

**Charter Alternative Program (CAP)
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 Alternative Program (CAP)
Street	6767 Green Valley Road
City, State, Zip	Placerville, CA 95667
Phone Number	530-295-2259
Principal	David Publicover
E-mail Address	dpublicover@edcoe.org
Web Site	http://charter.edcoe.org/
Grades Served	K-8
CDS Code	09100900123521

District Contact Information	
District Name	Charter Alternative Program (CAP)
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 Alternative Program serves students in grades K-8 who are seeking an alternative educational program. Our Charter develops programs to address unique educational needs within El Dorado County.

Charter Home Study Academy K-8 (CHSA) provides kindergarten through eighth grade students with the academic skills to meet California's grade level standards and the social development and strong foundation for life-long learning. We honor and support a family's choice to educate their children in both a home and school environment. We are committed to collaborating with families to provide a nurturing, safe, and creative educational experience. Each student is valued as a unique learner. Through communication and partnership with families, our school community fosters the success of each child.

Our Charter Alternative Program provides an outstanding home study program for students in grades K-8. The program was created as a public school option to provide resources and support for those families choosing to educate their children at home. Staff and parents work together collaboratively to ensure that each student's academic needs are met. Families meet regularly with a credentialed teacher, whose responsibilities include providing resources and support, and assisting in assessing student academic progress. Each student's academic progress is carefully reviewed on a regular basis, and an individualized academic plan is created and monitored by a highly qualified teacher. Charter Alternative Program was granted a six-year term accreditation by the Western Association of Schools and Colleges in June, 2009.

The Charter Alternative Program follows the California State Content Standards in the core academic areas of language arts, math, science, and social studies, ensuring that students are prepared for 8th grade graduation and a successful transition to high school. 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 Home Study Academy K-8 - Mission Statement 2014-17:

Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children's education. Staff, students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish.

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	11	11	12	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: December, 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	Houghton Mifflin – Reading (K-5); Holt Rinehart Wilson – Elements of Literature (6-12);	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin - 2014, Go Math (K-5); Houghton Mifflin - 2014, Big Ideas Math (6-8); Houghton Mifflin – Mathematics (K-5); California Saxon Math, Grades K-6, Saxon Publishers (Harcourt Achieve) 2008; 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; Sopris West Educational Services - Transitional Mathematics: Making Sense of Rational Numbers, 2005.	No	0
Science	Scott Foresman – Discover the Wonder (K-5); Glencoe – Earth Science, Life Science, Physical Science (6-8); Prentice Hall – Exploring Life Science (7th); Prentice Hall – Physical Science (8th); Prentice Hall - Ancient Civilizations: California Edition, 2006; Prentice Hall - Medieval and Early Modern Times: California Edition, 2006; Glencoe California Series - The American Journey to World War I, 2006.	Yes	0
History/Social Science	Houghton Mifflin – Social Studies (K-5);	Yes	0
Foreign Language	n/a	Yes	0
Health	n/a	Yes	0
Visual and Performing Arts	Teacher generated materials.	Yes	0
Science Laboratory Equipment (grades 9-12)	n/a	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Charter Alternative Program has classrooms in El Dorado County at a single location. Standard classrooms are used throughout our class-based programs. The Charter Alternative Program facility provides a variety of program components, including small class instruction, tutorial time, and individual student and family meetings.

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. 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			

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	
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			No playground at this location.

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*	161	150	93.2	23	25	40	12
	3	24	22	91.7	27	23	32	18
	4	16	15	93.8	40	33	7	20
	5	15	15	100.0	0	7	60	33
	6	31	29	93.5	34	28	28	10
	7	36	35	97.2	17	23	60	0
	8	39	34	87.2	21	29	41	9
Male	All*	161	67	41.6	24	25	42	9
	3	24	9	37.5	*	*	*	*
	4	16	9	56.3	*	*	*	*
	5	15	8	53.3	*	*	*	*
	6	31	12	38.7	25	33	33	8
	7	36	16	44.4	13	19	69	0
	8	39	13	33.3	23	38	23	15
Female	All*	161	83	51.6	23	24	39	14
	3	24	13	54.2	15	23	38	23
	4	16	6	37.5	*	*	*	*
	5	15	7	46.7	*	*	*	*
	6	31	17	54.8	41	24	24	12
	7	36	19	52.8	21	26	53	0
	8	39	21	53.8	19	24	52	5
Black or African American	All*	161	2	1.2	*	*	*	*
	4	16	0	0.0	*	*	*	*
	7	36	2	5.6	*	*	*	*
American Indian or Alaska Native	All*	161	2	1.2	*	*	*	*
	3	24	1	4.2	*	*	*	*
	8	39	1	2.6	*	*	*	*
Hispanic or Latino	All*	161	19	11.8	21	32	37	11
	3	24	3	12.5	*	*	*	*
	4	16	4	25.0	*	*	*	*
	5	15	1	6.7	*	*	*	*
	6	31	1	3.2	*	*	*	*
	7	36	6	16.7	*	*	*	*
	8	39	4	10.3	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	All*	161	119	73.9	23	24	40	13
	3	24	18	75.0	17	28	33	22
	4	16	11	68.8	55	27	0	18
	5	15	14	93.3	0	7	64	29
	6	31	25	80.6	32	32	28	8
	7	36	25	69.4	16	20	64	0
	8	39	26	66.7	23	27	38	12
Two or More Races	All*	161	8	5.0	*	*	*	*
	6	31	3	9.7	*	*	*	*
	7	36	2	5.6	*	*	*	*
	8	39	3	7.7	*	*	*	*
Socioeconomically Disadvantaged	All*	161	34	21.1	32	21	35	12
	3	24	7	29.2	*	*	*	*
	4	16	3	18.8	*	*	*	*
	5	15	2	13.3	*	*	*	*
	6	31	6	19.4	*	*	*	*
	7	36	9	25.0	*	*	*	*
	8	39	7	17.9	*	*	*	*
Students with Disabilities	All*	161	11	6.8	64	27	9	0
	4	16	2	12.5	*	*	*	*
	6	31	3	9.7	*	*	*	*
	7	36	3	8.3	*	*	*	*
	8	39	3	7.7	*	*	*	*

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*	161	151	93.8	32	38	22	6
	3	24	22	91.7	36	18	41	5
	4	16	15	93.8	33	53	7	0
	5	15	15	100.0	20	47	33	0
	6	31	29	93.5	31	48	17	0
	7	36	35	97.2	29	37	23	11
	8	39	35	89.7	40	31	14	11
Male	All*	161	67	41.6	24	40	24	7
	3	24	9	37.5	*	*	*	*
	4	16	9	56.3	*	*	*	*
	5	15	8	53.3	*	*	*	*
	6	31	12	38.7	17	58	17	0
	7	36	16	44.4	25	31	31	13
	8	39	13	33.3	31	31	8	23
Female	All*	161	84	52.2	39	36	20	5
	3	24	13	54.2	46	8	38	8
	4	16	6	37.5	*	*	*	*
	5	15	7	46.7	*	*	*	*
	6	31	17	54.8	41	41	18	0
	7	36	19	52.8	32	42	16	11
	8	39	22	56.4	45	32	18	5
Black or African American	All*	161	2	1.2	*	*	*	*
	4	16	0	0.0	*	*	*	*
	7	36	2	5.6	*	*	*	*
American Indian or Alaska Native	All*	161	2	1.2	*	*	*	*
	3	24	1	4.2	*	*	*	*
	8	39	1	2.6	*	*	*	*
Hispanic or Latino	All*	161	19	11.8	37	42	11	11
	3	24	3	12.5	*	*	*	*
	4	16	4	25.0	*	*	*	*
	5	15	1	6.7	*	*	*	*
	6	31	1	3.2	*	*	*	*
	7	36	6	16.7	*	*	*	*
	8	39	4	10.3	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	All*	161	120	74.5	29	38	26	6
	3	24	18	75.0	33	17	44	6
	4	16	11	68.8	36	45	9	0
	5	15	14	93.3	21	43	36	0
	6	31	25	80.6	32	48	20	0
	7	36	25	69.4	16	44	32	8
	8	39	27	69.2	37	30	15	15
Two or More Races	All*	161	8	5.0	*	*	*	*
	6	31	3	9.7	*	*	*	*
	7	36	2	5.6	*	*	*	*
	8	39	3	7.7	*	*	*	*
Socioeconomically Disadvantaged	All*	161	34	21.1	41	32	18	6
	3	24	7	29.2	*	*	*	*
	4	16	3	18.8	*	*	*	*
	5	15	2	13.3	*	*	*	*
	6	31	6	19.4	*	*	*	*
	7	36	9	25.0	*	*	*	*
	8	39	7	17.9	*	*	*	*
Students with Disabilities	All*	161	11	6.8	64	27	0	0
	4	16	2	12.5	*	*	*	*
	6	31	3	9.7	*	*	*	*
	7	36	3	8.3	*	*	*	*
	8	39	3	7.7	*	*	*	*

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)									

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
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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 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 uses D2L extensively to communicate with students (and parents) for assignments and grade book information.

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									
Expulsions									

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. 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.

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			2013-14			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			2013-14			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												
Mathematics												
Science												
Social Science												

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	\$5,688	\$4,215	\$1,473	\$52,080
District	N/A	N/A	\$5,718	\$66,802
Percent Difference: School Site and District	N/A	N/A	-74.2	-22.0
State	N/A	N/A	N/A	N/A
Percent Difference: School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2014-15)

The program currently does not qualify for Supplemental Educational Services.

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/>.

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 from eight to sixteen to help us prepare for the shift to the Common Core State Standards and our WASC Accreditation in the spring of 2015.

There were a total of 16 days dedicated to staff development in 2014-15, a total of 16 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.