

# Charter Community School, Home Study

## School Accountability Report Card Reported Using Data from 2009–10 School Year Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (\*) means that the size of the group was numerically insignificant.
- Data for certain tables/cells are not yet available to the CDE due to delays in receiving CBEDS information. Those cells are identified by a double asterisk (\*\*). This SARC will be updated when those data are available.

## I. Data and Access

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Charter Community School, Home Study	<b>District Name</b>	El Dorado County Office of Education
<b>Street</b>	6767 Green Valley Rd.	<b>Phone Number</b>	530-622-7130
<b>City, State, Zip</b>	Placerville, CA 95667-8984	<b>Web Site</b>	<a href="http://www.edcoe.org">www.edcoe.org</a>
<b>Phone Number</b>	530-295-2259	<b>Superintendent</b>	Vicki Barber
<b>Principal</b>	David Publicover, Executive Director	<b>E-mail Address</b>	<a href="mailto:vlbarber@edcoe.org">vlbarber@edcoe.org</a>
<b>E-mail Address</b>	<a href="mailto:dpublicover@edcoe.org">dpublicover@edcoe.org</a>	<b>CDS Code</b>	09100900930123

## **School Description and Mission Statement (School Year 2009-10)**

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. K-12<sup>th</sup> grade Home Study Academies
2. Campus (Day) Programs – El Dorado County Office of Education sites, Placerville and South Lake Tahoe
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 2009-10)**

This section provides information about opportunities for parents to become involved with school activities.

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 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	15
Grade 1	20
Grade 2	21
Grade 3	16
Grade 4	21
Grade 5	23
Grade 6	29
Grade 7	97
Grade 8	91
Ungraded Elementary	1
Grade 9	81
Grade 10	96
Grade 11	87
Grade 12	78
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>676</b>

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.15%	White	75.30%
American Indian or Alaska Native	1.48%	Two or More Races	3.11%
Asian	0.30%	Socioeconomically Disadvantaged	23%
Filipino	0%	English Learners	5%
Hispanic or Latino	19.08%	Students with Disabilities	5%
Native Hawaiian/Pacific Islander	0.30%		

## Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	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	20	1	0	0	14	1	0	0	**	**	**	**
1	14	1	0	0	15	1	0	0	**	**	**	**
2	0	0	0	0	0	0	0	0	**	**	**	**
3	0	0	0	0	0	0	0	0	**	**	**	**
4	19	1	0	0	18	1	0	0	**	**	**	**
5	0	0	0	0	0	0	0	0	**	**	**	**
6	18	1	0	0	23	0	1	0	**	**	**	**
K-3	15	2	0	0	17	2	0	0	**	**	**	**
3-4	0	0	0	0	0	0	0	0	**	**	**	**
4-8	17	2	0	0	18	2	0	0	**	**	**	**
Other	22	0	1	0		1	1	0	**	**	**	**

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	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	19	8	5	1	17	17	4	1	**	**	**	**
Mathematics	15	18	1	1	14	20	5	0	**	**	**	**
Science	21	6	3	0	17	12	3	0	**	**	**	**
Social Science	21	5	4	0	19	12	5	1	**	**	**	**

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety 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 2009-10, the suspension rate was .18%, in 2008-09 the suspension rate was .07%. In 2007-08, the suspension rate was .02%. 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	4	0	**	8	9	**
Expulsions	0	0	**	0	0	**

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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, all 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 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces	✓				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	✓				
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	✓				
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs	✓				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				
<b>Overall Rating</b>	✓				n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	41	40	**	**
Without Full Credential	1	2	**	**
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	**	**
All Schools in District	**	**
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	**	**
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

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
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 (9 <sup>th</sup> ); Prentice Hall – Literature Platinum (10 <sup>th</sup> ); Prentice Hall - American Experience (11 <sup>th</sup> ); Prentice Hall - World Literature (12 <sup>th</sup> ). Accelerated Reader, Renaissance Learning 2008.	0	n/a

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Mathematics</b>	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.	0	n/a
<b>Science</b>	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 (7 <sup>th</sup> ); Prentice Hall – Physical Science (8 <sup>th</sup> ); Addison Wesley – Physics (9-12); Prentice Hall – Biology (9-12); California Biology, Holt Rinehart & Winston 2007.	0	n/a
<b>History-Social Science</b>	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 (7 <sup>th</sup> ); Houghton Mifflin – A More Perfect Union (8 <sup>th</sup> ); 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).	0	n/a
<b>Foreign Language</b>	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)	0	n/a

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Health	Harcourt – Health (9-12); Holt Rinehart Winston – Health (9-12). Availability one textbook for every student.	0	n/a
Visual and Performing Arts	Teacher generated materials	0	n/a
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	0	n/a

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	7,644	172	7,472	55,490
District	13,360	2,296	11,064	62,668
Percent Difference: School Site and District	-43%	-93%	-32%	-11%
State	n/a	n/a	5,512	n/a
Percent Difference: School Site and State	n/a	n/a	36%	n/a

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

n/a
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## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,200	\$30,735
Mid-Range Teacher Salary	\$59,556	\$66,569
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)	\$74,065	n/a
Superintendent Salary	164,300	n/a
Percent of Budget for Teacher Salaries	24.29%	n/a
Percent of Budget for Administrative Salaries	8.63%	n/a

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	42%	44%	45%	39%	39%	39%	46%	50%	52%
Mathematics	37%	37%	41%	38%	35%	37%	43%	46%	48%
Science	38%	44%	40%	32%	37%	33%	46%	50%	54%
History-Social Science	29%	29%	32%	23%	26%	30%	36%	41%	44%

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	39%	37%	33%	30%
All Students at the School	45%	41%	40%	32%
Male	40%	43%	36%	30%
Female	52%	38%	48%	34%
Black or African American	*	*		*
American Indian or Alaska Native	*	*	*	*
Asian	*	*		*
Filipino				
Hispanic or Latino	21%	27%	17%	16%
Native Hawaiian/Pacific Islander	*		*	*
White	53%	46%	49%	38%
Two or More Races				
Socioeconomically Disadvantaged	12%	14%	13%	11%
English Learners	10%	7%	0%	0%
Students with Disabilities	21%	31%	*	6%
Students Receiving Migrant Education Services				

## 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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51.2%	50.7%	45.3%	12.5%	40.7%	38.2%	52.9%	52.0%	54%
Mathematics	51.8%	45.3%	34.7%	8.7%	38.5%	29.1%	51.3%	53.3%	53.4%

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students at the School	54.7%	20.0%	25.3%	65.3%	25.3%	9.3%
Male	60.5%	18.6%	20.9%	62.8%	27.9%	9.3%
Female	46.9%	21.9%	31.2%	68.8%	21.9%	9.4%
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	80.0%	5.0%	15.0%	90.0%	5.0%	5.0%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	44.9%	24.5%	30.6%	51.0%	36.7%	12.2%
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	94.7%	5.3%	0.0%	94.7%	5.3%	0.0%
English Learners						
Students with Disabilities						
Migrant Education Services	*	*	*	*	*	*

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**
9	**	**	**

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2007	2008	2009
Statewide	*	*	*
Similar Schools	*	*	*

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	*	-7	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	716	**	**
Black or African American		**	**
American Indian or Alaska Native		**	**
Asian		**	**
Filipino		**	**
Hispanic or Latino	543	**	**
Native Hawaiian/Pacific Islander		**	**
White	767	**	**
Two or More Races	n/a	n/a	**
Socioeconomically Disadvantaged		**	**
English Learners		**	**
Students with Disabilities		**	**

### Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	3.2%	6.3%	8.3%	8.9%	7.3%	27.8%	3.5%	4.4%	3.9%
Graduation Rate	91.6%	90.3%	86.8%	91.6%	90.3%	86.8%	83.4%	80.6%	80.2%

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students	68%	79%	94.5%
Black or African American			89.7%
American Indian or Alaska Native	2.6%		95.3%
Asian	1%		97.4%
Filipino			98.2%
Hispanic or Latino			91.6%
Native Hawaiian/Pacific Islander			95.2%
White	82%		98.1%
Socioeconomically Disadvantaged	11%		91.3%
English Learners	1%		98.5%
Students with Disabilities			53.4%

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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 2009-10)

This table displays information about participation in the school's CTE programs.

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)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

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

## Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	**	n/a
English	**	n/a
Fine and Performing Arts	**	n/a
Foreign Language	**	n/a
Mathematics	**	n/a
Science	**	n/a
Social Science	**	n/a
All courses	**	**

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

This SARC report was compiled on 01/30/2011 with version 1.0.6e by

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