

## 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	
<b>School Name</b>	El Dorado County Office of Education Community Day School	<b>District Name</b>	El Dorado County Office of Education
<b>Street</b>	6767 Green Valley Road	<b>Phone Number</b>	530.295.2229
<b>City, State, Zip</b>	Placerville, CA 95667	<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, Ed.D
<b>Principal</b>	David Publicover	<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>	09100900111716

#### 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 Day School serves students in grades K-6 that are seeking, or require, an alternative educational program.

The El Dorado County Office of Education established the first county Community Charter School 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.

The mission of the El Dorado County Office of Education Charter Community Day School, which serves grades K-6, is to provide a high quality alternative education program for at-risk students residing within El Dorado County by building upon student strengths and assets while identifying and developing areas of

The Charter Community Day School Program serves students who are experiencing difficulty meeting behavioral, social, and academic standards in a traditional setting. Curriculum is centered on the California State Content Standards while taking into account individual needs and learning styles. The program focuses on building upon student assets and strengths while maintaining a low student-teacher ratio. Our goal is transitioning students back to their school of origin with a solid plan for success.

Students that attend the Charter Community Day School are given an opportunity to have an educational experience that is tailored to meet their individual needs academically and or behaviorally. Through teaching methods that incorporate differentiated instruction and multiple intelligences theory, students are provided a positive academic experience while gaining the self confidence to assist them in a traditional school setting. The Charter Community Day School also focuses on modifying behavior by using positive reinforcement, clear consequences, self monitoring, and individual attention. This program provides a flexible learning environment to create a successful educational experience. Communication and partnership with parents and students are central tenets of our mission. Staff get to know each student individually, which helps meet individual needs and ensures immediate and on-going communication with parents. 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 experiences. 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, client roundtables, and field trips..

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

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	2
<b>Grade 5</b>	3
<b>Grade 6</b>	2
<b>Total Enrollment</b>	7

#### **Student Enrollment by Group (School Year 2010-11)**

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0	<b>White</b>	42.9
<b>American Indian or Alaska Native</b>	14.3	<b>Two or More Races</b>	14.3
<b>Asian</b>	0	<b>Socioeconomically Disadvantaged</b>	71.4
<b>Filipino</b>	0	<b>English Learners</b>	0
<b>Hispanic or Latino</b>	28.6	<b>Students with Disabilities</b>	0

Native Hawaiian/Pacific Islander	0		
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#### 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												
1												
2												
3												
4												
5								7	1	0	0	
6												
Other	2.5	2	0	0								

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

### 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. Academically, we strive to offer support to students who need remediation with both on- and off-line assistance.

Charter Community Day School does not expel students, and suspension is used only as a last resort.. 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 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	20	150	71.43	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 Day School classroom is located at the El Dorado County Office of Education. The site also provides access to a complex with additional classrooms, a gymnasium, and an outdoor basketball court. 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	1	1	1	1

Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	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	
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 and Language (7-8); Accelerated Reader, Renaissance Learning 2008.	No	0
Mathematics	Houghton Mifflin – Mathematics (K-5); McDougal Littell – Mathematics, Concepts and Skills (6-8); Holt California Mathematics, Course 1: Numbers to Algebra, Holt Rinehart & Winston, 2008. Holt California Mathematics, Course 2: Pre-Algebra, Holt Rinehart & Winston 2008.	Yes	0
Science	Scott Foresman – Discover the Wonder (K-5); Glencoe – Earth Science, Life Science, Physical Science (6-8).	Yes	0
History-Social Science	Houghton Mifflin – Social Studies (K-8).	Yes	0
Foreign Language	n/a	Yes	0
Health	n/a	Yes	0
Visual and Performing Arts	Teacher generated materials.	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	\$40,258	\$1,374	\$38,885	\$62,091
District	---	---	\$10,105	\$61,078
Percent Difference: School Site and District	---	---	285%	2%
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 assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

**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	0	0	0	39	39	41	49	52	54
Mathematics	0	0	0	35	37	35	46	48	50
Science	0	0	0	36	33	37	50	54	57
History-Social Science	N/A	N/A	N/A	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	0	0	0	N/A
Male	0	0	0	N/A
Female	0	0	0	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	0	0	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	0	0	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	0	0	0	N/A
English Learners				N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				N/A

\* 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