

## 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 Alternative Program (CAP)
<b>Street</b>	6767 Green Valley Road
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	530-295-2283
<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 \(School Year 2019-20\)](#)

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

<b>District Name</b>	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>	<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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The Charter Alternative Program provides a diverse and high-quality alternative education programs for home school students and families. We are committed to providing outstanding educational programs that reflect our commitment to provide a stable, supportive environment for students to achieve academic and personal success. Communication and partnership with clients and staff are central tenets of our mission.

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 Alternative Program, Home Study Academy K-8 (CAP) 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.

Students and parents or guardians entering our Charter attend an informational conference with a school representative to initiate a partnership among parents, staff, and students to support positive behavior, academic standards, and achievement, as well as communication protocols resulting in student growth.

The Mission Statement for Charter Alternative Program (Charter Home Study Academy K-8) reflects the program's priorities:

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 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 program provides and supports a variety of ways for parents to be actively involved in school activities and events, including 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 and students to confer with staff on an ongoing or as needed basis, depending on the situation. Our Independent Study program has the privilege to meet with parents individually and often. These regularly scheduled meetings give us the opportunity to review achievement data and individual student progress, as well as update parents and get feedback on Program changes and give parents the opportunity to participate in enriching activities while enhancing the sense of community within our program. 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.

We also utilize a number of online tools that help students and families stay connected to learning and progress, including integrated grading systems within our attendance system to help ensure students are staying on track, and students and families can go online to check their child's progress. Stakeholders may subscribe to and receive whole-school text or email messages by categories of interest through Beehively, the medium for communicating through the school website, or Parent Square, our new mass-phone/text/email tool that can send out emergency and/or regular school information to parents and students.

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. Families also communicate with teachers through the Pathways online learning portal.

The student/parent handbook, events, and information about the program are updated on the program's website. Community members can read an overview and highlights of the program, beginning with our unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can get a much better perspective about the educational program. All important notices, paperwork, and correspondence with our English Language Learner families, if any, 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 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 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/digital display system 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.

Since we expect to continue seeing an increase in the number of students with mental health related needs, we have contracted with Mental Health Coaches this year to provide services at all sites. We will also continue to provide professional development for staff to support these students more effectively - both academically and emotionally. Staff have trained for many years with the Love & Logic curriculum and will continue attending professional development opportunities on building and maintaining a positive school climate.

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 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 26, 2019

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), 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 home school 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.

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

**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> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Good</b>	Overall rating 98.13%. 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.

### 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>	13	13	12	12
<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	0
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	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> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	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.	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/ 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 The Diary of a Young Girl, Bantam, 1993 Reading/Language Arts Zoophonics, Zoophonics Inc., 1987	Yes	0
<b>Mathematics</b>	Mathematics - California Saxon Math, Grades K-6, Saxon Publishers (Harcourt Achieve), 2008 Mathematics Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 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



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<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	No	0
<b>History-Social Science</b>	History/Social Science Discovering Our Past: The American Journey to World War I, Glencoe/McGraw-Hill, 2006 History/Social Science Learn and Work, Scott Foresman 2006 History/Social Science Medieval and Early Modern Times, Pearson Prentice Hall, 2006 History/Social Science National Geographic World History: Ancient Civilizations, National Geographic Learning-Cengage, 2018 History/Social Science Our California, Scott Foresman 2006 History/Social Science Our Communities, Scott Foresman 2006 History/Social Science Our Nation, Scott Foresman 2006 History/Social Science Time and Place, Scott Foresman 2006 History/Social Science Then and Now, Scorr Foresman 2006	No	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>	n/a	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	8696	210	8487	70529
District	♦	♦	8105	73089
Percent Difference: School Site and District	♦	♦	4.6	-3.6
State	♦	♦	\$7,506.64	80680
Percent Difference: School Site and State	♦	♦	12.3	-13.4

♦ 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.

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The program currently does not qualify for Supplemental Educational Services, but does receive funding from Title IA, Title II, and Title III to meet the needs of students.

### 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>			

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. 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, 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.

## 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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n/a