

Charter Community School, Home Study Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School 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
E-mail Address	dpublicover@edcoe.org
Web Site	http://charter.edcoe.org/
Grades Served	K-12
CDS Code	09100900930123

District Contact Information	
District Name	Charter Community School Home Study Academy
Phone Number	530.622.7130
Superintendent	Jeremy M. Meyers
E-mail Address	emanansala@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (Most Recent Year)

El Dorado County is 10,000 square miles of vastly diverse and rugged geography, communities, and life styles just northeast of Sacramento. It is the heart of California’s “Gold Rush Country” and is intersected from west to east by scenic State Highway 50 and north to south by historic Highway 49 in the City of Placerville, the county seat. Amid this backdrop, the Charter Community School, Home Study Academy, and Extended Day Program serve approximately 1,000 K-12th grade students each year that are seeking an alternative educational program. Our Charter develops programs to address unique educational needs within El Dorado County.

Our Charter was a pioneer in establishing the first county Community School charter in the state of California in 1993. Focused on improving educational options, the Charter Community School, Home Study Academy, and Extended Day Program have researched ways in which to present and assess engaging, rigorous academic curricula while meeting California state standards. Charter Community School was granted a six-year term accreditation by the Western Association of Schools and Colleges in June, 2009.

We are a forerunner in the educational application of technology-embedded curriculum design, work within our community to extend real and relevant learning environments, and develop staff training identifying safe and invitational educational environments.

Charter Community School, Home Study Academy, and Extended Day Program offer a choice of educational options, including:

1. 7-12th grade Home Study Academies
2. Community School Programs – El Dorado County Office of Education, Placerville
3. Career Prep, combining class instruction with career strands
4. CARE classes, partnering with local school districts
5. On-line learning options
6. Programs for Pregnant and/or Parenting Minors
7. School-to-Career and Regional Occupation Program Strands
8. Gifted and Talented Education
9. Extended Day Programs (recreation and education-based before and/or after school programs, grades K-8)

In each of our educational programs, we individualize instruction utilizing Individual Learning Plans (ILP) and work to build a series of educational successes for each student. Our curriculum is standards-based and aligned with the California Content Standards and the High School Exit Exam.

Global Mission Statement 2014-17:

Charter Alternative Programs provide 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 Community School 7-12 Mission Statement 2014-17:

Charter Community School 7-12 fosters the academic, emotional, and behavioral development of our students in a nurturing, small school environment. We provide a 21st century learning environment that maximizes students’ success while preparing students to successfully transition into the workforce and higher education. We provide high quality instruction in small classes that make learning fun and relevant.

Charter Career Prep Mission statement 2014-17:

At Charter Career Prep we are passionate about providing a tailored alternative education program in a small school environment. Our program is centered around hands on projects and vocational opportunities to make learning relevant. We also emphasize the importance of communication and partnership with parents and students. Our goal is to ensure all students successfully transition to career or college opportunities.

Charter Connections Academy Mission Statement 2014-15:

Charter Connections Academy prepares students to seamlessly transition into the Community College system, vocational training, the Military, or employment. We provide high quality small group instruction classes, tutoring, and Independent Study courses so that students are able to earn a High School Diploma or G.E.D. We teach students to be fluent in emerging technologies and learning systems, and we prepare students to manage their own time and resources. We provide the meaningful direction, academic support, and academic and career counseling to help ensure students successfully transition to their next phase in life.

Charter University Prep Mission Statement 2014-15:

Charter University Prep prepares students to become independent, intellectually curious, and culturally aware. We focus on addressing complex ideas and critical thinking. We teach students to effectively use emerging technologies and learning systems. We prepare students to manage their own time and resources so they will demonstrate success in professional settings and college. We systematically strengthen students’ abilities to be rational, independently minded citizens who communicate effectively and contribute meaningfully to their communities.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
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Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
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A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	31	28	70
Without Full Credential	0	0	1	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August, 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart Wilson – Elements of Literature (6-12); Harcourt – Literature & Language (7-8); Prentice Hall – Literature Gold (9th); Prentice Hall – Literature Platinum (10th); Prentice Hall - American Experience (11th); Prentice Hall - World Literature (12th).	Yes	0
Mathematics	McDougal Littell – Mathematics, Concepts and Skills (6-8); Renaissance Math (7-12); McDougal Littell – Basic Math Concepts (9-12); McDougal Littell – Algebra I Concepts and Skills (9-12); Addison Wesley - Pre Algebra (7-12); Addison Wesley – Beginning Algebra (8-12); WH Freeman & Co. – Geometry (10-12); Addison Wesley – Intermediate Algebra (10-12); Houghton Mifflin – Pre-Calculus with Limits (10-12); Merrill – Algebra Essentials (9-12); Harcourt – Algebra I (9-12); Cord – Geometry (9-12); McDougal Littell – Algebra and Trigonometry (9-12); Holt California Mathematics, Course 1: Numbers to Algebra, Holt, Rinehart & Winston 2008; Holt California Mathematics, Course 2: Pre-Algebra, Holt Rinehart & Winston, 2008; Holt California Mathematics, Course 3: Algebra I, Holt Rinehart & Winston, 2008; Mathematics with Business Application, Glencoe 2007.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Glencoe – Earth Science, Life Science, Physical Science (6-8); Harcourt – Science Spectrum (9-12); Glencoe – Biology (9-12); Prentice Hall – Exploring Life Science (7th); Prentice Hall – Physical Science (8th); Addison Wesley – Physics (9-12); Prentice Hall – Biology (9-12); California Biology, Holt Rinehart & Winston 2007; Silberberg - Chemistry: The Molecular Nature of Matter and Change, 4th Edition.	Yes	0
History/Social Science	Houghton Mifflin – Social Studies (K-8); McDougall Little – Creating America (7-8); McDougall Littell – Modern World History and The Americans (9-12); Glencoe Economics – Principles and Practices (9-12); Glencoe – Government for the U.S. (9-12); Allyn and Bacon – Across the Centuries (7th); Houghton Mifflin – A More Perfect Union (8th); Houghton Mifflin – Patterns of Civilization (9-12); Prentice Hall – History of the U.S. (9-12); Scott Foresman – American Voices (9-12); Houghton Mifflin – Government in America (9-12); Sowell - Basic Economics (10-12).	Yes	0
Foreign Language	Addison- Wesley – Est Ca! (9-12); Vista Higher Learning – Discubre (9-12); Prentice Hall – Paso y Paso (9-12); Vista Higher Learning - French (9-12).	Yes	0
Health	Harcourt – Health (9-12); Holt Rinehart Winston – Health (9-12). Availability one textbook for every student.	Yes	0
Visual and Performing Arts	Teacher generated materials	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)

The Charter Community School, Home Study Academy, and Extended Day Program have classrooms throughout El Dorado County located both on and off local school sites. Standard classrooms are used throughout our class-based programs, serving approximately 20-25 students per class. Our Home Study Academy program sites vary depending upon the programs and services being offered, from small class instruction to individual student and family meetings.

The central site is located at the El Dorado County Office of Education complex with 10 classrooms, a gymnasium, and outdoor basketball courts. Ten additional classrooms are located throughout El Dorado County to serve students and families regionally. School buildings and grounds provide adequate classroom, playground, and staff space.

Facilities are regularly maintained and cleaned. Restrooms, floors, walls, roof, plumbing, and electrical systems are maintained in exemplary condition.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular training's and drills are held. In the 2009-10 school year, many classrooms were retrofitted with state approved safety locks. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: August, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)			
Mathematics (grades 3-8 and 11)			

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	268	253	94.4	41	14	21	11
	3	2	2	100.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	82	97.6	48	17	27	7
	8	68	65	95.6	37	8	8	0
	11	105	95	90.5	35	16	27	22
Male	All*	268	140	52.2	47	13	19	10
	3	2	2	100.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	3	75.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	50	59.5	56	10	28	6
	8	68	31	45.6	48	3	3	0
	11	105	49	46.7	35	20	22	22
Female	All*	268	113	42.2	33	16	24	12
	5	4	1	25.0	*	*	*	*
	7	84	32	38.1	34	28	25	9
	8	68	34	50.0	26	12	12	0
	11	105	46	43.8	35	11	33	22
Black or African American	All*	268	1	0.4	*	*	*	*
	11	105	1	1.0	*	*	*	*
American Indian or Alaska Native	All*	268	5	1.9	*	*	*	*
	7	84	1	1.2	*	*	*	*
	8	68	1	1.5	*	*	*	*
	11	105	3	2.9	*	*	*	*
Asian	All*	268	2	0.7	*	*	*	*
	7	84	1	1.2	*	*	*	*
	11	105	1	1.0	*	*	*	*
Hispanic or Latino	All*	268	50	18.7	56	18	8	12
	7	84	14	16.7	86	7	0	0
	8	68	13	19.1	54	15	15	0
	11	105	23	21.9	39	26	9	26

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	All*	268	184	68.7	34	14	26	11
	3	2	2	100.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	62	73.8	35	19	35	10
	8	68	48	70.6	33	6	6	0
	11	105	63	60.0	29	13	35	24
Two or More Races	All*	268	11	4.1	45	18	9	0
	7	84	4	4.8	*	*	*	*
	8	68	3	4.4	*	*	*	*
	11	105	4	3.8	*	*	*	*
Socioeconomically Disadvantaged	All*	268	93	34.7	69	17	11	1
	3	2	2	100.0	*	*	*	*
	4	2	1	50.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	2	66.7	*	*	*	*
	7	84	32	38.1	75	16	9	0
	8	68	21	30.9	71	10	14	0
	11	105	31	29.5	61	23	13	3
English Learners	All*	268	11	4.1	82	9	9	0
	7	84	3	3.6	*	*	*	*
	8	68	7	10.3	*	*	*	*
	11	105	1	1.0	*	*	*	*
Students with Disabilities	All*	268	8	3.0	*	*	*	*
	4	2	1	50.0	*	*	*	*
	5	4	1	25.0	*	*	*	*
	6	3	1	33.3	*	*	*	*
	7	84	1	1.2	*	*	*	*
	8	68	1	1.5	*	*	*	*
	11	105	3	2.9	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	268	251	93.7	57	22	12	7
	3	2	1	50.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	82	97.6	46	27	18	7
	8	68	64	94.1	55	27	13	5
	11	105	95	90.5	64	18	8	9
Male	All*	268	139	51.9	58	19	16	6
	3	2	1	50.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	3	75.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	50	59.5	50	22	20	8
	8	68	31	45.6	52	19	19	10
	11	105	49	46.7	63	20	12	4
Female	All*	268	112	41.8	56	26	8	8
	5	4	1	25.0	*	*	*	*
	7	84	32	38.1	41	34	16	6
	8	68	33	48.5	58	33	6	0
	11	105	46	43.8	65	15	4	15
Black or African American	All*	268	1	0.4	*	*	*	*
	11	105	1	1.0	*	*	*	*
American Indian or Alaska Native	All*	268	5	1.9	*	*	*	*
	7	84	1	1.2	*	*	*	*
	8	68	1	1.5	*	*	*	*
	11	105	3	2.9	*	*	*	*
Asian	All*	268	2	0.7	*	*	*	*
	7	84	1	1.2	*	*	*	*
	11	105	1	1.0	*	*	*	*
Hispanic or Latino	All*	268	50	18.7	72	20	2	4
	7	84	14	16.7	57	36	0	0
	8	68	13	19.1	77	23	0	0
	11	105	23	21.9	78	9	4	9

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	All*	268	182	67.9	53	22	16	9
	3	2	1	50.0	*	*	*	*
	4	2	2	100.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	3	100.0	*	*	*	*
	7	84	62	73.8	42	26	23	10
	8	68	47	69.1	51	23	17	6
	11	105	63	60.0	57	21	11	11
Two or More Races	All*	268	11	4.1	55	36	9	0
	7	84	4	4.8	*	*	*	*
	8	68	3	4.4	*	*	*	*
	11	105	4	3.8	*	*	*	*
Socioeconomically Disadvantaged	All*	268	92	34.3	88	11	1	0
	3	2	1	50.0	*	*	*	*
	4	2	1	50.0	*	*	*	*
	5	4	4	100.0	*	*	*	*
	6	3	2	66.7	*	*	*	*
	7	84	32	38.1	75	22	3	0
	8	68	21	30.9	90	10	0	0
	11	105	31	29.5	97	3	0	0
English Learners	All*	268	11	4.1	91	9	0	0
	7	84	3	3.6	*	*	*	*
	8	68	7	10.3	*	*	*	*
	11	105	1	1.0	*	*	*	*
Students with Disabilities	All*	268	8	3.0	*	*	*	*
	4	2	1	50.0	*	*	*	*
	5	4	1	25.0	*	*	*	*
	6	3	1	33.3	*	*	*	*
	7	84	1	1.2	*	*	*	*
	8	68	1	1.5	*	*	*	*
	11	105	3	2.9	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46	47		45	47		59	60	

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

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.

Career Technical Education Programs (School Year 2014-15)

We prepare all students for graduation, with an emphasis on college and career readiness. We create meaningful and engaging opportunities for students to explore academic and career goals which will help them reach their educational, life, and professional goals. 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.

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.

Career Technical Education Participation (School Year 2014-15)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	63		42	53		57	56	
Mathematics	49	58		36	47		60	62	

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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, Coffee Talks, Back to School Nights, Open House Nights, Parent Booster Clubs, an annual craft faire, Family Reading Night, field trips, and coffee talks. 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.

In addition, we have completely revamped our school websites through Beehively. We have been able to have stakeholders subscribe to our website, where they can receive text or email messages according to categories of interest that they sign up for. Student handbooks, events, and information about the school are posted on the website. Community members who are looking into our programs can read about overviews of the programs on our websites and even download color brochures for each program that highlight details about each program, beginning with each program’s unique mission for learners. In this way, our potential stakeholders, community members, and local school districts can get a much better perspective on the menu of program options offered.

Parent notification reminders for school events and/or emergency information are delivered to households and mobile phones using ParentLink, a new mass-voice/email/text system purchased by Charter to improve communication with parents. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. We are in the process of providing all 22 of our Extended Day sites with smart phones to improve communication capacity, especially as it relates to safety. 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.

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. Desire To Learn (D2L), our online student learning platform at two of our home study academies, is another online resource. The programs monitor each student’s progress in every class, and students turn in assignments weekly, which are posted for parents, staff, and administration to see. Our programs use D2L extensively to communicate with students (and parents) for assignments and grade book information.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		6.3			6.3			11.4	
Graduation Rate		89.16			89.16			80.44	

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.2	5.8		4.4	2.6		5.1	4.4	
Expulsions	0.0	0.0		0.0	0.0		0.1	0.1	

School Safety Plan (Most Recent Year)

A four-year study involving instructional staff culminated in identifying and describing approximately six behaviors that were determined to be essential to creating inclusionary environments. Both students and staff are assured a safe and dignified place to learn and invited students to become learning participants. From inception our charter has 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 are available in our main office. Monthly safety drills, including fire, lockdown, and shelter in place, 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. These binders also include clear, visible signs that are posted in windows as a means of communicating the status of each location with emergency response teams and/or law enforcement: Green - Everyone in the area is safe and unharmed; Red - in need of law enforcement support immediately; and a Red Cross - someone in the area needs medical attention as soon as possible. These safety measures are part of our commitment to provide safe learning environments for all students and staff.

Our programs support good citizenship of all students through a Character Education Program that focuses on four character traits each year. Students are recognized throughout the year in each “trait” area. Students who have exemplified consistent and excellent character are recognized with their families at a Candlelight Dinner held each May. Academically, we strive to offer support to students who need remediation with both on- and off-line assistance. Charter also provides the higher-level courses, such as chemistry and biology, through partnerships with the local community college to meet graduation requirements.

Charter Community School does not expel students, and suspension is used only as a last resort. In 2013-14 the suspension rate was 27%, in 2012-13 the suspension rate was 53%, in 2011-12 the suspension rate was 37%, in 2010-11 the suspension rate was 46%, in 2009-10 the suspension rate was 16%, and in 2008-09 the suspension rate was 45%. Students who have made choices that may endanger themselves or others may be reassigned to a more restrictive program setting. Authorities and/or community-based agencies are contacted and become a part of the solution. Working with the community at large, we have been able to successfully partner with agencies so that a continuum of placement options is available to respond to the needs of the individual student.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

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	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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	8	43	1	8	39	1								
Mathematics	7	56	1	6	53	1								
Science	8	23	1	8	23	1								
Social Science	9	37	2	8	32	1								

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

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

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,202	\$7,604	\$1,598	\$59,602
District	N/A	N/A	\$14,683	\$66,802
Percent Difference: School Site and District	N/A	N/A	-89.1	-10.8
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

Targeted Title I assistance is provided.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

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		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

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.

Professional Development (Most Recent Three Years)

The primary areas of focus for staff development are meeting new State Standards, instructional delivery, online curriculum, and school culture. Professional development may be delivered through workshops, training's, conference attendance, and individual mentoring. Teachers are supported through mentoring, principal meetings, staff meetings, and individual coaching.

Professional development plans are developed each year based on a variety of student data and are articulated with the Single Plan for Student Achievement and the Local Education Agency Plan. Student learning data is incorporated into the Single Plan for Student Achievement and assists in planning the monthly collaboration days built into the school calendar. Seven to 10 collaboration days have been built into our school calendar since the 2007-08 school year. Significant training continues to be provided or made available to staff. The professional development plan is aligned across, and articulated between, programs; however, each program tailors the professional development schedule according to specific program needs. Our independent study programs often have professional development activities on days/times other than those days built into our school calendar due to the regular weekly schedule of meetings staff have with students and parents. We doubled the number of professional development days in 2013-14, 2014-15, and 2015-16 from eight to sixteen to help us in shifting to the new State Standards.

There were a total of sixteen days dedicated to staff development in 2014-15, a total of sixteen days dedicated to staff development in 2013-14, a total of eight days dedicated to staff development in 2012-13, a total of seven days dedicated to staff development in 2011-12, a total of seven days dedicated to staff development in 2010-11, a total of eight days dedicated to staff development in the 2009-10 school year, a total of nine days dedicated to staff development in the 2008-09 school year, and a total of nine days dedicated to staff development in the 2007-08 school year.