

## 2016 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Charter Community School, Home Study Academy
<b>Street</b>	6767 Green Valley Rd.
<b>City, State, Zip</b>	Placerville, CA 95667-8984
<b>Phone Number</b>	530.295.2259
<b>Principal</b>	David Publicover
<b>E-mail Address</b>	dpublicover@edcoe.org
<b>School Website</b>	<a href="http://charter.edcoe.org/">http://charter.edcoe.org/</a>
<b>CDS Code</b>	09100900930123

## District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
<b>District Name</b>	Charter Community School Home Study Academy
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530.622.7130
<b>Superintendent</b>	Ed Manansala, Ed.D.
<b>Web Site</b>	www.edcoe.org
<b>E-mail Address</b>	emanansala@edcoe.org

## School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

### Community School (K-6):

Charter Community School K-6 provides a high quality alternative education program for younger at-risk students in a small, nurturing setting that features a low student to staff ratio. An individualized plan for success is developed in cooperation with parents to provide for the academic, emotional, and behavioral success of each student by building upon strengths and assets while identifying and developing areas of need. The classroom utilizes a variety of instructional strategies, including 21st Century Learning and hands-on activities, to better meet the learning needs of all students.

### Charter Community School and Charter Career Prep 7-12:

Our focus at Charter Community and Charter Career Prep is College and Career success. We provide an engaging, rigorous, hands-on learning culture that fosters innovative 21st Century citizens. 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 (9-12):

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 (7-12):

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.

### Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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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.

### School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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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 invite 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 – 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. 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.

Charter Community School does not expel students, and because suspension is used only as a last resort, suspension rates are very low. 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.

### **School Facility Conditions and Planned Improvements (Most Recent Year)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school’s most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

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**Year and month of the most recent FIT report:** August, 2016

This section should be kept to 1-2 paragraphs.

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 also maintained. Some programs are located on a campus leased by EDCOE from another school district. The school district recently passed a bond measure and plans to update/repair facilities with these funds.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular training's and drills are held. Safety improvements continue to be made to all facilities - e.g., improved communications, state-approved safety locks, etc.

**School Facility Good Repair Status (Most Recent Year)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	31	28	36	96
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	0	2
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	1
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	1

### Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

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	♦
Library Media Teacher (Librarian)	n/a	♦
Library Media Services Staff (paraprofessional)	n/a	♦
Psychologist	n/a	♦
Social Worker	n/a	♦
Nurse	n/a	♦
Speech/Language/Hearing Specialist	n/a	♦
Resource Specialist (non-teaching)	n/a	♦
Other	n/a	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.**

**Year and month in which data were collected:** August, 2016

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Educators Publishing, 2004; Houghton Mifflin; Elements of Literature Third Course, Prentice Hall, 2000; Elements of Literature Fourth Course, Prentice Hall, 2000; Elements of Literature Fifth Course, Prentice Hall, 2000; Elements of Literature Sixth Course, Prentice Hall, 2000; Elements of Literature: First Course, Holt, Rinehart, and Winston, 1997; Elements of Literature: Second Course, Holt, Rinehart, and Winston, 1997; Prentice Hall Literature Gold, Pearson-Prentice-Hall, 1991; Prentice Hall Literature Platinum, Pearson-Prentice-Hall, 1991; Prentice Hall Literature, The American Experience, Pearson-Prentice-Hall, 1991; World Literature, Pearson-Prentice-Hall; California Collections, Houghton Mifflin Harcourt, 2017	Yes	0
<b>Mathematics</b>	ALEKS Math - Online Curriculum; Algebra 1, Holt, 1997; Algebra 2, Holt, 2008; Algebra Essentials, Merrill, 1988; Geometry, McDougal Littell, 2006; Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008; ALEKS Math - Online Curriculum; Elementary Geometry for College Students – 5th edition, Alexander; Beginning Algebra, Addison Wesley Publishing 2007; Intermediate Algebra, Addison Wesley Publishing, 2010; Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005; Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015; Elementary Geometry for College Students – 5th edition, Alexander; Connected Math, Pearson, 2014; Algebra 1 CA Common Core, Pearson, 2015; Geometry, McDougal Littell, 2006; CA Algebra 2, Holt, 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
<b>Science</b>	California Biology, Holt Rinehart Winston, 2007; California Biology, Holt Rinehart Winston, 2007; Conceptual Physics, Addison-Wesley; Physical Science, Glencoe/ McGraw-Hill, 1992; Biology The Dynamics of Life, Glencoe, 2000; Science Spectrum, Holt, 2001	Yes	0
<b>History-Social Science</b>	A History of US: Book 5, War Terrible War, Oxford University Press, 2005; From Colonies to Country 1710-1791, Oxford University Press, 1999; A Little History of the World - Pullman; A More Perfect Union, Houghton-Mifflin, 1991; Across the Centuries, Houghton Mifflin, 1991; American Government in the United States, Great Source Education Group, 2006; American Government, Great Source Education Group, 2006; American Government, Steck-Vaugh, 1997; American Government-A Complete Coursework, Great Source Publishing, 2000; Basic Economics, Basic Books/Perseus Books Group, 2004; Don't Know Much About American History - Davis; Economics-Principles and Practices, Glencoe, 2001; GF American History V.2 Civil War to Present, Prentice Hall, 2003; Psychology and You, National Textbook Co, 2000; Sociology: The Study of Human Relationships, Holt Rinehart Winston, 2005; The Americans, Houghton Mifflin, 2002; Understanding Psychology, Glencoe-McGraw-Hill, 1992; World Geography Today, Holt Rinehart Wiston, 2006; World History – Globe Fearon, 2002	Yes	0
<b>Foreign Language</b>	Voces Y Vistas, Scott Foresman, 1992; Descubre-Spanish, Vista Higher Learning	Yes	0
<b>Health</b>	Holt Health, Holt/Harcourt, 1999; Glencoe Health, Glencoe McGraw-Hill, 2009	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post, Andrews McMeel Publishing, 1992; The Heath Introduction to Drama, Houghton Mifflin College, 1992; National Geographic Photography, 2011; Theater: Preparation and Performance, Scott Foresman/Addison Wesley, 1920	Yes	0
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits	Yes	0

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	9,538	9,538	0	60,109
District	♦	♦	5,311	63,109
Percent Difference: School Site and District	♦	♦	-100.0	-4.8
State	♦	♦	0	74,090
Percent Difference: School Site and State	♦	♦		-18.9

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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Targeted Title I assistance is provided.

### Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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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 to help us in continuing to meet our program mission.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

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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 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	0
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0