used only as a last resort, suspension rates are very low at our Home School programs. We maintain strong working partnerships with local governmental agencies and community-based organizations to more effectively meet the needs of students and families. Students who progress personally and/or academically are recognized using various methods. On-going research and professional development help staff meet the needs of students. For example, since we expect to continue seeing an increase in the number of students with mental health-related needs, we continue to provide professional development for staff to support these students more effectively - both academically and emotionally. We have also contracted with Mental Health Coaches this year to provide services at all sites. Staff will continue attending professional development opportunities on building and maintaining a positive school climate.

These measures are part of our commitment to provide a safe, supportive learning environment for all students and staff.

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.

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	10	47	3		11	35			13	34		
Mathematics	11	47	2		9	49			8	44		
Science	10	21	2		12	21			12	19		
Social Science	10	32	5		13	24	1		12	30		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10914	714	10200	71270
District	N/A	N/A	8105	73089
Percent Difference - School Site and District	N/A	N/A	22.9	-2.5
State	N/A	N/A	\$7,506.64	80680
Percent Difference - School Site and State	N/A	N/A	30.4	-12.4

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.

Types of Services Funded (Fiscal Year 2018-19)

Title I funds also allow our programs to provide a "targeted assistance program" in which we identify students who are failing, or most at risk of failing, and design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Title I funds provide financial assistance to help our programs meet the needs of underprivileged children and ensure that all students meet challenging state academic content and student academic achievement standards, with a focus on children who are failing, or most at risk of failing. Title I funds also allow for upgrades to our educational programs to improve achievement for all students, but particularly the lowest-achieving students, in order to master challenging curricula and meet state standards in core academic subjects.

Title 1A funds for the fiscal year 2018-19, as well as subsequent years, are/will be used for professional development and instructional support in English Language Arts and mathematics, as well as supplemental programs to extend and reinforce the regular school curriculum.

This site also receives Title II and Title III funds to support student needs.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	3	5

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Professional development plans are implemented each year based on a variety of student data and are articulated with the School Plan for Student Achievement and the Local Education Agency Plan. Our seat-based, daily attendance programs, which serve at-risk students, coordinate professional development days throughout the year on Fridays. Due to the nature of our independent study programs, which provide ongoing weekly meetings between staff and parents/students, the program schedules its professional development activities on days/times other than those days built into our school calendar. When scheduling permits, professional development is aligned across and articulated between, our at-risk and independent study programs to maximize staff expertise and the efficient use of time and fiscal resources.

Primary focus areas for professional staff development include meeting new State standards, improving performance on the CAASPP, use of assessments, implementing newly adopted core academic materials, providing effective and engaging instruction, continually improving our integration and use of instructional technology, maintaining and continually improving the school's positive culture, and ensuring compliance and best practices with regard to independent study state law. Our at-risk programs have and will continue to provide professional development in College and Career Readiness, including implementing an Advanced Education program in partnership with our local community college. Additionally, our at-risk programs are planning on providing professional development over the next three years on universal (instructional) design (UDL). Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through a strong professional learning community model (PLC), workshops, training, conference attendance, and individual mentoring from administration, staff, and peers. This year our program is also participating in collaborative professional development program with local districts (EPIC), with our emphasis on developing and sustaining performance growth in math and language arts.