

2017 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 publicly 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 (School Year 2017-18)

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

School 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
School Website	http://charter.edcoe.org/
CDS Code	09100900930123

District Contact Information (School Year 2017-18)

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

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

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

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.

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

- 1) Charter College & Career Prep 7-12 (CCP)
- 2) Charter Connections Academy 9-12 (CCA)
- 3) Charter University Prep 7-12 (CUPrep)
- 4) C.A.R.E. (programs operated jointly with local school districts)
- 5) Extended Day

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

- * Home Study / Independent Study academies 7-12.
- * Combining class instruction with career strands.
- * Community School Programs – El Dorado County Office of Education, Placerville .
- * Partnering with local school districts to tailor instruction for high-risk students.
- * Advanced Education Program 9-12 (AEP).
- * Programs for Pregnant and/or Parenting Minors.
- * School-to-Career and Regional Occupation Program Strands (ROP).
- * On-line learning options.
- * Group home serving Foster Youth Boys exiting from Juvenile court.
- * Group home serving at-risk Foster Youth girls rescued from human trafficking.
- * High-quality, affordable childcare to 2,500 students a day in grades K-8 at 23 school sites (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.

Global Mission Statement 2017-2020:

Charter Alternative Programs (including Charter Community School Home Study Academy) 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 College & Career Prep 7-12:

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

Charter Connections Academy (9-12):

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

Charter University Prep (7-12):

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

Extended Day K-8:

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

[Opportunities for Parental Involvement \(School Year 2017-18\)](#)

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.

Our programs provide and support a variety of ways for parents to be actively involved in school activities and events. Activities include our School Site Council, Stakeholder Surveys, Client Roundtables, Back to School Nights, Open House Nights, 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.

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.

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

Our Program for at-risk students, Charter College & Career Prep (CCP), supplements the use of Parent-Link to call families directly to inform them of emergencies, solicit opinions, or invite to special events. Parent notifications and reminders for school events, and/or emergency information are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to improve communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, positive interactions and strong relationships, enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish, and is much appreciated by our parents who do not speak fluent English.

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

School Safety Plan (School Year 2017-18)

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.

A four-year study involving instructional staff culminated in identifying and describing those 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.

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

Our programs support the good citizenship of all students through a Character Education Program that focuses on demonstrations of positive character traits combined with academic excellence. Students who have exemplified consistent and excellent character are recognized using various methods.

These safety measures are part of our commitment to provide safe learning environments for all students and staff.

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

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

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: November 2017

This section should be kept to 1-2 paragraphs.

The Charter Alternative Program operates some of its Programs at a (former) elementary school that EDCOE leases from a local school district. Due to the design of the facility, the program is able to use several traditional classrooms for direct instruction, as well as a large conference room for teachers to meet with parents and students. Facilities are regularly inspected, cleaned, and maintained through close coordination with the school district that owns the facility. The District provides full maintenance and repairs due to normal wear and tear or aging of the facility, as necessary to keep all grounds in good order, repair and neat condition. Restrooms, floors, walls, roof, plumbing, and electrical systems are maintained in good condition. Recent improvements include new carpet and/or paint, HVAC upgrades, sidewalk repair, and new play equipment (swings), door mats are regularly replaced, and playground bark/fiber is inspected and replaced regularly. EDCOE provides full custodial services on a daily basis, including but not limited to restrooms, classrooms, and office cleaning.

Significant improvements have been made to the facility in the areas of safety, communications, and power since we began using the site in 2010, including improving the security of all exterior doors and adding blinds to all classrooms. EDCOE has made significant technology infrastructure improvements as well, including increasing broadband speeds ten-fold, adding a Voice Over IP phone system, adding cell boosters to improve communications, adding facility-wide connectivity / Wi-Fi (including for home school families), adding network drops, and providing wireless iPads/monitors/devices for instructional staff/students.

Charter College & Career Prep (CCP) operates on the campus of EDCOE in a modern state-of-the-art facility, with many large, modern classrooms and restrooms. Recently this facility was updated to include a fully equipped Culinary Arts classroom. EDCOE's maintenance staff provides custodial and maintenance services to CCP on a daily, or as-needed basis.

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

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

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)

This data should match 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	
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			

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

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		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.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	36	36	93
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	0	4
Teaching Outside Subject Area of Competence 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	0

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.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners '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
Total Teacher Misassignments '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	1	0
Vacant Teacher Positions '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	1	3

Academic Counselors and Other Support Staff (School Year 2016-17)

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.

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 (School Year 2017-18)

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.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

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
Reading/Language Arts	Reading/Language Arts California Collections, Houghton Mifflin Harcourt, 2017 Reading/Language Arts Elements of Literature Third Course, Prentice Hall, 2000 Reading/Language Arts Elements of Literature Fourth Course, Prentice Hall, 2000 Reading/Language Arts Elements of Literature Fifth Course, Prentice Hall, 2000 Reading/Language Arts Elements of Literature Sixth Course, Prentice Hall, 2000 Reading/Language Arts Elements of Literature: First Course, Holt, Rinehart, and Winston, 1997 Reading/Language Arts Elements of Literature: Second Course, Holt, Rinehart, and Winston, 1997 Reading/Language Arts Prentice Hall Literature Gold, Pearson-Prentice-Hall, 1991 Reading/Language Arts Prentice Hall Literature Platinum, Pearson-Prentice-Hall, 1991 Reading/Language Arts Prentice Hall Literature, The American Experience, Pearson-Prentice-Hall, 1991 Reading/Language Arts World Literature, Pearson-Prentice-Hall	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Mathematics Algebra 1 Common Core California 2015</p> <p>Mathematics Geometry Common Core Pearson 2015</p> <p>Mathematics Algebra 1 CA Common Core, Pearson, 2015</p> <p>Mathematics Connected Math, Pearson, 2014</p> <p>Mathematics Algebra 1, Holt, 1997</p> <p>Mathematics Algebra Essentials, Merrill, 1988</p> <p>Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2)</p> <p>Mathematics Foundations in Personal Finances – Ramsey Solutions</p> <p>Mathematics Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008</p> <p>Mathematics ALEKS Math - Online Curriculum</p> <p>Mathematics Elementary Geometry for College Students – 5th edition, Alexander</p> <p>Mathematics Beginning Algebra, Addison Wesley Publishing 2007</p> <p>Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2)</p> <p>Mathematics Foundations in Personal Finances – Ramsey Solutions</p> <p>Mathematics Intermediate Algebra, Addison Wesley Publishing, 2010</p> <p>Mathematics Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005</p> <p>Mathematics Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015</p> <p>Mathematics Elementary Geometry for College Students – 5th edition, Alexander</p> <p>Mathematics Mathematics With Business Application, Glencoe, 2007</p> <p>Mathematics Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008</p> <p>Mathematics Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Science Biology, Miller and Levine 2014 Science California Biology, Holt Rinehart Winston, 2007 Science California Biology, Holt Rinehart Winston, 2007 Science Conceptual Physics, Addison-Wesley Science Physical Science, Glencoe/ McGraw-Hill, 1992 Science California Focus on Life Science, Pearson Prentice Hall, 2008 Science California Focus on Physical Science, Pearson Prentice Hall, 2008 Science Science Spectrum, Holt, 2001	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>History/Social Science American Government in the United States, Great Source Education Group, 2006</p> <p>History/Social Science American Government, Great Source Education Group, 2006</p> <p>History/Social Science American Government-A Complete Coursework, Great Source Publishing, 2000</p> <p>History/Social Science Economics-Principles and Practices, Glencoe, 2001</p> <p>History/Social Science Psychology and You, National Textbook Co, 2000</p> <p>History/Social Science Sociology: The Study of Human Relationships, Holt Rinehart Winston, 2005</p> <p>History/Social Science A Little History of the World - Pullman</p> <p>History/Social Science Don't Know Much About American History - Davis</p> <p>History/Social Science A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999</p> <p>History/Social Science A History of US: Book 5, War Terrible War, Oxford University Press, 2005</p> <p>History/Social Science A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999</p> <p>History/Social Science Across the Centuries, Houghton Mifflin, 1991</p> <p>History/Social Science Basic Economics, Basic Books/Perseus Books Group, 2004</p> <p>History/Social Science The Americans, Houghton Mifflin, 2002</p> <p>History/Social Science Understanding Psychology, Glencoe-McGraw-Hill, 1992</p> <p>History/Social Science A Little History of the World - Pullman</p> <p>History/Social Science Don't Know Much About American History - Davis</p> <p>History/Social Science A More Perfect Union, Houghton-Mifflin, 1991</p> <p>History/Social Science Across the Centuries, Houghton Mifflin, 1991</p>	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	History/Social Science Economics, Glencoe, 2001 History/Social Science Modern World History, McDougal-Little, 2001 History/Social Science The Americans, McDougal, 2003		
Foreign Language	Foreign Language Voces Y Vistas, Scott Foresman, 1992 Foreign Language Descubre- Spanish, Vista Higher Learning	Yes	0
Health	Holt Health, Holt/Harcourt, 1999 Glencoe Health, Glencoe McGraw-Hill, 2009 Health, Glencoe , 2009	Yes	0
Visual and Performing Arts	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
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

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 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. 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 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	10,316	462	9,854	68,304
District	♦	♦	7,848	72,219
Percent Difference: School Site and District	♦	♦	25.6	-5.4
State	♦	♦	NA	NA
Percent Difference: School Site and State	♦	♦	49.9	-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 2016-17)

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 assist 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 16-17, is correct.

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

curricula and meet state standards in core academic subjects.

Title 1A funds for fiscal year 2016-17, as well as subsequent years, are/will be used for professional development and instructional support in reading and mathematics, as well as enrichment programs to extend and reinforce the regular school curriculum..

Professional Development (2015-16, 2016-17 and 2017-18)

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 2015-16, 2016-17 and 2017-18. 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.)?

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

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

Professional development and implementation support is delivered through workshops, training, conference attendance, and individual mentoring from administration, staff, and peers. This year our program is also participating in a Pivot-led Rural Professional Learning Network collaborative with local districts, with our emphasis on developing and sustaining a growth mindset in math.

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 2016-17)

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, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Our new Student Learner Outcomes, which were developed with stakeholders this year in parallel with our Single Plans, tie closely to our global Charter programs mission statement to address the outcomes for all of our students, irrespective of which program they attend.

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

We prepare all students for graduation, with an emphasis on college and career readiness, and the Program mission statements for our at-risk programs were revised during the 2017-17 school year to more appropriately represent this emphasis.

Our 9-12 programs provide an Advanced Education Program (AEP) offered in partnership with the Folsom Lake College El Dorado Center, which allows the Charter students to take community college courses concurrently during high school, while earning both college and high school credits. The AEP focuses on empowering students to succeed in life and exemplifies that mission by helping them realize new college and career opportunities through direct college experience and success. With the community college located next door, our students are able to easily participate, and the goal of the AEP is to help students realize that a college education is attainable for each of them. Through our AEP program, we hope to provide the opportunity for many first-generation college graduates to participate and succeed in earning a certificate or diploma. The team, which includes an Outreach Specialist from Folsom Lake College, meets with the Charter students to develop individualized plans, as well as twice monthly, to ensure students are successful. Currently 30

students participate in the AEP, which provide transfer opportunities to accredited colleges.

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

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

Career Technical Education Participation (School Year 2016-17)

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, 16-17, is correct.

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