EDUHSD Virtual Academy at Shenandoah

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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.

Chuck Palmer

📍 Principal, EDUHSD Virtual Academy at Shenandoah

About Our School

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. Many Virtual Academy students also enroll concurrently at Folsom Lake College. Folsom Lake College offers college level courses on site at the Virtual Academy during the school day.

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.

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 Administrative Assistant.

Contact

EDUHSD Virtual Academy at Shenandoah
6540 Koki Ln.
El Dorado, CA 95623-4328

Phone: 530-622-6212
E-mail: cpalmer@eduhsd.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Ron Carruth
E-mail Address	rcarruth@eduhsd.k12.ca.us
Web Site	www.eduhsd.k12.ca.us

| School Contact Information (School Year 2018—19)	
School Name	EDUHSD Virtual Academy at Shenandoah
Street	6540 Koki Ln.
City, State, Zip	El Dorado, Ca, 95623-4328
Phone Number	530-622-6212
Principal	Chuck Palmer
E-mail Address	cpalmer@eduhsd.net
Web Site	www.edvirtualacademy.com/
County-District-School (CDS) Code	09618530930214

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	8
Grade 10	25
Grade 11	34
Grade 12	23
Total Enrollment	90
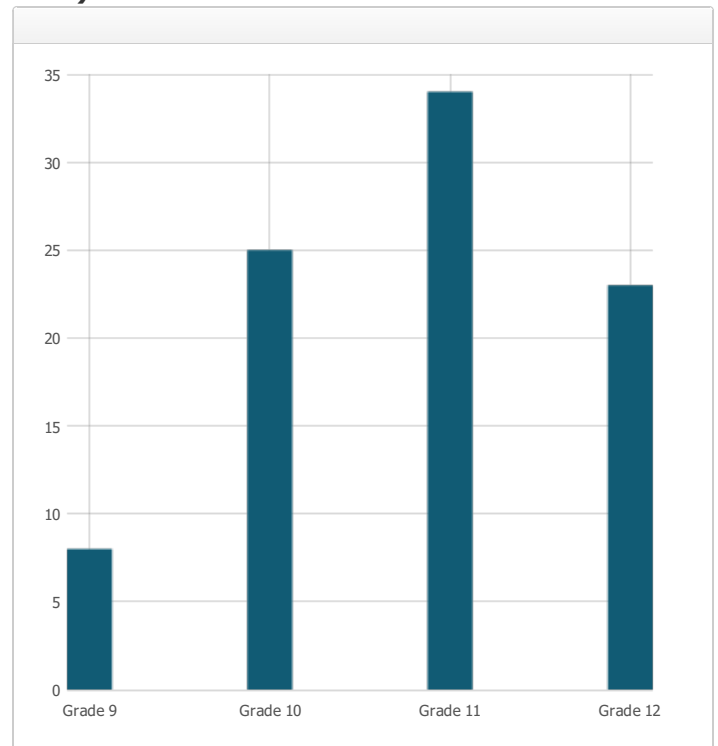
Last updated: 1/10/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	1.1 %
Asian	%
Filipino	%
Hispanic or Latino	12.2 %
Native Hawaiian or Pacific Islander	%
White	78.9 %
Two or More Races	7.8 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.3 %
English Learners	1.1 %
Students with Disabilities	16.7 %
Foster Youth	1.1 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	5	5	5	296
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2
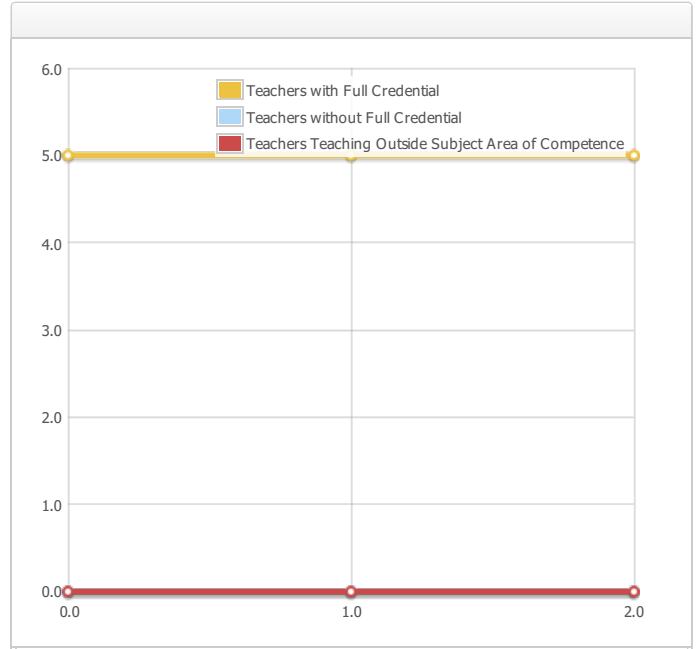
Last updated: 1/14/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
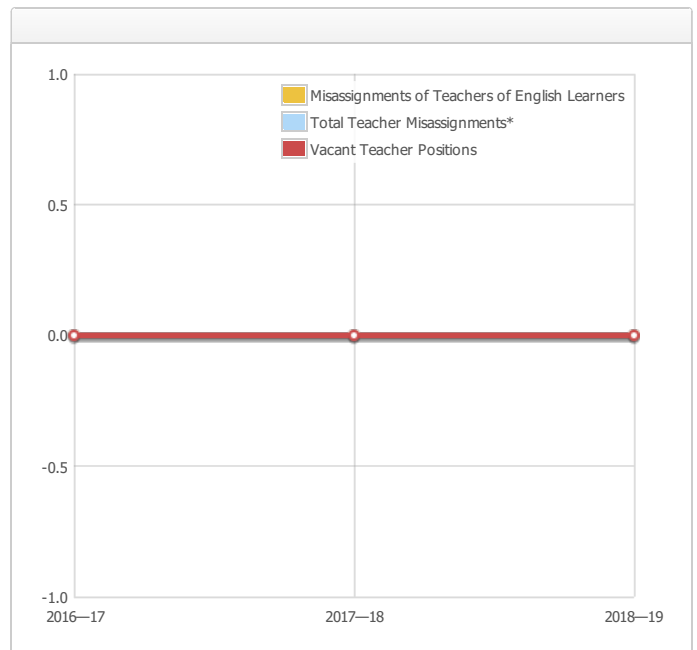
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/14/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 (5/20/2003 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/ Holt-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) Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted) Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted) Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted) Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)	Yes	0.0 %
Science	Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted) Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted) Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted) Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted) AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted) Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	Yes	0.0 %
History-Social Science	World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted) U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted) AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted) American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted) Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted) Sociology: Sociology and You, McGraw -Hill, 2014 (6/11/2013 Board Adopted) Psychology: Understanding Psychology, McGraw -Hill, 2014 (6/11/2013 Board Adopted)	Yes	0.0 %
Foreign Language	Spanish 1-4: ¡ Avancemos! – Levels 1-4, Holt McDougal, 2013, (6/11/2013 Board Adopted) AP Spanish: TEMAS, Vista Higher Learning, 2014 (6/11/2013 Board Adopted) German 1-2: Deutsch Aktuell – Levels 1-2, EMC/Paradigm, 2004 – 5th Edition (5/12/2009 Board Adopted) German 3-4: Deutsch Aktuell – Level 3, EMC/Paradigm, 2005 – 5th Edition (5/12/2009 Board Adopted) 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)	Yes	0.0 %

	Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.0 %
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

School Facility Conditions and Planned Improvements

The Virtual Academy takes pride in maintaining a safe and clean campus fit for high quality learning. Based on the most recent Facility Inspection Tool (FIT) evaluation conducted in September of 2018, the school received the highest ratings in all categories and an overall exemplary rating. The district Maintenance and Operations team provided outstanding service in response to site safety and cleanliness needs.

Last updated: 1/14/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary

Last updated: 1/14/2019

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	37.0%	76.0%	68.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	37.0%	55.0%	53.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	30	85.71%	36.67%
Male	16	15	93.75%	33.33%
Female	19	15	78.95%	40.00%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	26	24	92.31%	41.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/14/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	30	85.71%	36.67%
Male	16	15	93.75%	40.00%
Female	19	15	78.95%	33.33%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	26	24	92.31%	41.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/14/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/14/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

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 CTW 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.

Last updated: 1/14/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	18.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/14/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	19.1%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	23.5%	23.5%	52.9%

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.

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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 students' 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	13.9%	5.0%	2.6%	2.2%	10.7%	9.7%
Graduation Rate	80.6%	90.0%	95.3%	94.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	4.8%	2.3%	9.1%
Graduation Rate	90.5%	94.7%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
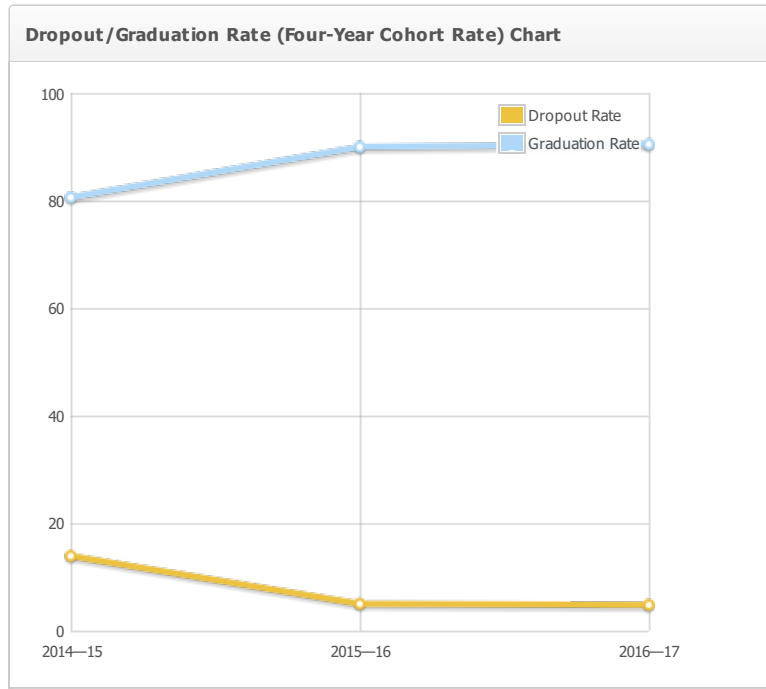
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/14/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	91.3%	94.3%	88.7%
Black or African American	100.0%	81.8%	82.2%
American Indian or Alaska Native	0.0%	85.7%	82.8%
Asian	0.0%	95.1%	94.9%
Filipino	100.0%	94.1%	93.5%
Hispanic or Latino	100.0%	92.1%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	86.7%	94.8%	92.1%
Two or More Races	100.0%	96.5%	91.2%
Socioeconomically Disadvantaged	0.0%	95.3%	88.6%
English Learners	0.0%	42.9%	56.7%
Students with Disabilities	83.3%	71.0%	67.1%
Foster Youth	0.0%	60.0%	74.1%

| Student Group	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.9%	2.7%	3.3%	6.9%	7.1%	6.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.3%	0.5%	0.1%	0.1%	0.1%
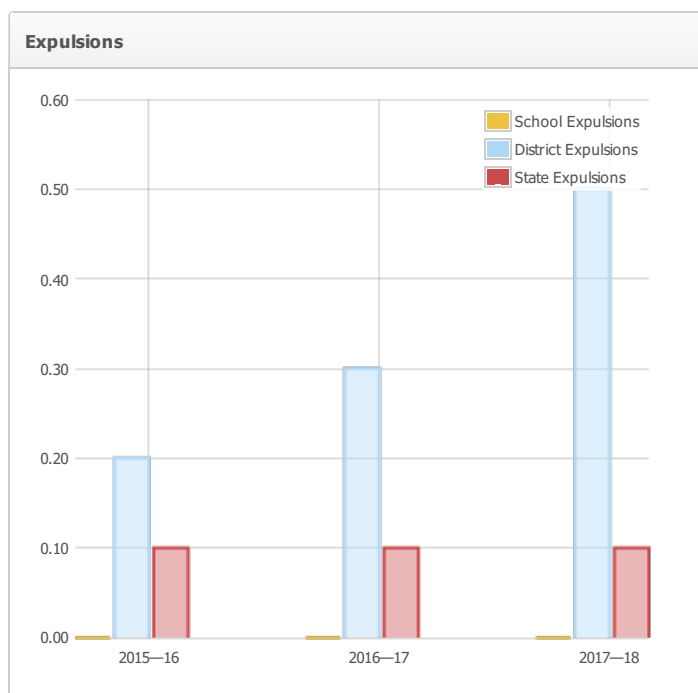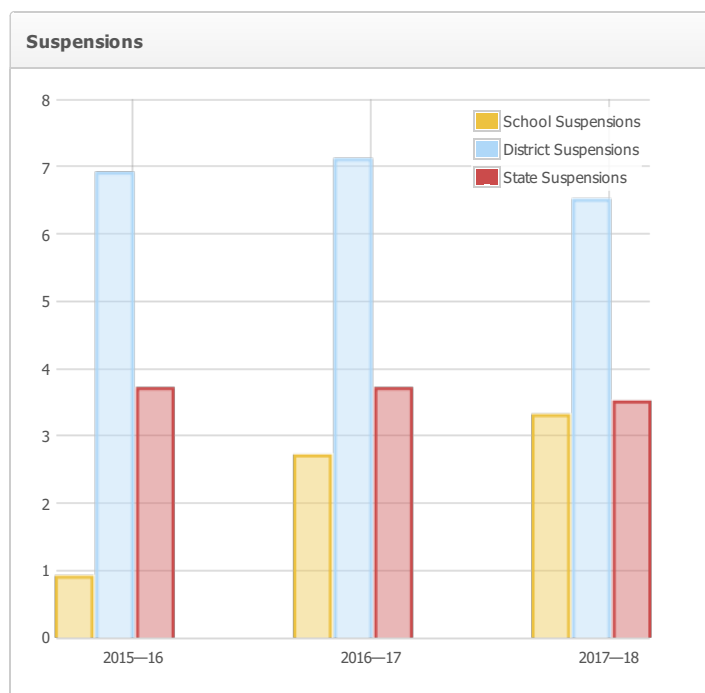
School Safety Plan (School Year 2018—19)

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 will 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	2	1	
Mathematics	16.0	2		
Science	14.0	2		
Social Science	11.0	3	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	2	1	
Mathematics	8.0	5		
Science	17.0	2		
Social Science	19.0	2	1	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	6	1	
Mathematics	12.0	3	1	
Science	10.0	3	1	
Social Science	8.0	5	2	

* 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.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	90.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/14/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14455.0	$3120.0	$11355.0	$61701.0
District	N/A	N/A	$8556.0	$72821.0
Percent Difference – School Site and District	N/A	N/A	33.0%	-15.0%
State	N/A	N/A	$6574.0	$85815.0
Percent Difference – School Site and State	N/A	N/A	103.0%	-19.0%

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

Last updated: 1/15/2019

Types of Services Funded (Fiscal Year 2017—18)

For the 2017-18 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 through committing resources for online math support tools.

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. 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.

Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,407	$50,747
Mid-Range Teacher Salary	$69,511	$86,127
Highest Teacher Salary	$100,848	$106,915
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$136,636
Average Principal Salary (High)	$165,381	$150,286
Superintendent Salary	$231,663	$238,058
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
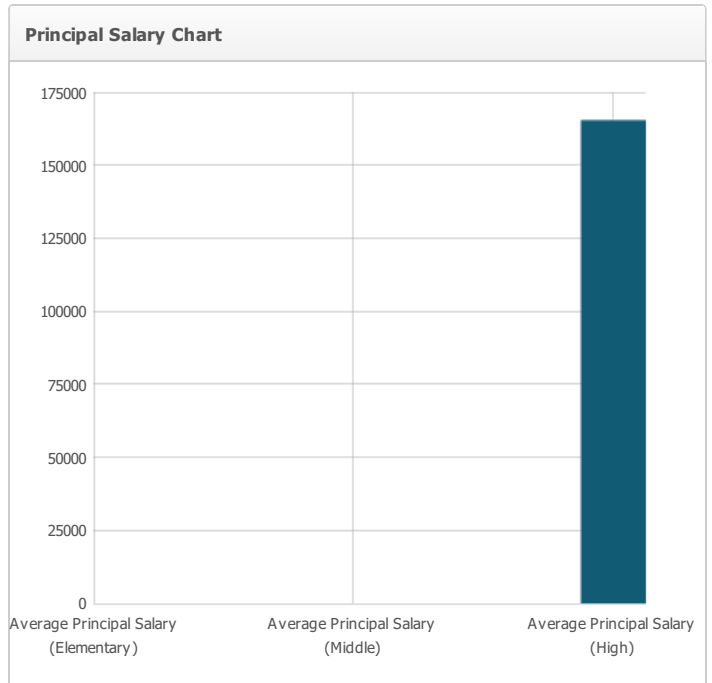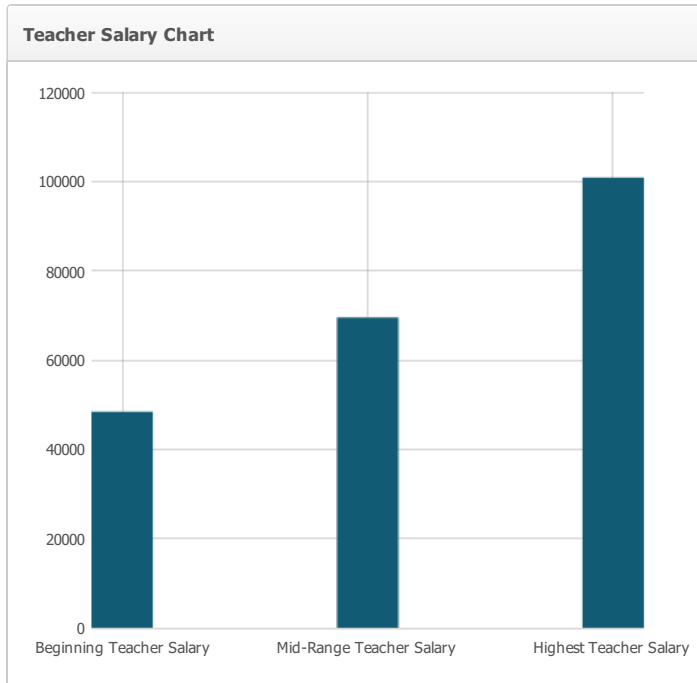
Last updated: 1/14/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	1.1%

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

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

Last updated: 1/16/2019

Professional Development

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, The Virtual Academy, in conjunction with other district schools, has expanded its professional development centered around student connectedness and early intervention.

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.

Last updated: 1/14/2019