

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Charter Community School, Home Study	District Name	El Dorado County Office of Education
Street	6767 Green Valley Rd.	Phone Number	530.622.7130
City, State, Zip	Placerville, CA 95667-8984	Web Site	www.edcoe.org
Phone Number	530.295.2259	Superintendent	Vicki Barber, Ed.D
Principal	David Publicover	E-mail Address	vlbarber@edcoe.org
E-mail Address	dpublicover@edcoe.org	CDS Code	09100900930123

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

El Dorado County is 10,000 square miles of vastly diverse and rugged geography, communities, and life styles just northeast of Sacramento. It is the heart of California's "Gold Rush Country" and is intersected from west to east by scenic State Highway 50 and north to south by historic Highway 49 in the City of Placerville, the county seat. Amid this backdrop, the Charter Community School, Home Study Academy, and Extended Day Program serve approximately 1,000 K-12th grade students each year that are seeking an alternative educational program. Our Charter develops programs to address unique educational needs within El Dorado County.

Our Charter was a pioneer in establishing the first county Community School charter in the state of California in 1993. Focused on improving educational options, the Charter Community School, Home Study Academy, and Extended Day Program have researched ways in which to present and assess engaging, rigorous academic curricula while meeting California state standards. Charter Community School was granted a six-year term accreditation by the Western Association of Schools and Colleges in June, 2009.

We are a forerunner in the educational application of technology-embedded curriculum design, work within our community to extend real and relevant learning environments, and develop staff training identifying safe and invitational educational environments.

Charter Community School, Home Study Academy, and Extended Day Program offer a choice of educational options, including:

1. 7-12th grade Home Study Academies
2. Campus (Day) Program – El Dorado County Office of Education, Placerville
3. El Dorado Trade School, combining class instruction with career strands
4. CARE classes, partnering with local school districts
5. On-line learning options
6. Programs for Pregnant and/or Parenting Minors
7. School-to-Career and Regional Occupation Program Strands
8. Gifted and Talented Education
9. Extended Day Programs (recreation and education-based before and/or after school programs, grades K-8)

In each of our educational programs, we individualize instruction utilizing Individual Learning Plans (ILP) and work to build a series of educational successes for each student. Our curriculum is standards-based and aligned with the California Content Standards and the High School Exit Exam.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, Back to School Nights, Open House Nights, Parent Booster Clubs, an annual Craft Faire, client roundtables, Family Reading Night, field trips, and coffee talks.

These events provide meaningful opportunities for parents to participate in enriching activities, while enhancing the sense of community within our programs. In addition, having parents involved in our School Site Council greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	115
Grade 8	111
Ungraded Elementary	0
Grade 9	154
Grade 10	180
Grade 11	141
Grade 12	119
Ungraded Secondary	0
Total Enrollment	820

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	90
American Indian or Alaska Native	4	Two or More Races	
Asian	1	Socioeconomically Disadvantaged	18
Filipino	0	English Learners	0
Hispanic or Latino	9	Students with Disabilities	0
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	1	0	0								
1	15	1	0	0								
2	0	0	0	0								
3	0	0	0	0								
4	18	1	0	0								
5	0	0	0	0								
6	23	0	1	0								
Other	20	1	1	0								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	16.6	17	4	1					15.6	31	2	1
Mathematics	14	20	5	0					13.2	31	2	1
Science	16.5	12	3	0					14.6	10	0	0
Social Science	18.9	12	5	1					15.7	20	3	0

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

A four-year study involving instructional staff culminated in identifying and describing approximately six behaviors that were determined to be essential to creating inclusionary environments. Both students and staff are assured a safe and dignified place to learn and invited students to become learning participants. From inception our charter has been committed to creating and maintaining "climates of invitation" as a priority.

Our programs support good citizenship of all students through a Character Education Program that focuses on four character traits each year. Students are recognized throughout the year in each "trait" area. Students who have exemplified consistent and excellent character are recognized with their families at a Candlelight Dinner held each May. Academically, we strive to offer support to students who need remediation with both on- and off-line assistance. Charter also provides the higher-level courses, such as chemistry and biology, through partnerships with the local community college to meet graduation requirements.

Charter Community School does not expel students, and suspension is used only as a last resort. In 2010-11 the suspension rate was 46%. In 2009-10 the suspension rate was 16%. In 2008-09 the suspension rate was 45%. Students who have made choices that may endanger themselves or others may be reassigned to a more restrictive program setting. Authorities and/or community-based agencies are contacted and become a part of the solution. Working with the community at large, we have been able to successfully partner with agencies so that a continuum of placement options is available to respond to the needs of the individual student.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.45	15.68	45.86	8.68	17.92	31.74
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

The Charter Community School, Home Study Academy, and Extended Day Program have classrooms throughout El Dorado County located both on and off local school sites. Standard classrooms are used throughout our class-based programs, serving approximately 20-25 students per class. Our Home Study Academy program sites vary depending upon the programs and services being offered, from small class instruction to individual student and family meetings.

The central site is located at the El Dorado County Office of Education complex with 10 classrooms, a gymnasium, and outdoor basketball courts. Ten additional classrooms are located throughout El Dorado County to serve students and families regionally. School buildings and grounds provide adequate classroom, playground, and staff space.

Facilities are regularly maintained and cleaned. Rest rooms, floors, walls, roof, plumbing, and electrical systems are maintained in exemplary condition.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular trainings and drills are held. In the 2009-10 school year, many classrooms were retrofitted with state approved safety locks. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	40	-	26	-
Without Full Credential	2	0	0	-
Teaching Outside Subject Area of Competence	n/a	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	95.14	4.86
High-Poverty Schools in District	79.31	20.69
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin – Reading (K-5); Holt Rinehart Wilson – Elements of Literature (6-12); Harcourt – Literature & Language (7-8); Prentice Hall – Literature Gold (9th); Prentice Hall – Literature Platinum (10th); Prentice Hall – American Experience (11th); Prentice Hall - World Literature (12th). Accelerated Reader, Renaissance Learning 2008.	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin – Mathematics (K-5); McDougall Littell – Mathematics, Concepts and Skills (6-8); Renaissance Math and Accelerated Math (7-12); McDougall Littell – Basic Math Concepts (9-12); McDougall Littell – Algebra I Concepts and Skills (9-12); Prentice Hall – Pre-Algebra (7-12); Addison Wesley – Beginning Algebra (8-12); WH Freeman & Co. – Geometry (10-12); Addison Wesley – Intermediate Algebra (10-12); Houghton Mifflin – Pre-Calculus with Limits (10-12); McGraw Hill – Practical Business Math Procedures (9-12); Merrill – Algebra Essentials (9-12); Harcourt – Algebra I (9-12); Cord – Geometry (9-12); McDougall Littell – Algebra and Trigonometry (9-12); California Saxon Math, Grades K-3, Saxon Publishers (Harcourt Achieve) 2008; Holt California Mathematics, Course 1: Numbers to Algebra, Holt, Rinehart & Winston 2008; Holt California Mathematics, Course 2: Pre-Algebra, Holt Rinehart & Winston, 2008; Holt California Mathematics, Course 3: Algebra I, Holt Rinehart & Winston, 2008; Mathematics with Business Application, Glencoe 2007.	Yes	0
Science	Scotts Foresman – Discover the Wonder (K-5); Glencoe – Earth Science, Life Science, Physical Science (6-8); Harcourt – Science Spectrum (9-12); Glencoe – Biology (9-12); Prentice Hall – Exploring Life Science (7th); Prentice Hall – Physical Science (8th); Addison Wesley – Physics (9-12); Prentice Hall – Biology (9-12); California Biology, Holt Rinehart & Winston 2007.	Yes	0
History-Social Science	Houghton Mifflin – Social Studies (K-8); McDougall Little – Creating America (7-8); McDougall Littell – Modern World History and The Americans (9-12); Glencoe Economics – Principles and Practices (9-12); Glencoe – Government for the U.S. (9-12); Allyn and Bacon – Across the Centuries (7th); Houghton Mifflin – A More Perfect Union (8th); Houghton Mifflin – Patterns of Civilization (9-12); Prentice Hall – History of the U.S. (9-12); Scott Foresman – American Voices (9-12); Houghton Mifflin – Government in America (9-12).	Yes	0
Foreign Language	Caprettz Pearson – French in Action (9-12); Prentice Hall – Des Moi! (9-12); Addison- Wesley – Est Ca! (912); Cambridge – Latin Course unit 1, 2, 3, North American (9-12); Vista Higher Learning – Discubre (9-12); Scott Foresman – Pasos y Puentes (9-12); Prentice Hall – Paso y Paso (9-12)	Yes	0
Health	Harcourt – Health (9-12); Holt Rinehart Winston – Health (9-12). Availability one textbook for every student.	Yes	0
Visual and Performing Arts	Teacher generated materials	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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$7,457	\$537	\$6,920	\$56,361
District	---	---	\$10,105	\$61,078
Percent Difference: School Site and District	---	---	-32%	-8%
State	---	---	N/A	N/A
Percent Difference: School Site and State	---	---	N/A	N/A

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Targeted Title I assistance is provided.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,200	\$31,609
Mid-Range Teacher Salary	\$59,556	\$67,006
Highest Teacher Salary	\$79,912	\$102,402
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$94,101	N/A
Superintendent Salary	164,300	N/A
Percent of Budget for Teacher Salaries	24.08%	N/A
Percent of Budget for Administrative Salaries	8.62%	N/A

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	44	45	46	39	39	41	49	52	54
Mathematics	37	41	37	35	37	35	46	48	50
Science	44	40	45	36	33	37	50	54	57
History-Social Science	29	32	37	26	30	31	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41	35	37	31
All Student at the School	46	37	45	37
Male	40	38	45	36
Female	54	35	44	38
Black or African American	0	0	0	0
American Indian or Alaska Native	29	18	0	0
Asian	0	0	0	0
Filipino				
Hispanic or Latino	23	23	16	19
Native Hawaiian/Pacific Islander	0	0	0	0
White	53	41	55	44
Two or More Races	37	31	33	23
Socioeconomically Disadvantaged	23	15	21	19
English Learners	0	5	0	0
Students with Disabilities	16	8	0	9
Students Receiving Migrant Education Services				

* Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	44	40	43	37	36	34	52	54	59
Mathematics	42	32	43	34	26	30	53	54	56

* Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	66	20	14	70	22	9
All Students at the School	57	23	20	57	30	13
Male	57	26	17	54	30	16
Female	57	18	25	60	30	9
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	85	12	4	81	12	8
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	43	29	29	46	38	16
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	80	18	2	74	22	4
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.8	30.3	21.3
9	22.3	25.5	27.7

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-7	-9	53
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino			39
Native Hawaiian/Pacific Islander			
Two or More Races	N/D		
Socioeconomically Disadvantaged			106
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	367	769	415	723	4,683,676	778
Black or African American	0		6		317,856	696
American Indian or Alaska Native	3		3		33,774	733
Asian	1		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	57	613	84	620	2,406,749	729
Native Hawaiian/Pacific Islander	1		1		26,953	764
White	287	810	299	769	1,258,831	845
Two or More Races	18	702	20	695	76,766	836
Socioeconomically Disadvantaged	83	602	121	608	2,731,843	726
English Learners	11	482	27	531	1,521,844	707
Students with Disabilities	13	484	98	666	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	16.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	8.3	7.7	9.6	27.8	22.4	17.1	4.9	5.7	4.6
Graduation Rate	86.8	87.80	89.57	86.8	87.80	89.57	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	64%		N/D
Black or African American	1%		N/D
American Indian or Alaska Native	4%		N/D
Asian	0%		N/D
Filipino	1%		N/D
Hispanic or Latino	9%		N/D
Native Hawaiian/Pacific Islander	1%		N/D
White	90%		N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	18%		N/D
English Learners	0%		N/D
Students with Disabilities	0%		N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

In 2005, Charter Community School incorporated El Dorado Trade School. El Dorado Trade School focuses on preparing students for post-secondary vocational occupations.

As a result of a partnership with Cosumnes River College and El Dorado Center, students can earn high school elective credit.

Charter high school students can earn credit by participation in the PRO-Teens (Providing Real Opportunities for Teens) program. PRO-Teens is a collaborative that includes JOB ONE and various employers in the community. Focused on preparing teens for work, students visit several employer sites where actual employees teach them job related skills.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	70
% of pupils completing a CTE program and earning a high school diploma	10%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	33%

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	26
Graduates Who Completed All Courses Required for UC/CSU Admission	9.5

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	2	1.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. 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.)?

There were a total of eight days dedicated to staff development in the 2009-10 school year, a total of nine days dedicated to staff development in the 2008-09 school year, and a total of nine days dedicated to staff development in the 2007-08 school year.