EDUHSD Virtual Academy at Shenandoah

School Accountability Report Card
Reported Using Data from 2013–14 School Year
Published During 2014–15

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. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control 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 additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- *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.*

I. About This School

District Contact Information (Most Recent Year)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Wehr, Stephen
E-mail Address	storres@eduhsd.k12.ca.us
Web Site	www.eduhsd.k12.ca.us

School Contact Information (Most Recent Year)

School Name	EDUHSD Virtual Academy at Shenandoah
Street	6540 Koki Ln.
City, State, Zip	El Dorado, CA 95623
Phone Number	(530) 622-6212
Principal	Aaron Palm, Director, Educational Options & Innovations
E-mail Address	apalm@eduhsd.net
Web Site	http://shs.eduhsd.k12.ca.us/
County-District-School (CDS) Code	09618530930214

School Description and Mission Statement (Most Recent Year)

The EDUHSD Virtual Academy is a charter school that is part of the El Dorado Union High School District. The school is located on the western divide of the Union Mine High School campus in El Dorado, California. The school serves all students in the district and across the county and surrounding counties.

The EDUHSD Virtual Academy is a school of choice for students and families. The value the Virtual Academy adds to the district is providing the students with the opportunity to extensively explore higher education and career field while still in high school. The Virtual Academy provides a blended educational option for students who do not select a comprehensive high school program and are looking for a smaller, more personalized opportunity. The Virtual Academy is a blended high school program that provides a smaller and more personalized environment to students. Students have the opportunity to complete district graduation requirements, with the enhancement of concurrent enrollment at the other district high school 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 direct instruction and support for all major subject areas by highly qualified teachers. These classes include but are not limited to science labs, foreign language, other electives and all core classes. Daily tutorials and classes are available for students needing additional support.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	6
Grade 10	16
Grade 11	25
Grade 12	16
Ungraded Secondary	0
Total Enrollment	63

Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0%	White	85.7%
American Indian or Alaska Native	0%	Two or More Races	6.3%
Asian	0%	Socioeconomically Disadvantaged	12.7%
Filipino	1.6%	English Learners	0%
Hispanic or Latino	6.3%	Students with Disabilities	17.5%
Native Hawaiian/Pacific Islander	0%		

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 pupil they are teaching.
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	4	4	5	303
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	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 (Most Recent Year)

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	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) English 2: **Holt McDougal Literature-10th Grade**, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012) English 3: **Collections-Grade 11**, Houghton Mifflin Harcourt, 2015, CC (6/10/2014) English 4: **Elements of Literature**, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); **Literature and Language Arts** – UMHS, Holt Rinehart Winston, 2003 (5/20/2003)	YES	0.0%
Mathematics	Algebra Foundations: **CA Algebra Readiness: Concepts, Skills, & Problem Solving**, Glencoe/McGraw-Hill, 2008 (6/23/2009) Algebra 1: **Algebra 1**, Pearson, 2015, CC, CA Edition (6/10/2014) Geometry: **Geometry**, Pearson, 2012, CC (5/14/2013) Algebra 2: **Algebra 2**, Pearson, 2015, CC, CA Edition (5/13/2014) EDHS, ORHS, PHS, IHS, VA, VHS **Glencoe Algebra 2**, Glencoe/McGraw-Hill, 2014, CC (5/13/2014) UMHS Advanced Algebra 2: **Algebra 2**, Pearson, 2012, CC (5/8/2012) Pre-Calculus: **Pre-Calculus,** Pearson, 2013, 6th Edition (5/14/2013)	YES	0.0%
Science	Physical/Earth Science: **Glencoe Science: Earth Science, Geology, the Environment**, Glencoe/McGraw Hill, 2007 (6/12/2007) Biology: **Biology, Visualizing Life** – IHS, CDS, Holt Rinehart Winston, 1998 (5/8/2001); **Modern Biology** – EDHSD, VHS, ORHS, PHS, UMHS, MVHS, VA, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: **Chemistry**, Prentice Hall, 2005 (6/13/2006) Physics: **Physics**, Holt Rinehart Winston, 2009 (6/23/2009)	YES	0.0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
History-Social Science	<u>World History</u>: **The Modern World**, Prentice Hall, 2007, CA Edition (6/12/2007) <u>U.S. History/Geography</u>: **Pursuing American Ideals,** Teachers' Curriculum Institute, 2007 (6/12/2007) <u>American Government</u>: **Magruder's American Government**, Prentice Hall, 2006, CA Edition (6/13/06) <u>Economics</u>: **Economics, Principles and Practices**, Glencoe/McGraw Hill, 2005, (6/13/2006) <u>Sociology</u>: **Sociology and You**, McGraw-Hill, 2014 (6/11/2013) <u>Psychology</u>: **Understanding Psychology**, McGraw-Hill, 2014 (6/11/2013)	YES	0.0%
Foreign Language	<u>Spanish 1-4</u>: **¡Avancemos! – Levels 1-4**, Holt McDougal, 2013, (6/11/2013) <u>AP Spanish</u>: **TEMAS**, Vista Higher Learning, 2014 (6/11/2013) <u>German 1-2</u>: **Deutsch Aktuell – Levels 1-2,** EMC/Paradigm, 2004 – 5th Edition (5/12/2009) <u>German 3-4</u>: **Deutsch Aktuell – Level 3,** EMC/Paradigm, 2005 – 5th Edition (5/12/2009) <u>French 1-4</u>: **T'es branché – Levels 1-3**, EMC Publishing, 2014 (5/13/2014) <u>Italian 1-4</u>: **Oggi in Italia**, Houghton Mifflin,1998 (5/8/2001) <u>Japanese 1-4</u>: Supplemental materials (5/8/2001)	YES	0.0%
Health	<u>Health</u>: **Glencoe Health**, Glencoe/McGraw Hill, 2009 (6/10/2008)	YES	0.0%
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	NA	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students	NA	0.0%

School Facility Conditions and Planned Improvements - Most Recent Year

The Virtual Academy campus had some significant upgrades and repairs in 2013-14. The science lab was completely remodeled from the ground up. All of the plumbing and electrical was improved and new walls and floors were put in place along with new cabinetry, safety devices and student work stations.

The landscaping at the Virtual Academy was also improved. The open sections of dirt in the parking lot and bus circle were filled with grass and plants. New sprinklers were also put in to ensure the viability of the grounds.

The safety of the physical plant from a maintenance (and all others) perspective is very good. There are no known safety issues at the school. The cleanliness of the site is very good. Grounds crews take care of the landscaping and custodial crews take care of the buildings.

The school currently has some more bare patches of dirt that is scheduled to be paved over this year. This will prevent mud from being carried into rooms on people's shoes.

The size, scope and useable space on the site is completely adequate to run the necessary program for students.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs		✓		Roof patching in progress. Office wall trim needs replaced.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		✓		Dirt areas need asphalt. Debris from projects needs to be removed.

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		✓		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and it's successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science(Grades 5, 8, and 10)	no data	58%	58%	76%	75%	78%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	78%
All Students at the School	58%
Male	73%
Female	47%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	no data
Native Hawaiian/Pacific Islander	no data
White	no data
Two or More Races	61%
Socioeconomically Disadvantaged	no data
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51%	59%	59%	68%	68%	69%	54%	56%	55%
Mathematics	9%	25%	5%	46%	48%	45%	49%	50%	50%
History-Social Science	35%	46%	54%	65%	66%	66%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is to small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	3	8
Similar Schools	no data	no data	no data

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer by produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	31	-33	105
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	no data	no data	no data
Two or More Races		no data	no data
Socioeconomically Disadvantaged	no data	no data	no data
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

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

Career Technical Education Programs (School Year 2013-14)

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. The EDUHSD Virtual Academy helps support three CTE pathways on our campus, the ROP Cosmetology program, ROP Computer Science program and the ROP Dental program.

The EDUHSD Virtual Academy also offers other courses that are specifically focused on career preparation. Our school offers a robust Internship program. This program places students in the industry that they have an interest in.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	17
Percent of pupils completing a CTE program and earning a high school diploma	12%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	37.18%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	10.71%

State Priority: Other Pupil Outcomes

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

Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	no data	60%	64%	76%	75%	54%	56%	57%	56%
Mathematics	no data	50%	61%	81%	79%	58%	58%	60%	62%

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26	26	48	20	42	38
All Students at the School	36	21	43	39	43	18
Male	18	45	36	27	45	27
Female	47	6	47	47	41	12
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data	no data	no data	no data
White	32	21	47	37	53	11
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	no data	no data	no data	no data	no data	no data
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Migrant Education Services	no data	no data	no data	no data	no data	no data

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	no data	no data	no data

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.

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 school site.

Opportunities for Parental Involvement (Most Recent Year)

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 on 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.

All parents are also given access to their students Desire2Learn account. This will allow parents to see what assignments their student is submitting and not submitting so they can support their student.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	8.3%	0%	9.7%	3.9%	2.4%	4.2%	14.7%	13.1%	11.4%
Graduation Rate	81.82%	91.67%	92.31%	91.64%	93.26%	94.87%	74.77%	76.26%	78.73%

Completion of High School Graduation Requirements – Graduating Class of 2013

Group	Graduating Class of 2013		
	School	District	State
All Students	133.33	94.74	84.56
Black or African American	0.00	104.76	75.90
American Indian or Alaska Native	0.00	106.25	77.82
Asian	100.00	97.22	92.94
Filipino	0.00	92.59	92.20
Hispanic or Latino	200.00	90.17	80.83
Native Hawaiian/Pacific Islander	0.00	87.50	84.06
Two or More Races			
White	127.78	94.86	90.15
Socioeconomically Disadvantaged	160.00	116.84	82.58
English Learners	0.00	45.45	53.68
Students with Disabilities	100.00	69.03	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.1%	3.6%	0.8%	12.2%	10%	8.3%	5.7%	5.1%	4.4%
Expulsions	0.0%	0.0%	0.0%	0.7%	0.3%	0.3%	0.1%	0.1%	0.1%

School Safety Plan - (Most Recent Year)

The Virtual Academy takes a comprehensive approach to safety on its campus. Proper safety starts with proactive measures to prevent safety concerns from rising. The school safety plan is reviewed every year by the staff at the beginning of the year. The plan is reviewed with an eye towards potential improvements. However, the plan is also reviewed for potential implementation. The School Safety Plan is also reviewed by the school's Charter Advisory Committee once a year.

The Virtual Academy also 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.

All meetings with local law enforcement agencies also include the school resource officer. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Met AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2009-2010
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		no data
Percent of Schools Currently in Program Improvement		66.7

Note: Cells shaded in black do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	37	0	0	1	14	2	no data	no data	12	4	no data	no data
Mathematics	37	0	0	1	5	6	no data	no data	8	3	1	no data
Science	37	0	0	1	6	2	no data	no data	18	1	1	no data
Social Science	37	0	0	1	20	1	no data	no data	13	2	no data	no data

* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.34	63
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.03	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in gray 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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,883	$793	$6,090	$45,346
District			$6,387	$71,601
Percent Difference: School Site and District			-5%	-37%
State			$5,537	$71,584
Percent Difference: School Site and State			10%	-37%

Note: Cells shaded in gray do not require data.

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* Web page 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* Web page 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 2013-14)

The Charter advisory committee and the school made certain financial commitments last year to support our students. These funds came from both federal and state financial sources. We tapped into federal Title 1 and Title 2 dollars. We also used state supplemental money as well. A large portion of this funding was dedicated to staff development which is outlined below.

Money was also focused on students in need. The school used the funds to purchase two laptops for students in need to take and use at home. This will ensure that all students in financial need will have equal access to the curriculum at

home. The school also received 35 chromebooks and a chromebook cart from the district to support student needs while at school.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,030	$42,957
Mid-Range Teacher Salary	$58,917	$69,613
Highest Teacher Salary	$85,479	$89,407
Average Principal Salary (Elementary)	$0	no data
Average Principal Salary (Middle)	$0	$120,526
Average Principal Salary (High)	$140,511	$129,506
Superintendent Salary	$215,174	$207,044
Percent of Budget for Teacher Salaries	38%	37%
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	
English	no data	
Fine and Performing Arts	no data	
Foreign Language	no data	
Mathematics	no data	
Science	no data	
Social Science	no data	
All courses	no data	no data

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

Professional Development – Most Recent Three Years

The primary focus of our collaboration time has been analyzing student data and finding areas for improvement within the school. With the assistance of the Charter Advisory Committee goals were made around these areas. From there a professional development plan and budget was put in place to achieve the goals.

The primary focus of our staff development in the 2013-14 school year was in increasing student achievement in math. We also focused on the transition to the common core in both math and English. Professional Development money was primarily spent on common core trainings for our math and English teachers. Our math teacher also attended collaborations and took advantage of other math specific trainings to improve student success in mathematics.

The Director of the school also completed the Digital and Blended Learning Leader certification with CTAP. All of the teachers have this certification as well as the Director.

This SARC report was compiled on 02/05/2015 with version 15.0.2e by
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