

## 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	
<b>School Name</b>	Charter Alternative Program (CAP)
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667
<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>	09100900123521

### 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	
<b>District Name</b>	Charter Alternative Program (CAP)
<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 (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.

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El Dorado County is 10,000 square miles of vastly diverse and rugged geography, communities, and lifestyles 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 2017-20:

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.

### 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.

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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, 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 three of our Programs (including Charter Alternative Program (CAP) stakeholders may subscribe to and receive whole-school text or email messages by categories of interest through Beehively.

All important notices, paperwork, and correspondence with our English Language Learner families are sent to families and are available in Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. Parent notifications and reminders for school events, and/or emergency information are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to improve communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, positive interactions and strong relationships, enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish, and is 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. 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.

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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.

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**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 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.

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	
<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			
<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.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	12	12	12	93
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	4
<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).	1	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
<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.	1	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	0
<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	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.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	n/a
<b>Counselor (Social/Behavioral or Career Development)</b>	0	♦
<b>Library Media Teacher (Librarian)</b>	0	♦
<b>Library Media Services Staff (paraprofessional)</b>	0	♦
<b>Psychologist</b>	0	♦
<b>Social Worker</b>	0	♦
<b>Nurse</b>	0	♦
<b>Speech/Language/Hearing Specialist</b>	0	♦
<b>Resource Specialist (non-teaching)</b>	0	♦
<b>Other</b>	0	♦

♦ 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.

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**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
<b>Reading/Language Arts</b>	Reading/Language Arts California Collections, Houghton Mifflin Harcourt, 2017 Reading/Language Arts California Journeys, Houghton Mifflin Harcourt, 2017 Reading/Language Arts Elements of Literature, Introductory Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Elements of Literature First Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Elements of Literature Second Course, Holt-Rinehart-Winston, 2000 Reading/Language Arts Explode the Code, Educators Publishing, 2004 Reading/Language Arts Zoophonics, Zoophonics Inc., 1987	Yes	0
<b>Mathematics</b>	Mathematics Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 Mathematics California Saxon Math, Grades K-6, Saxon Publishers (Harcourt Achieve), 2008 Mathematics Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008 Mathematics Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008 Mathematics Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008	Yes	0
<b>Science</b>	Science California Focus on Earth Science, Pearson Prentice Hall, 2008 Science California Focus on Life Science, Pearson Prentice Hall, 2008 Science California Focus on Physical Science, Pearson Prentice Hall, 2008 Science California Science, Scott Foresman, 2008	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	History/Social Science Ancient Civilizations, Pearson Prentice Hall, 2006 History/Social Science Discovering Our Past: The American Journey to World War I, Glencoe/McGraw-Hill, 2006 History/Social Science Medieval and Early Modern Times, Pearson Prentice Hall, 2006 History/Social Science Our California, Scott Foresman 2006	Yes	0
<b>Foreign Language</b>	n/a	Yes	0
<b>Health</b>	n/a	Yes	0
<b>Visual and Performing Arts</b>	Teacher generated materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	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	7,418	222	7,196	64,101
District	♦	♦	7,848	72,219
Percent Difference: School Site and District	♦	♦	-8.3	-11.2
State	♦	♦	NA	77,179
Percent Difference: School Site and State	♦	♦	9.5	-16.9

♦ 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.

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The program currently does not qualify for Supplemental Educational Services.

### 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.)?

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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. Due to the nature of our independent study program, 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, 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 instructional, 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. The program trains all staff in the Love & Logic program. 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, trainings, 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, with an 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.

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Does not apply.

### 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
<b>Number of pupils participating in CTE</b>	n/a
<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	n/a
<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	n/a