

## 2019 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

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 and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides 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. 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](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2019-20\)](#)

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

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

### [District Contact Information \(School Year 2019-20\)](#)

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

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | El Dorado County Office of Education                           |
| <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>         | <a href="http://www.edcoe.org">www.edcoe.org</a>               |
| <b>E-mail Address</b>   | <a href="mailto:emanansala@edcoe.org">emanansala@edcoe.org</a> |

## School Description and Mission Statement (School Year 2019-20)

Please review and complete 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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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.

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 Program – 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.

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.

### [Opportunities for Parental Involvement \(School Year 2019-20\)](#)

Please review and complete 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 parental 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, Annual Roundtables, on-going 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. 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 appreciated by our parents who do not speak fluent English.

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.

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.

### [School Safety Plan \(School Year 2019-20\)](#)

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

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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 a mass communication speaker system/digital display throughout the campuses and software to communicate with families and staff in the event 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. We have also contracted with Mental Health Coaches this year to provide services at all sites. Staff will continue attending professional development opportunities on building and maintaining a positive school climate.

These measures are part of our commitment to provide a safe, supportive learning environment for all

students and staff.

### **School Facility Conditions and Planned Improvements (School Year 2019-20)**

Please review and complete the information below as needed. This section should include information from the most recently collected 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
- 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](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** July 19, 2019

This section should be kept to 1-2 paragraphs.

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. Propane fuel is used at this site and was noted under "gas" section. Full custodial services are provided on a daily basis, including but not limited to cleaning restrooms, classrooms, and office space.

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. A new state of art VOIP speaker/clock system with LED Display was installed throughout the campus during the summer of 2019, including classrooms and exterior areas, to improve communications - particularly for use in emergencies.

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. This site uses propane fuel and was noted on the "gas" section. One area that was noted as deficient for cleanliness was the gym area. Additional deep cleaning is assigned to bring this up to a better standard. One roof leak =was noted in the administration area and has been repaired. Drinking fountain outside the gym is scheduled to be repaired/replaced.

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 (School Year 2019-20)**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- 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 rate for each system inspected
- The overall rating

**This data should match the most recent inspection/FIT report for your school.**

| <b>System Inspected</b>   | <b>Repair Status</b><br>(the marks should match your most recent inspection) | <b>Repair Needed and Action Taken or Planned</b> |
|---|--|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                      | <b>Good</b>  |  |
| <b>Interior:</b><br>Interior Surfaces                                     | <b>Good</b>  |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation       | <b>Good</b>  |  |
| <b>Electrical:</b><br>Electrical  | <b>Good</b>  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                | <b>Good</b>  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                        | <b>Good</b>  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                            | <b>Good</b>  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/Doors/Gates/Fences | <b>Good</b>  |  |

| System Inspected       | Repair Status<br>(the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned  |
|------------------------|---|--|
| <b>Overall Rating:</b> | <b>Good</b>   | <p>Inspection done July 19, 2019. This site uses propane fuel and was noted under the "gas" section.</p> <p>One area that was noted as deficient for cleanliness was the gym area. Staff will do some additional deep cleaning to bring this up to a better standard. One roof leak was noted in the administration area and has been repaired. Drinking fountain outside the gym needs to be repaired/replaced.</p> <p>Overall rating 98.13%.</p> |

### Teacher Credentials

Please review and complete 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| <b>With Full Credential</b>  | 28             | 30             | 29             | 29               |
| <b>Without Full Credential</b><br>Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)  | 0              | 1              | 0              | 0                |
| <b>Teaching Outside Subject Area of Competence</b><br>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 complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  | 0       | 0       | 1       |
| <b>Total Teacher Misassignments</b><br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.<br><br>Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b><br>'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.   | 3       | 0       | 0       |

### Textbooks and Instructional Materials (School Year 2019-20)

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 3, 2019

This section should be kept to 1-2 paragraphs.



| Core Curriculum Area  | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|--|-------------------------------------|--|
| Reading/Language Arts | Reading/Language Arts Elements of Literature<br>Third Course, Prentice Hall, 2000<br>Reading/Language Arts Elements of Literature<br>Fourth Course, Prentice Hall, 2000<br>Reading/Language Arts Elements of Literature<br>Fifth Course, Prentice Hall, 2000<br>Reading/Language Arts Elements of Literature<br>Sixth Course, Prentice Hall, 2000<br>Reading/Language Arts Elements of Literature:<br>First Course, Holt, Rinehart, and Winston, 1997<br>Reading/Language Arts Elements of Literature:<br>Second Course, Holt, Rinehart, and Winston,<br>1997<br>Reading/Language Arts Prentice Hall Literature<br>Gold, Pearson-Prentice-Hall, 1991<br>Reading/Language Arts Prentice Hall Literature<br>Platinum, Pearson-Prentice-Hall, 1991<br>Reading/Language Arts Prentice Hall Literature,<br>The American Experience, Pearson-Prentice-Hall,<br>1991<br>Reading/Language Arts World Literature,<br>Pearson-Prentice-Hall<br>Reading/Language Arts California Collections,<br>Houghton Mifflin Harcourt, 2017<br>Reading/Language Arts Cannery Row, Penguin<br>Books, 1992<br>Reading/Language Arts The Maze, Will Hobbs,<br>William Morrow and Company, Inc. 1998 | Yes                                 | 0  |

| Core Curriculum Area | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|---|----------------------------|---|
| <b>Mathematics</b>   | Mathematics Algebra 1, Holt, 1997<br>Mathematics Algebra Essentials, Merrill, 1988<br>Mathematics Discovery Techbook, - Math II (Geometry & Integrated Math 2)<br>Mathematics Foundations in Personal Finances – Ramsey Solutions<br>Mathematics Holt California Mathematics, Mathematics Beginning Algebra, Addison Wesley Publishing 2007<br>Mathematics Foundations in Personal Finances – Ramsey Solutions<br>Mathematics Intermediate Algebra, Addison Wesley Publishing, 2010<br>Mathematics Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005<br>Mathematics Go Math!, Digital Interactive<br>Mathematics Connected Math, Pearson, 2014<br>Mathematics Algebra 1 CA Common Core, Pearson, 2015<br>Mathematics With Business Application, Glencoe, 2007<br>Mathematics Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008<br>Mathematics Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008<br>Mathematics Geometry Common Core Pearson 2015 | Yes                        | 0   |
| <b>Science</b>       | Science California Biology, Holt Rinehart Winston, 2007<br>Science Conceptual Physics, Addison-Wesley<br>Science Physical Science, Glencoe/ McGraw-Hill, 1992<br>Science Biology, Miller and Levine 2014<br>Science California Focus on Life Science, Pearson Prentice Hall, 2008<br>Science California Focus on Physical Science, Pearson Prentice Hall, 2008<br>Science Spectrum, Holt, 2001  | No                         | 0   |

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|-------------------------------------|--|
| <b>History-Social Science</b> | History/Social Science American Government,<br>Great Source Education Group, 2006<br>History/Social Science A Little History of the<br>World - Pullman<br>History/Social Science Don't Know Much About<br>American History - Davis<br>History/Social Science Economics-Principles and<br>Practices, Glencoe, 2001<br>History/Social Science Impact – California Series<br>for 7,8, US History, World History, American<br>Government and Economics – McGraw Hill 2019<br>History/Social Science A History of US: From<br>Colonies to Country 1710-1791, Oxford<br>University Press, 1999<br>History/Social Science A History of US: Book 5,<br>War Terrible War, Oxford University Press, 2005<br>History/Social Science A Little History of the<br>World - Pullman<br>History/Social Science Understanding<br>Psychology, Glencoe-McGraw-Hill,1992<br>History/Social Science A More Perfect Union,<br>Houghton-Mifflin, 1991<br>History/Social Science Across the Centuries,<br>Houghton Mifflin, 1991<br>History/Social Science American Government,<br>Steck-Vaugh, 1997<br>History/Social Science Economics, Glencoe, 2001<br>History/Social Science Modern World History,<br>McDougal-Little, 2001<br>History/Social Science The Americans,<br>McDougal, 2003<br>History/Social Science The Real World: An<br>Introduction to Sociology, W.W. Norton &<br>Company, 2016 | No                                  | 0  |
| <b>Foreign Language</b>       | Foreign Language Voces Y Vistas, Scott<br>Foresman, 1992<br>Foreign Language Discubre- Spanish, Vista<br>Higher Learning   | Yes                                 | 0  |

| Core Curriculum Area   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most<br>Recent<br>Adoption? | Percent of<br>Students<br>Lacking Own<br>Assigned Copy |
|--|---|-------------------------------------|--|
| <b>Health</b>  | Health Edgenuity, Online Curriculum, 2019<br>Health Glencoe Health, Glencoe McGraw-Hill, 2009<br>Health Health, Glencoe , 2009  | Yes                                 | 0  |
| <b>Visual and Performing Arts</b>                              | Visual and Performing Arts The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post, Andrews McMeel Publishing, 1992<br>Visual and Performing Arts The Heath Introduction to Drama, Houghton Mifflin College, 1992<br>Visual and Performing Arts National Geographic Photography, 2011<br>Visual and Performing Arts Theater: Preparation and Performance, Scott Foresman/Addison Wesley, 1920 | Yes                                 | 0  |
| <b>Science Laboratory Equipment (grades 9-12 schools only)</b> | Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits   | Yes                                 | 0  |

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- 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 17-18.

The most recent data available from CDE is for fiscal year 2017-18. 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 17-18, is correct.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                  | 10914                        | 714                                 | 10200                                 | 71270                  |
| District                                     | ♦                            | ♦                                   | 8105                                  | 73089                  |
| Percent Difference: School Site and District | ♦                            | ♦                                   | 22.9                                  | -2.5                   |
| State  | ♦                            | ♦                                   | \$7,506.64                            | 80680                  |
| Percent Difference: School Site and State    | ♦                            | ♦                                   | 30.4                                  | -12.4                  |

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

**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.

**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 2018-19)

Please review and complete 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.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, 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 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 2018-19, 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.

**Professional Development (2017-18, 2018-19 and 2019-20)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

| Measure  | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 12      | 12      | 12      |

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may 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.)?

This section should be kept to 1-2 paragraphs.

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, improving performance on the CAASPP, 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 collaborative professional development program with local districts (EPIC), with our emphasis on developing and sustaining performance growth in math and language arts.

### **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 2018-19)**

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of 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, 18-19, is correct. This section should be kept to 1-2 paragraphs.

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Our 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 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

responsibilities 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.