

# EDUHSD Virtual Academy at Shenandoah

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (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 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	EDUHSD Virtual Academy at Shenandoah
<b>Street</b>	6540 Koki Lane
<b>City, State, Zip</b>	El Dorado, CA, 95623-4328
<b>Phone Number</b>	530-622-6212
<b>Principal</b>	Chuck Palmer, Director
<b>E-mail Address</b>	CPalmer@eduhd.net
<b>Web Site</b>	<a href="http://www.edvirtualacademy.com">www.edvirtualacademy.com</a>
<b>CDS Code</b>	09618530930214

<b>District Contact Information</b>	
<b>District Name</b>	El Dorado Union High School District
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Stephen Wehr
<b>E-mail Address</b>	supt@eduhsd.net
<b>Web Site</b>	www.eduhsd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

The EDUHSD Virtual Academy at Shenandoah is the only dependent charter school within the El Dorado Union High School District. The Virtual Academy is set in a rural landscape in the Sierra Foothills adjacent to the Union Mine High School campus.

In May of 2016, the El Dorado Union High School District Board unanimously approved the EDUHSD Virtual Academy at Shenandoah's petition for renewal of the school's charter for a term of five years. This followed an extensive review of the school's academic progress and fiscal standing.

EDUHSD Virtual Academy at Shenandoah provides an online blended learning model that utilizes Canvas: The same learning management system used by our local community college. Additionally, students use district approved Apex courses to fulfill elective requirements. Starting in the spring of 2016, the Virtual Academy began utilizing Middlebury University's curriculum in order to provide students with an A-G approved foreign language program. At the start of the 2016-17 school year, students were also afforded the option of taking classes through BYU online.

The Virtual Academy provides students with a comprehensive, individualized, and rigorous approach to their high school education. Students have the opportunity to complete district graduation requirements, with the enhancement of concurrent enrollment at the other district high schools or by completing college credit through the Advanced Education Option and Advanced Placement courses.

A blended 4x4 schedule offers a mix of yearlong courses and courses that are completed in the traditional semester time frame. Students are provided with the support needed for all major subject areas, including science labs, foreign language, and core subjects. Weekly tutorials are available for students needing additional support. Every student, at each grade level, is encouraged to participate in an internship with at least one local business or organization each year.

Currently, there are four core content teachers, an RSP teacher, an instructional tech part-time Internship Coordinator, an administrator, and a part time counselor. The school has a part-time, groundskeeper, maintenance person, custodian, nurse, and psychologist. The school also has a full-time Secretary III who functions as the secretary, administrator's assistant, and registrar.

EDUHSD Virtual Academy at Shenandoah is committed to providing the technological resources necessary to prepare students for the future. Over the past three years, the district has provided Chromebook carts to sites throughout the district. With the two Chromebook carts, containing 35 computers each, combined with desktop computers in classrooms, the Virtual Academy has reached a one to one device to student ratio. Students use computers on a daily basis to access online instructional programs through the learning portal, Canvas, including resources such as APEX Learning for elective courses. SMART Boards are available to provide interactive instruction to students in both face-to-face and virtual formats. Students and teachers frequently share their computer desktops to enhance instruction and support student understanding of the curriculum.

Juniors and seniors are highly encouraged to take advanced education courses at Folsom Lake College: El Dorado Center or Folsom campus. In 2014-2015 there were four students participating in college classes; 2015-16 there were 3 students; and in 2016-17 there are 4 students. When considering the block schedule and the availability of college level course available through FLC, students have the opportunity to earn in excess of one year of college credit upon graduation from high school.

#### **Mission Statement:**

By providing a rigorous, relevant, cutting-edge, technology based education the EDUHSD Virtual Academy at Shenandoah prepares students for college, careers, and for the global community of lifelong learners by engaging one student at a time.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	16
Grade 10	19
Grade 11	33
Grade 12	23
<b>Total Enrollment</b>	<b>91</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	1.1
Asian	1.1
Filipino	1.1
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	1.1
White	76.9
Two or More Races	8.8
Socioeconomically Disadvantaged	5.5
English Learners	0
Students with Disabilities	12.1
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	5	303
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)  English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)  English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)  English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)	Yes	0.0
Mathematics	Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning LLC/ Hold-McDougal, 2015 (6/28/2016 Board Adopted)  Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)  Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)  Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted) EDHS, ORHS, PHS, IHS, VA, VHS; Glencoe Algebra 2, Glencoe/McGraw -Hill, 2014, CC (5/13/2014 Board Adopted) UMHS	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>		
<b>Science</b>	<p>Physical/Earth Science: Glencoe Science: Earth Science, Geology, the Environment, Glencoe/McGraw Hill, 2007 (6/12/2007 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins/ W.H. Freeman, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry, Prentice Hall, 2005 (6/13/2006 Board Adopted)</p> <p>Physics: Physics, Holt Rinehart Winston, 2009 (6/23/2009 Board Adopted)</p>	Yes	0.0
<b>History-Social Science</b>	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: History Alive! Pursuing American Ideals, Teachers' Curriculum Institute, 2007 (6/12/2007 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/15 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted)</p> <p>Psychology: Understanding Psychology, McGraw - Hill, 2014 (6/11/2013 Board Adopted)</p>	Yes	0.0
<b>Foreign Language</b>	<p>Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted)</p> <p>AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted)</p> <p>German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted)</p> <p>German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted)</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)  Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)  Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
<b>Health</b>	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0
<b>Visual and Performing Arts</b>	Miscellaneous Supplemental Instructional Materials	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	Yes	0.0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The state of our school from a facility perspective is good. Our school continues to be an extremely clean facility with adequate janitorial staffing according to CASBO recommendations. Our site is safe and all necessary repairs to maintain a safe school have been completed.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	81	75	81	44	48
Mathematics	43	39	54	58	34	36

Note: Percentages are not calculated 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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	33	32	97.0	81.3
Male	11	16	16	100.0	75.0
Female	11	17	16	94.1	87.5
White	11	25	24	96.0	83.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	33	32	97.0	38.7
Male	11	16	16	100.0	31.3
Female	11	17	16	94.1	46.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	25	24	96.0	34.8

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57	75	59	77	75	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	27	27	100.0	59.3
Male	13	13	100.0	61.5
Female	14	14	100.0	57.1
White	16	16	100.0	50.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

#### Career Technical Education Programs (School Year 2015-16)

The El Dorado Union High School District provides a rich variety of CTE Pathways for all students. Students are able to take CTE classes at campuses other than their own. All CTE courses are available to all students.

Students at the EDUHSD Virtual Academy partake in a variety of CTE courses at other sites throughout the district. The EDUHSD Virtual Academy helps support two CTE pathways on our campus: the ROP Cosmetology program and the ROP Dental program.

The EDUHSD Virtual Academy also offers other courses and programs that are specifically focused on career preparation. The Internship Program offered on site provides students with the opportunity to participate in any of over 100 internship placements throughout greater El Dorado and Sacramento counties. In many cases, these internships have led to careers for students following graduation.

Students are also afforded the opportunity to take up to two college courses per semester at Folsom Lake College, thus furthering their access to CTE coursework.



### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	13
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.05
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	17.2

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement is strongly encouraged at our school. As a charter school we have a Charter Advisory Committee which all parents are welcome to apply to be on or to publically attend. These public meetings are held once a month. The Charter Advisory Committee votes on how federal categorical dollars are spent. They are part of the WASC accreditation process and they have input in how the LCAP supplemental money is spent in our school and district.

The parents in the Charter Advisory Committee also help to develop and set the school mission and vision every year. This group also participates in defining the school goals for each year.

Through direct access to their student's Canvas learning management accounts, parents are afforded opportunities to engage in continual oversight of their student's academic progress as well as communicate easily with teachers. Additionally, the director is available to meet with parents on college and career planning issues with parents and students, including weekend appointments on a bimonthly basis.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.70	21.40	13.90	4.20	2.80	2.60	11.40	11.50	10.70
Graduation Rate	83.87	78.57	80.56	93.13	93.49	95.29	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	85	96	86
Black or African American	0	100	78
American Indian or Alaska Native	0	100	78
Asian	0	92	93
Filipino	100	100	93
Hispanic or Latino	100	98	83
Native Hawaiian/Pacific Islander	0	100	85
White	82	96	91
Two or More Races	50	97	89
Socioeconomically Disadvantaged	63	77	66
English Learners	0	33	54
Students with Disabilities	86	100	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.8	2.6	0.9	8.4	7.0	6.8	4.4	3.8	3.7
Expulsions	0.0	1.3	0.0	0.3	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The Virtual Academy takes a comprehensive approach to safety on its campus. The school safety plan is reviewed every year by the staff at the beginning of the year. The School Safety Plan is also reviewed by the school's Charter Advisory Committee once a year.

The Virtual Academy holds one staff meeting a year committed solely to safety. Each emergency plan is gone through in great detail. Teachers are allowed to ask questions and make suggestions at these meetings. Teachers bring their emergency supplies to this meeting and report any missing pieces for a replacement. The school administrator and lead teacher attend all district, county, and law enforcement safety meetings.

On an annual basis, the El Dorado County Sheriff School Resource Officer meets with all staff to review the safety plan, lockdown and evacuation procedures, as well as reviews pertinent safety information from a preventative approach. All updates and changes of protocols brought forward in these meetings are implemented into the school safety plan. All elements of the safety plan that involve outside organizations are reviewed with those organizations to ensure they are still a viable partner.

Each term the Virtual Academy practices all of the emergency plans. These plans include fire, earthquake, evacuation, and lockdown drills. Reviews are held after all drills and actual emergencies to seek improvements to the plan. All students and staff have to take place in these drills to ensure their safety in an actual event.

During the school day the campus is patrolled by one campus monitor. The lunch period and time before and after school are also monitored by the teaching staff and school administration. The Virtual Academy takes every precaution to ensure the total safety of its campus, students, and staff.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 4
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

Note: Cells with N/A values do not require data.

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

Subject	2013-14				2014-15				2015-16			
	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	12	4	0	0	19	2	1	0	8	NA	NA	NA
Mathematics	8	3	1	0	10	4	0	0	8	NA	NA	NA
Science	18	1	1	0	11	3	0	0	10	NA	NA	NA
Social Science	13	2	0	0	16	3	3	0	19	NA	NA	NA

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.48	91.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.08	N/A
Social Worker	0.0	N/A
Nurse	0.04	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8126	1136	\$6990	75505
District	N/A	N/A	7746	\$76,036
Percent Difference: School Site and District	N/A	N/A	-9.8	-0.7
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	23.1	-3.0

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

For the 2015-16 fiscal cycle, the Virtual Academy committed resources to help ensure that all students had the adequate supports necessary to succeed in high school and beyond. With the oversight of the Charter Advisory Committee, the Virtual Academy engaged in efforts designed to improve student outcomes in mathematics and English through the acquisition of the Edmentum software program. This program was utilized to help struggling learners in mathematics and English to specifically target their gaps in learning, thus improving their outcomes in related coursework going forward.

In order to help improve student A-G rates and the ability to matriculate into a university after high school, the Virtual Academy invested in an online, UC approved foreign language program through Middlebury University. While costly, the program has provided students with high quality foreign language instruction with the support of a university level teacher. The program has allowed for students to not only complete the foreign language requirement needed for college, but also to explore languages that have not been traditionally offered in the El Dorado Union High School District.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,667	\$46,184
Mid-Range Teacher Salary	\$65,576	\$75,179
Highest Teacher Salary	\$95,140	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$156,020	\$137,939
Superintendent Salary	\$200,000	\$217,637
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	6	N/A
All courses	18	0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Over the past few years, the El Dorado Union High School District has committed substantial time and resources to professional development for staff, faculty, and administration. While there have been many different opportunities for professional growth, the overarching theme as a district as well as at the Virtual Academy has been on the implementation of best practices centered around technology, improving outcomes for all students through the development of a Multiple Tier System of Support (MTSS), as well as targeted trainings focused on developing instruction and practices that support struggling learners, students with special needs, and students living in poverty.

Administrators throughout the district, including those at the Virtual Academy, have spent the past several years focused on improving the teacher evaluation process with the goal being to improve classroom instructional practices to enhance student achievement. While administrators have engaging in ongoing trainings and professional learning community meetings, the faculty at the Virtual Academy and district wide have also participated in numerous professional development opportunities also focused on improving instructional practices. Most recently, these have included attendance at the Assessment Training Institute in Portland, Oregon followed by onsite trainings and professional learning communities which focus on the implementation of the practices garnered at the trainings.

The continual cycle of improvement that all staff at the Virtual Academy have engaged in has led to the implementation of cutting edge practices that provide increased individualization of instruction, learning in a flexible environment, and improved opportunities for students to prepare for post secondary options.