

# EDUHSD Virtual Academy at Shenandoah

## School Accountability Report Card Reported Using Data from the 2018—19 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/fq/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.

## Leslie Redkey, Director

Principal, EDUHSD Virtual Academy at Shenandoah

### About Our School

The EDUHSD Virtual Academy at Shenandoah is the only direct funded charter school within the El Dorado Union High School District. The EDUHSD 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.

The EDUHSD 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 community college Advanced Education Program.

The EDUHSD Virtual Academy provides an online blended learning model that utilizes Canvas, the same learning management system used by local community college. Additionally, students use district approved Apex courses to fulfill elective requirements. Starting in the spring of 2016, the EDUHSD Virtual Academy began utilizing Middlebury University's online curriculum in order to provide students with an A-G approved foreign language program. Beginning in the 2018-19 school year, Folsom Lake College began offering Advanced Education courses at the EDUHSD Virtual Academy to fulfill A-G foreign language and elective requirements.

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. Tutorials are built into the schedule during the school day to offer students support. Every student is encouraged to participate in an internship with at least one local business or organization within their high school experience. Job shadows can also be offered to allow students career exploration before committing to an internship.

Currently, there are four core content teachers, an education specialist, a part-time instructional tech, an Internship Coordinator, an administrator, and a part time counselor. The school has a part-time custodian, groundskeeper, maintenance person, nurse, and psychologist. The school also has a full-time Administrative Assistant who also functions as registrar and attendance clerk.

EDUHSD Virtual Academy at Shenandoah is committed to providing the technological resources necessary to prepare students for the future. Each teacher has a Chromebook cart allowing the EDUHSD Virtual Academy to reach 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 and Middlebury for elective courses. SMART Boards are available to provide interactive instruction to students in both face-to-face and virtual formats.

### **Contact**

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

*Phone: 530-622-6212*

*Email: [redkey@eduhsd.k12.ca.us](mailto:redkey@eduhsd.k12.ca.us)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Ron Carruth
<b>Email Address</b>	<a href="mailto:rcarruth@eduhsd.k12.ca.us">rcarruth@eduhsd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.eduhsd.k12.ca.us">www.eduhsd.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	EDUHSD Virtual Academy at Shenandoah
<b>Street</b>	6540 Koki Ln.
<b>City, State, Zip</b>	El Dorado, Ca, 95623-4328
<b>Phone Number</b>	530-622-6212
<b>Principal</b>	Leslie Redkey, Director
<b>Email Address</b>	<a href="mailto:redkey@eduhsd.k12.ca.us">redkey@eduhsd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.edvirtualacademy.com/">www.edvirtualacademy.com/</a>
<b>County-District-School (CDS) Code</b>	09618530930214

*Last updated: 1/29/2020*

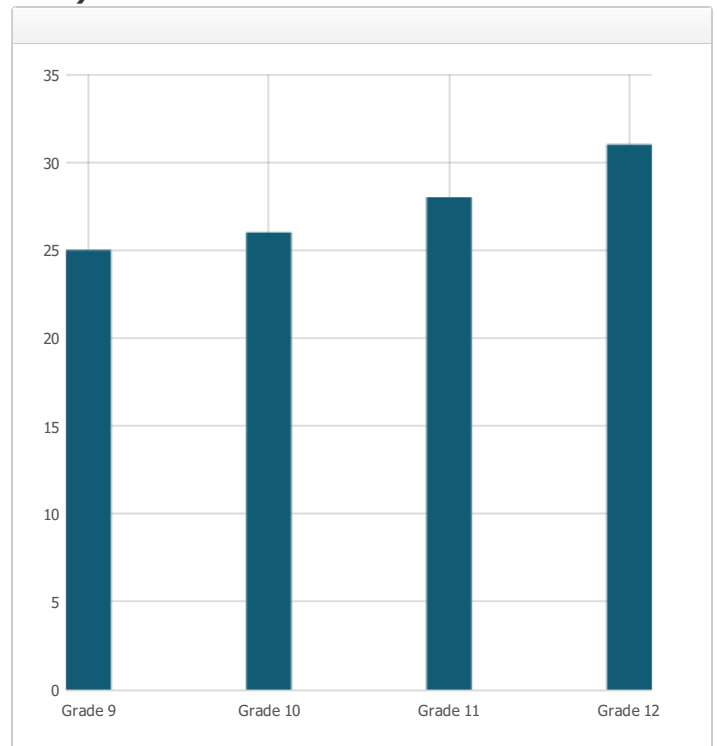
### School Description and Mission Statement (School Year 2019—20)

Prepare students for leadership in 21st century careers through a technology infused instruction emphasizing STEM, communication, historical perspectives, quality internships and early college experience. We empower individuality with adaptable and supportive learning models that meet students where they are and ignite the passion, knowledge, skills and character for lifelong growth and positive impact

*Last updated: 1/29/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Grade 9	25
Grade 10	26
Grade 11	28
Grade 12	31
Total Enrollment	110



Last updated: 1/29/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.90 %
Asian	%
Filipino	0.90 %
Hispanic or Latino	12.70 %
Native Hawaiian or Pacific Islander	%
White	76.40 %
Two or More Races	9.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.60 %
English Learners	%
Students with Disabilities	21.80 %
Foster Youth	%
Homeless	0.90 %

## A. Conditions of Learning

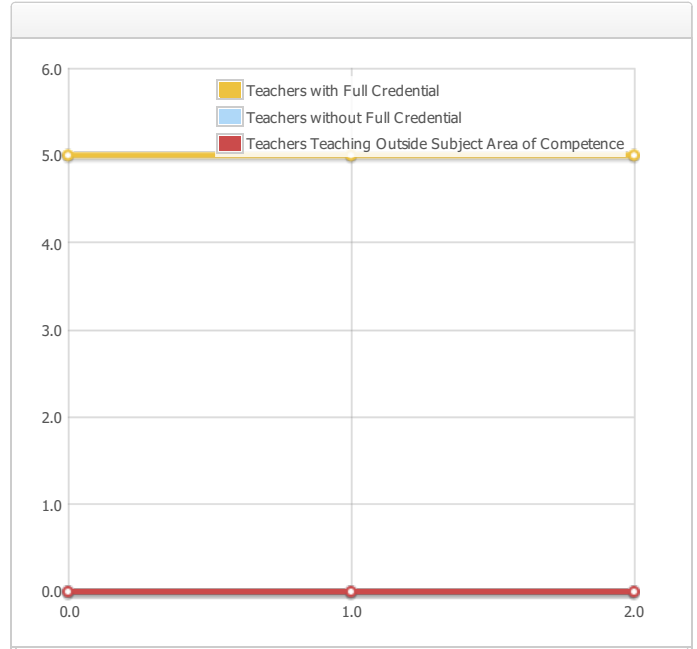
### State Priority: Basic

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

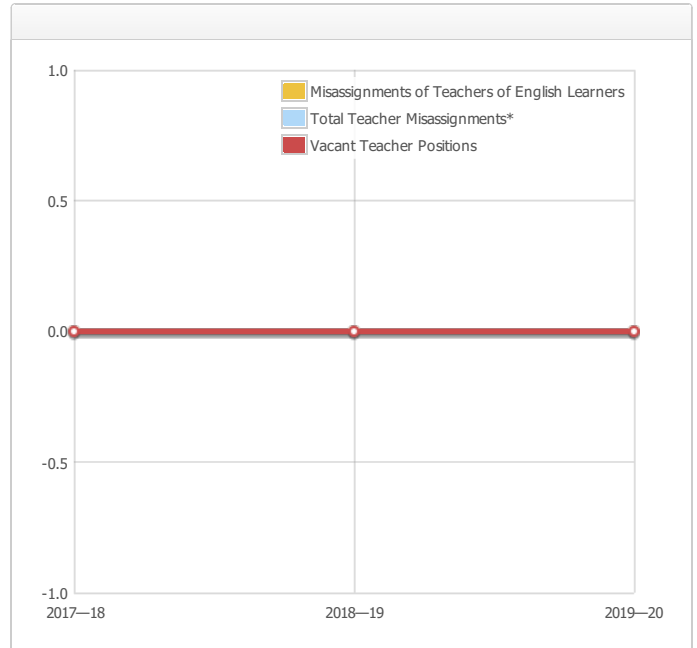
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	5	5	5	292
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/29/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/29/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>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)</p>	Yes	0.00 %
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Algebra 1, Pearson, 2015, CC, CA Edition (6/10/2014 Board Adopted)</p> <p>Geometry: Geometry, Pearson, 2012, CC (5/14/2013 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted)</p> <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> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics-Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>	Yes	0.00 %
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Biology, Holt McDougal, 2012 (6/9/2015 Board Adopted)</p> <p>Chemistry: Chemistry in the Community, Bedford St. Martins, 2012 (6/10/2014 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p>	Yes	0.00 %
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World: A Global History, Bedford/St. Martins, 2016, (05/09/2017 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 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	0.00 %
Foreign Language	<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 1-3: Mosaik – Levels 1-3, Vista Higher Learning, 2018 (4/09/2019 Board Adopted)</p> <p>German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 Board Adopted)</p> <p>French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)</p> <p>Italian 1-4: Oggi in Italia, Houghton Mifflin, 1998 (5/8/2001 Board Adopted)</p> <p>Japanese 1-4: Supplemental materials (5/8/2001 Board Adopted)</p>	Yes	0.00 %

Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0.00 %
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: 1/29/2020*

## 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 October 2019, the school received the highest ratings in six out of eight categories and an overall good rating. The district Maintenance and Operations team provided outstanding service in response to site safety and cleanliness needs. Concerns/Issues to address included a roof leaking in the S building, but that has been addressed since this date. The subfloor of our restrooms still needs replacing, but it is not a threat to the structure of the building. Maintenance is aware and making a plan to address.

*Last updated: 1/29/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Brick is pulling away from building and cracking; large bubble in roof Building S and leaking at roof penetration. Subfloor at restroom door needs replacing.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	6 classroom doors need painting. Fence needs painting.

## Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
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*Last updated: 1/29/2020*



## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	82.0%	68.0%	69.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	37.0%	50.0%	53.0%	55.0%	38.0%	39.0%

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: 1/29/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	28	100.00%	0.00%	82.14%
Male	15	15	100.00%	0.00%	73.33%
Female	13	13	100.00%	0.00%	92.31%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	21	21	100.00%	0.00%	80.95%
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/29/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	28	100.00%	0.00%	50.00%
Male	15	15	100.00%	0.00%	66.67%
Female	13	13	100.00%	0.00%	30.77%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	
Native Hawaiian or Pacific Islander					
White	21	21	100.00%	0.00%	38.10%
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/29/2020*

**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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/29/2020*

### **Career Technical Education (CTE) Programs (School Year 2018—19)**

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. In addition, EDUHSD Virtual Academy Students may enroll in any of the eleven regional occupation program courses offered.

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: 1/29/2020*

### **Career Technical Education (CTE) Participation (School Year 2018—19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/29/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	35.00%

# 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 2018—19)

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	32.00%	32.00%	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/29/2020

## 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 2019—20)

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 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.

### State Priority: Pupil Engagement

*Last updated: 1/29/2020*

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

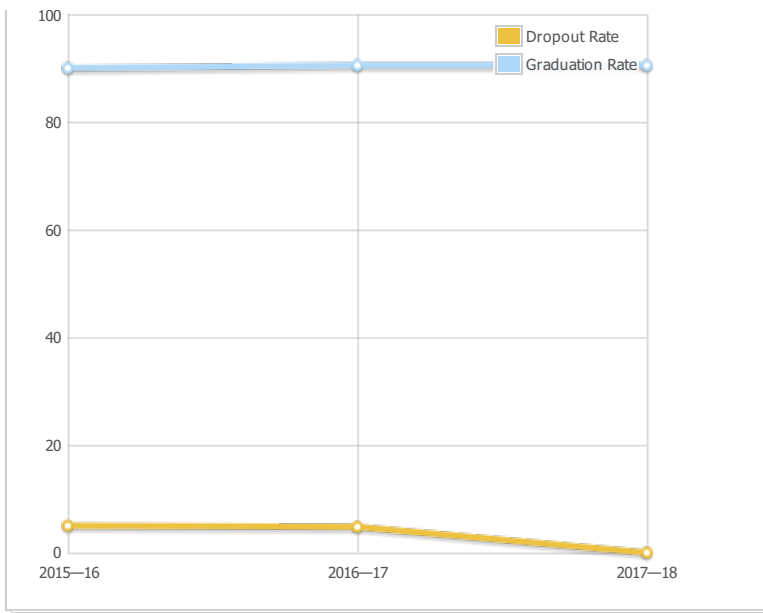
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	5.00%	2.20%	9.70%
Graduation Rate	90.00%	94.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	4.80%	0.00%	2.30%	2.10%	9.10%	9.60%
Graduation Rate	90.50%	90.50%	94.70%	94.20%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/29/2020*

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.70%	3.30%	1.50%	7.10%	6.50%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.30%	0.50%	0.30%	0.10%	0.10%	0.10%

*Last updated: 1/29/2020*

## School Safety Plan (School Year 2019—20)

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 reviewed and evaluated. 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 participate 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.

*Last updated: 1/29/2020*



## **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 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	14.00	2	1	
Mathematics	8.00	5		
Science	17.00	2		
Social Science	19.00	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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	8.00	6	1	
Mathematics	12.00	3	1	
Science	10.00	3	1	
Social Science	8.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	16.00	2	2	
Mathematics	10.00	5	1	
Science	25.00	1	1	
Social Science	14.00	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.

*Last updated: 1/29/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	366.70

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/29/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.09
Social Worker	
Nurse	0.07
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	

\*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: 1/29/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14558.00	\$395.00	\$11263.00	\$66645.00
District	N/A	N/A	\$8830.00	\$82102.00
Percent Difference – School Site and District	N/A	N/A	28.00%	-11.00%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	50.00%	-14.00%

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

*Last updated: 1/29/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

For the 2018-19 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.

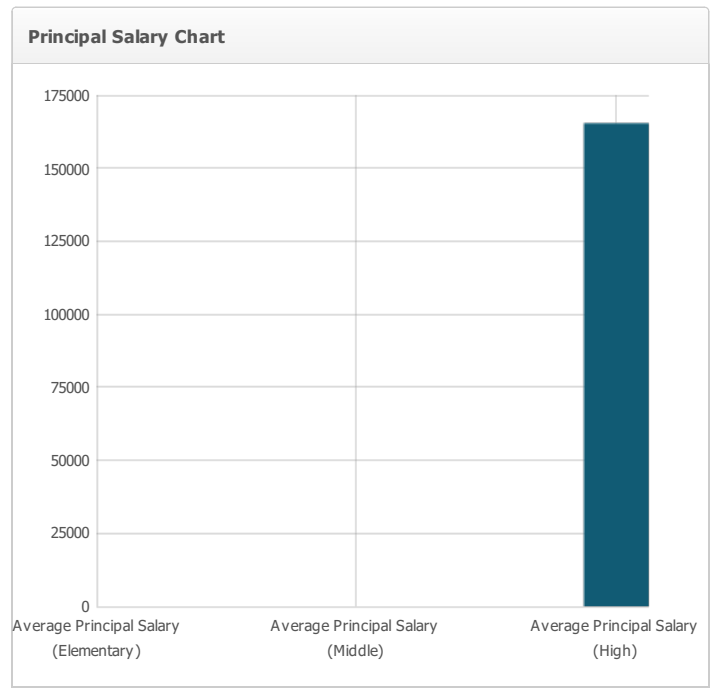
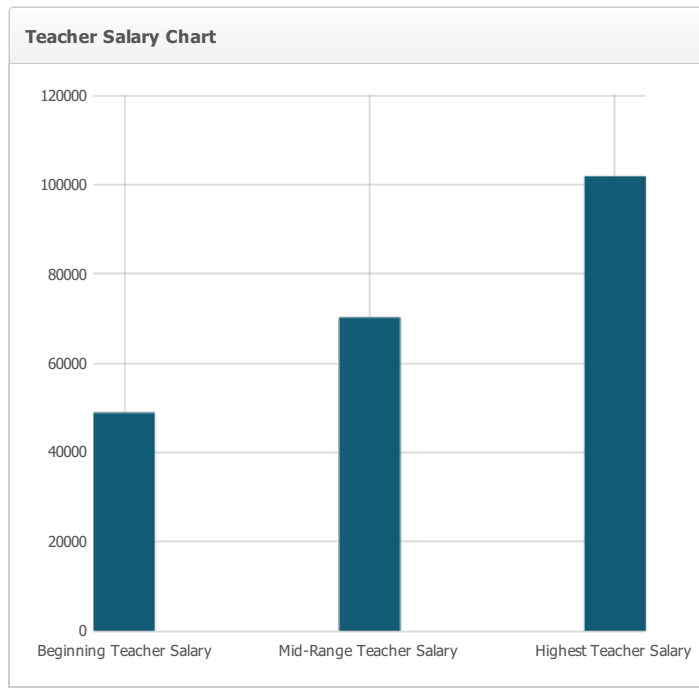
In order to help improve student A-G rates and the ability to matriculate into a university after high school, the Virtual Academy invested in an online, UC approved Foreign Language program through Middlebury University. The program has allowed for students to not only complete the foreign language 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: 1/29/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,891	\$52,466
Mid-Range Teacher Salary	\$70,206	\$87,373
Highest Teacher Salary	\$101,856	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$165,381	\$153,904
Superintendent Salary	\$243,246	\$241,221
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/29/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

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	0.00%

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

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

*Last updated: 1/29/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	11	25	1

*Last updated: 1/29/2020*