

Charter Home Study Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Charter Home Study Academy
Street	6767 Green Valley Rd.
City, State, Zip	Placerville, CA 95667-8984
Phone Number	530.295.2259
Principal	David Publicover
E-mail Address	dpublicover@edcoe.org
Web Site	http://charter.edcoe.org/
CDS Code	09100900930123

District Contact Information	
District Name	Charter Community School Home Study Academy
Phone Number	530.622.7130
Superintendent	Ed Manansala, Ed.D.
E-mail Address	emanansala@edcoe.org
Web Site	www.edcoe.org

School Description and Mission Statement (School Year 2018-19)

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.
- 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).
- * School-to-Career and Regional Occupation Program Strands (ROP).
- * Online learning options.
- * Group home serving Foster Youth Boys exiting from the 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 work with students, parents, and staff to craft a successful educational experience 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) provides 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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	51
Grade 8	66
Grade 9	84
Grade 10	95
Grade 11	104
Grade 12	82
Total Enrollment	482

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.9
Asian	1.0
Filipino	0.0
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.2
White	72.2
Socioeconomically Disadvantaged	34.2
English Learners	1.9
Students with Disabilities	10.0
Foster Youth	3.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	28	30	89
Without Full Credential	0	0	1	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	1	3	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Subject	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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics Algebra 1 Common Core California 2015 Mathematics Geometry Common Core Pearson 2015 Mathematics Algebra 1 CA Common Core, Pearson, 2015 Mathematics Connected Math, Pearson, 2014 Mathematics Algebra 1, Holt, 1997 Mathematics Algebra Essentials, Merrill, 1988 Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2) Mathematics Foundations in Personal Finances – Ramsey Solutions Mathematics Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008 Mathematics ALEKS Math - Online Curriculum Mathematics Elementary Geometry for College Students – 5th edition, Alexander Mathematics Beginning Algebra, Addison Wesley Publishing 2007 Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2) Mathematics Foundations in Personal Finances – Ramsey Solutions Mathematics Intermediate Algebra, Addison Wesley Publishing, 2010 Mathematics Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005 Mathematics Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 Mathematics Elementary Geometry for College Students – 5th edition, Alexander Mathematics Mathematics With Business Application, Glencoe, 2007 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	Yes	0
Science	Science Biology, Miller and Levine 2014 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	No	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History/Social Science American Government in the United States, Great Source Education Group, 2006 History/Social Science American Government, Great Source Education Group, 2006 History/Social Science American Government-A Complete Coursework, Great Source Publishing, 2000 History/Social Science Economics-Principles and Practices, Glencoe, 2001 History/Social Science Psychology and You, National Textbook Co, 2000 History/Social Science Sociology: The Study of Human Relationships, Holt Rinehart Winston, 2005 History/Social Science A Little History of the World - Pullman History/Social Science Don't Know Much About American History - Davis History/Social Science A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999 History/Social Science A History of US: Book 5, War Terrible War, Oxford University Press, 2005 History/Social Science A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999 History/Social Science Across the Centuries, Houghton Mifflin, 1991 History/Social Science Basic Economics, Basic Books/Perseus Books Group, 2004 History/Social Science The Americans, Houghton Mifflin, 2002 History/Social Science Understanding Psychology, Glencoe-McGraw-Hill, 1992 History/Social Science A Little History of the World - Pullman History/Social Science Don't Know Much About American History - Davis History/Social Science A More Perfect Union, Houghton-Mifflin, 1991 History/Social Science Across the Centuries, Houghton Mifflin, 1991 History/Social Science Economics, Glencoe, 2001 History/Social Science Modern World History, McDougal-Little, 2001 History/Social Science The Americans, McDougal, 2003	No	0
Foreign Language	Foreign Language Voces Y Vistas, Scott Foresman, 1992 Foreign Language Descubre- Spanish, Vista Higher Learning	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Holt Health, Holt/Harcourt, 1999 Glencoe Health, Glencoe McGraw-Hill, 2009 Health, Glencoe , 2009 Odysseyware	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)	Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Some of our programs operate at a (former) elementary school that EDCOE leases from a local school district. Due to the design of the facility, our programs are 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), doormats 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 space(s).

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 homeschool 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 basis.

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November, 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	50.0	50.0	37.0	51.0	48.0	50.0
Mathematics (grades 3-8 and 11)	29.0	30.0	22.0	33.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	233	95.49	50.00
Male	146	141	96.58	43.80
Female	98	92	93.88	59.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	43	95.56	16.67
White	162	156	96.30	54.61
Two or More Races	22	20	90.91	70.00
Socioeconomically Disadvantaged	90	84	93.33	14.81
English Learners	14	14	100.00	7.14
Students with Disabilities	25	24	96.00	4.55
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	233	95.49	30.36
Male	146	141	96.58	28.15
Female	98	92	93.88	33.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	43	95.56	5
White	162	156	96.3	35.1
Two or More Races	22	20	90.91	30
Socioeconomically Disadvantaged	90	84	93.33	6.49
English Learners	14	14	100	7.14
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Our new Student Learner Outcomes, which were developed with stakeholders in parallel with our Single Plans and WASC Accreditation, 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 are updated every three years to better meet the needs of students.

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 support the successful transition of students into the college.

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 include Robotics, Culinary Arts, MakerSpace, Drones, and a Wilderness Outdoor class.

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	74.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.4	26.1	23.9
9	22.6	20.2	33.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, Annual Roundtables, ongoing email updates through ParentSquare, and optional participation in field trips. 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 our website. We utilize an integrated grading system/attendance system. Desire To Learn (D2L), our online student learning management platform, helps 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.

Charter College & Career Prep (CCP), our program for at-risk students, provides parent notifications and reminders for school events, and/or emergency information through Parent Square, a mass-voice/email/text system implemented to improve communication with stakeholders. Parent Square 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. Parent Square translates into Spanish and is appreciated by our parents who do not speak fluent English.

Student handbooks, events, and information about the different programs are updated on each program's respective website. Community members can read overviews and highlights of each program, beginning with each program's unique mission and vision. 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. All website information is now Accessibility Compliant.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	22.9	17.0	22.2	22.7	17.4	19.5	10.7	9.7	9.1
Graduation Rate	69.8	73.4	60.2	61.3	62.1	54.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	72.8	76.7	88.7
Black or African American	0.0	83.3	82.2
American Indian or Alaska Native	50.0	75.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	75.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	74.3	62.0	92.1
Two or More Races	62.5	54.6	91.2
Socioeconomically Disadvantaged	57.5	79.8	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	50.0	54.0	67.1
Foster Youth	77.8	100.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.6	10.7	11.4	5.3	4.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

We continually work with stakeholders to build and maintain an inclusive, supportive educational environment for all. Both students and staff are assured a safe and dignified place to learn, work, and grow. From inception our charter programs have 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 copies 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. We utilize mass communication software to communicate with families and staff in the even of an emergency, including the ability to send text, email, or voice messages.

Charter Community School does not expel students, and because suspension is used only as a last resort, suspension rates are very low at our Home School programs. We maintain strong working partnerships with local governmental agencies and community-based organizations to more effectively meet the needs of students and families. Students who progress personally and/or academically are recognized using various methods. On-going research and professional development help staff meet the needs of students. For example, since we expect to continue seeing an increase in the number of students with mental health related needs, we continue to provide professional development for staff to support these students more effectively - both academically and emotionally. These measures are part of our commitment to provide a safe, supportive learning environments for all students and staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	37	1		10.0	47	3		11.0	35		
Mathematics	7.0	51	1		11.0	47	2		9.0	49		
Science	8.0	22	1		10.0	21	2		12.0	21		
Social Science	8.0	29			10.0	32	5		13.0	24	1	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10633	680	9953	70469
District	N/A	N/A	7956	71478
Percent Difference: School Site and District	N/A	N/A	22.3	-1.4
State	N/A	N/A	\$7,125	79128
Percent Difference: School Site and State	N/A	N/A	33.1	-11.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 underprivileged 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 the fiscal year 2017-18, as well as subsequent years, are/will be used for professional development and instructional support in English Language Arts and mathematics, as well as supplemental programs to extend and reinforce the regular school curriculum.

This site also receives Title II and Title III funds to support student needs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All courses	3	5.6

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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 provide 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 core academic 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 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 (UDL). Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through a strong professional learning community model (PLC), 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.

