

Mountainside Middle College High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Mountainside Middle College High School
Street	6767 Green Valley Road
City, State, Zip	Placerville, CA 95667
Phone Number	530-295-2257
Principal	Michael Gillespie
Email Address	mgillespie@edcoe.org
School Website	https://charter.edcoe.org/
Grade Span	K-12
County-District-School (CDS) Code	09100900930123

2024-25 District Contact Information	
District Name	Mountainside Middle College High School
Phone Number	530-622-7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2024-25 School Description and Mission Statement
<p>NOTE: Beginning with the 2024-2025 school year, a grant requirement mandated a name change to include the words "Middle College High School." As a result, the CCA and CUP programs merged to form a middle college program under the new name Mountainside Middle College High School. Additionally, Charter College and Career Prep (CCP) adopted the "Mountainside" name to align with this profile, changing its name to Mountainside Success Academy.</p> <p>To meet the diverse educational needs of our many communities, in 1993 EDCOE opened the first County Office of Education Charter school in California, currently known as Charter Community School Home Study Academy (CHSA) which has evolved to include a wide variety of programs:</p>

2024-25 School Description and Mission Statement

- 1) Charter College & Career Prep 7-12 (CCP)
- 2) Charter Connections Academy 9-12 (CCA)
- 3) Charter University Prep 7-12 (CUPrep)

These programs serve the families in our communities in a variety of ways:

- * Home Study / Independent Study academies 7-12.
- * Combining class instruction with career strands.
- * Community School Program – El Dorado County Office of Education, Placerville.
- * Partnering with local school districts to tailor instruction for high-risk students.
- * Advanced Education Program 9-12 (AEP).
- * School-to-Career and Regional Occupation Program Strands (ROP).
- * Online learning options.
- * Providing social development, mental health and life coaching services
- * Group home serving Foster Youth Boys exiting from the Juvenile court.
- * Group home serving at-risk Foster Youth girls rescued from human trafficking.

Students entering one of our programs attends an informational conference with a school representative and the students' parent or guardian, to create an individualized academic plan for each student, to initiate a partnership among parents, staff, and students to support positive behavior, academic achievement, as well as on-going communication. CCHSA provides many curriculum choices, including state-adopted textbooks, as well as enrichment supplements, and has a wide variety of resources to supplement the textbooks, including educational software, literature, reference materials, and online curriculum program support. If a student transfers from a traditional school, in many cases, the textbooks will be the same as those the student has been using. Our curriculum is standards-based and aligned with the California Content Standards. Classes for all grade levels provide an opportunity for students to learn, interact, and collaborate with their peers. There is also regular tutorial and learning labs where students receive additional teaching and assistance in all subject areas. A fully credentialed, highly qualified teacher prepares lesson plans, instructs, and meets with students on a regular basis to provide resources, and support, and assess progress to ensure the student's academic success.

Our programs develop critical thinkers who are problem-solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members with the academic skills to meet California's grade-level standards and the social development and strong foundation for life-long learning. CHSA supports and invests in families who choose to be active participants in their children's education and use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills that empower students to find solutions and adapt to the challenges of an ever-changing world. Together we educate the whole child in an inspiring and nurturing environment where students have an opportunity to flourish. CHSA is fully accredited by the Western Association of Schools and Colleges (WASC).

Global Mission Statement 2017-2020:

Charter Community School Home Study Academy provides a variety of high-quality, innovative, 21st Century programs. We prepare students to be college and career ready through an engaging, rigorous curriculum. Our programs develop critical thinkers who are problem-solvers and effective communicators. We emphasize the development of the whole individual in safe, supportive learning environments, and we value communication and partnerships with families and community members.

Charter College & Career Prep 7-12:

Charter College and Career Prep students experience personal success in an environment that values their individuality and prioritizes compassion, empathy, and integrity in order for them to act on their beliefs with understanding and courage, so they may enrich the communities in which they live.

Charter Connections Academy (9-12):

Charter Connections Academy provides the highest quality instruction and curriculum for students to seamlessly transition into college, vocational training, the military, or employment. We teach students to effectively use emerging technologies and prepare students to manage their own time and resources using a college-like educational model. We are committed to providing meaningful direction, academic support, and counseling to help students successfully transition to their next phase in life.

Charter University Prep (7-12):

Charter University Prep prepares students for success in college and future careers in a rigorous, yet relaxed college-like environment. We systematically strengthen students' abilities to address complex ideas through critical thinking, while effectively using emerging technologies and learning systems. Our graduates are life-long learners who are intellectually

2024-25 School Description and Mission Statement

curious, rationally minded, and globally aware.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	21
Grade 8	17
Grade 9	53
Grade 10	76
Grade 11	89
Grade 12	89
Total Enrollment	345

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.1
Male	44.3
Non-Binary	0.6
American Indian or Alaska Native	0.9
Asian	0.6
Black or African American	0.3
Hispanic or Latino	19.4
Two or More Races	8.1
White	69
English Learners	2.9
Foster Youth	1.2
Homeless	4.1
Socioeconomically Disadvantaged	46.1
Students with Disabilities	14.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	57.73	69.00	62.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.60	6.90	6.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.00	41.41	19.50	17.68	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.19	15.00	13.59	18854.30	6.86
Total Teaching Positions	26.60	100.00	110.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	62.78	71.00	61.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.55	6.00	5.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.20	35.16	21.40	18.51	11953.10	4.28
Unknown/Incomplete/NA	0.40	1.47	14.10	12.24	15831.90	5.67
Total Teaching Positions	29.10	100.00	115.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	70.33	71.90	59.16	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.88	12.90	10.61	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.70	22.71	18.20	15.03	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	16.60	13.71	14303.80	5.15
Total Teaching Positions	29.60	100.00	121.60	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	0.10	0.10	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	0.10	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.10	0
Local Assignment Options	10.00	9.00	6.7
Total Out-of-Field Teachers	11.00	10.20	6.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	6.6	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	0	0.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature Third Course, Prentice Hall, 2000 Elements of Literature Fourth Course, Prentice Hall, 2000 Elements of Literature Fifth Course, Prentice Hall, 2000 Elements of Literature Sixth Course, Prentice Hall, 2000 Elements of Literature: First Course, Holt, Rinehart, and Winston, 1997 Elements of Literature: Second Course, Holt, Rinehart, and Winston, 1997 Prentice Hall Literature Gold, Pearson-Prentice-Hall, 1991 Prentice Hall Literature Platinum, Pearson-Prentice-Hall, 1991 Prentice Hall Literature, The American Experience, Pearson-Prentice-Hall, 1991 World Literature, Pearson-Prentice-Hall California Collections, Houghton Mifflin Harcourt, 2017 Cannery Row, Penguin Books, 1992	Yes	0
Mathematics	Algebra 1, Holt, 1997 Algebra Essentials, Merrill, 1988 Discovery Techbook, - Math II (Geometry & Integrated Math 2) Foundations in Personal Finances – Ramsey Solutions Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008 Beginning Algebra, Addison Wesley Publishing 2007 Discovery Techbook, - Math II (Geometry & Integrated Math 2) Foundations in Personal Finances – Ramsey Solutions Intermediate Algebra, Addison Wesley Publishing, 2010 Pre-Calculus With Limits: A Graphing Approach, Houghton-Mifflin Company, 2005	Yes	0

	Go Math!, Digital Interactive and Print Editions, Houghton Mifflin Harcourt, 2015 Connected Math, Pearson, 2014 Algebra 1 CA Common Core, Pearson, 2015 Mathematics With Business Application, Glencoe, 2007 Holt California Mathematics, Course 1:Numbers to Algebra, Holt, Rinehart and Winston, 2008 Holt California Mathematics, Course 2:Pre-Algebra, Holt, Rinehart and Winston, 2008 Geometry Common Core Pearson 2015		
Science	California Biology, Holt Rinehart Winston, 2007 Discover Science - Techbook/Online Platform California Biology, Holt Rinehart Winston, 2007 Conceptual Physics, Addison-Wesley Physical Science, Glencoe/ McGraw-Hill, 1992 Discover Science - Techbook/Online Platform Biology, Miller and Levine 2014 California Focus on Life Science, Pearson Prentice Hall, 2008 California Focus on Physical Science, Pearson Prentice Hall, 2008 Science Spectrum, Holt, 2001 Discover Science - Techbook/Online Platform	No	0
History-Social Science	American Government in the United States, Great Source Education Group, 2006 American Government, Great Source Education Group, 2006 Economics-Principles and Practices, Glencoe, 2001 A Little History of the World - Pullman Don't Know Much About American History - Davis A History of US: From Colonies to Country 1710-1791, Oxford University Press, 1999 A History of US: Book 5, War Terrible War, Oxford University Press, 2005 Across the Centuries, Houghton Mifflin, 1991 Basic Economics, Basic Books/Perseus Books Group, 2004 The Americans, Houghton Mifflin, 2002 Understanding Psychology, Glencoe-McGraw-Hill, 1992 A Little History of the World - Pullman Don't Know Much About American History - Davis A More Perfect Union, Houghton-Mifflin, 1991 Across the Centuries, Houghton Mifflin, 1991 American Government, Steck-Vaugh, 1997 Economics, Glencoe, 2001 Modern World History, McDougal-Little, 2001 The Americans, McDougal, 2003	No	0
Foreign Language	Voces Y Vistas, Scott Foresman, 1992 Discubre- Spanish, Vista Higher Learning	Yes	0
Health	Holt Health, Holt/Harcourt, 1999 Glencoe Health, Glencoe McGraw-Hill, 2009 Health, Glencoe , 2009	Yes	0

Visual and Performing Arts	The Heath Introduction to Drama, Houghton Mifflin College, 1992 National Geographic Photography, 2011 Theater: Preparation and Performance, Scott Foresman/Addison Wesley, 1920	Yes	0
Science Laboratory Equipment (grades 9-12)	Lab glassware; Chemicals – acids, bases, salts, and compounds; Electronic balances; Bunsen and Merker burners; Compound Microscopes; Lab glassware; Dissection kits	Yes	0

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

School Facility Conditions and Planned Improvements

Some of our programs operate at a (former) elementary school that EDCOE leases from a local school district. Due to the design of the facility, the program is able to use several traditional classrooms for direct instruction, as well as a large conference room for teachers to meet with parents and students. Facilities are regularly inspected, cleaned, and maintained through close coordination with the school district that owns the facility. The District provides full maintenance and repairs due to normal wear and tear or aging of the facility, as necessary to keep all grounds in good order, repair, and neat condition. Recent improvements include new carpet and/or paint, HVAC upgrades, sidewalk repair, and new play equipment (swings), doormats are regularly replaced, and playground bark/fiber is inspected and replaced regularly. Propane fuel is used at this site and was noted under the "gas" section.

Full custodial services and daily surface sanitation is provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces using Hypochlorous Acid Solution (HOC1) solution, a non-toxic sanitation liquid that is manufactured in-house so we are never without a natural sanitizer. Our facilities provide Personal Protective Equipment to all employees and students and require that they are used according to CDC policy.

Significant improvements have been made to the facility in the areas of safety, communications, and power since we began using the site in 2010, including improving the security of all exterior doors and adding blinds to all classrooms. EDCOE has made significant technology infrastructure improvements as well, including increasing broadband speeds ten-fold, adding a Voice Over IP phone system, adding cell boosters to improve communications, adding facility-wide connectivity / Wi-Fi (including for home school families), adding network drops, and providing wireless iPads/monitors/devices for instructional staff/students.

Charter College & Career Prep (CCP) operates on the campus of EDCOE in a modern state-of-the-art facility, with many large, modern classrooms and restrooms. Recently this facility was updated to include a fully equipped Culinary Arts classroom. EDCOE's maintenance staff provides custodial and maintenance services to CCP on a daily basis. This site uses propane fuel and was noted in the "gas" section.

Safety and emergency procedures are updated annually in the Safe School Plan, and regular training and drills are held on a monthly basis.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Flooring needs replacement, cabinets need repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		Fixtures and bulbs need replacement

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Fixtures need to be repaired
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	58	57	54	55	46	47
Mathematics (grades 3-8 and 11)	28	26	36	38	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	107	76.43	23.57	57.01
Female	71	56	78.87	21.13	64.29
Male	69	51	73.91	26.09	49.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	19	73.08	26.92	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	12	80.00	20.00	50.00

White	95	72	75.79	24.21	65.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	48	72.73	27.27	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	105	75.00	25.00	26.21
Female	71	54	76.06	23.94	26.42
Male	69	51	73.91	26.09	26.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	17	65.38	34.62	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	12	80.00	20.00	25.00
White	95	72	75.79	24.21	29.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	66	47	71.21	28.79	10.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	31.17	39.44	--	--	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	183	89.71	10.29	39.44
Female	109	99	90.83	9.17	41.84
Male	93	82	88.17	11.83	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	37	88.10	11.90	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	61.11
White	139	124	89.21	10.79	41.80
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	75	83.33	16.67	27.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	24	80.00	20.00	12.50

2023-24 Career Technical Education Programs

Our Student Learner Outcomes, which were developed with stakeholders in parallel with our Single Plans and WASC Accreditation, tie closely to our global Charter programs' mission statement to address the outcomes for all of our students, irrespective of which program they attend.

- Students are college and career ready.
- Students demonstrate proficiency in State standards.
- Students individually and collectively solve complex problems and present reasoned arguments through a variety of methods.
- Students demonstrate responsibility, integrity, and perseverance while respecting the rights and responsibilities of citizens in a democratic society.

We prepare all students for graduation, with an emphasis on college and career readiness, and the program mission statements for our at-risk programs are updated every three years to better meet the needs of students.

Our 9-12 programs provide an Advanced Education Program (AEP) offered in partnership with the Folsom Lake College El Dorado Center, which allows Charter students to take community college courses concurrently during high school while earning both college and high school credits. The AEP focuses on empowering students to succeed in life and exemplifies that mission

2023-24 Career Technical Education Programs

by helping them realize new college and career opportunities through direct college experience and success. With the community college located next door, our students are able to easily participate, and the goal of the AEP is to help students realize that a college education is attainable for each of them. Through our AEP program, we hope to provide the opportunity for many first-generation college graduates to participate and succeed in earning a certificate or diploma. The team, which includes an Outreach Specialist from Folsom Lake College, meets with the Charter students to support the successful transition of students into the college.

For those more interested in high-demand career opportunities, our programs provide students with the vocational, academic, and social skills necessary to seamlessly transition to a successful career or a post-high school education or training opportunity. State subject area standards are integrated with vocational and life skills to make learning relevant, applicable, and enjoyable. Classes are designed to actively engage students rather than rely on rote memory or seat work. We have found that this approach works well with many at-risk students, who tend to be more successful in bodily-kinesthetic learning activities versus lecture-based classes. The program offers unique Career Readiness courses with a focus on the development of the skills necessary to be successful in the workplace or to pursue post-high school training or college. Current opportunities vary at each program but include Robotics, and Culinary Arts, and Building Construction.

Although we do not offer full Career Technical Education (CTE) courses, CTE standards are often integrated into lessons and supported by field trips and guest speakers. Since the programs do not offer any CTE-approved courses, there is no CTE Advisory Committee. In addition, we partner with the Regional Occupational Programs (ROP), the El Dorado Union High School District, and Folsom Lake College to provide additional CTE opportunities for students. The measurable outcomes of these programs and classes are gauged through a variety of means, including GPA, average credits earned, successful course completion, attendance, graduation rates, success/completion of Adv Ed classes, stakeholder surveys of program satisfaction, and overall discipline.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.42
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	68.42

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100
Grade 9	93.4	95.1	95.1	95.1	95.1

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>Our programs provide and support a variety of ways for parents to be actively involved in school activities and events. Activities include our School Site Council, Stakeholder Surveys, Client Roundtables, Back to School Nights, Open House Nights, on-going email updates through ParentSquare, and optional participation in field trips. These events provide meaningful opportunities for parents to participate in enriching activities while enhancing the sense of community within our programs. In addition, having parents involved in our School Site Council greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.</p> <p>Our Charter programs utilize a number of online tools that help students and families stay connected to learning and progress. We have integrated grading systems with our attendance system to help ensure students are staying on track, and students and families can go online to check their child's progress. Parent notifications and reminders for school events, and/or emergency information are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to improve communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, positive interactions, and strong relationships, enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish and is appreciated by our parents who do not speak fluent English.</p> <p>For two of our Programs - Charter Connections Academy (CCA) and Charter University Prep (CUPrep) - stakeholders may subscribe to and receive a whole-school text or email messages by categories of interest through our website. We utilize an integrated grading system/attendance system. Canvas, our online student learning management platform, helps ensure students are staying on track. Parents and students receive daily email updates or go online to check their child's grade progress and attendance in each class. Students turn in assignments weekly, which are posted for parents, staff, and administration to see. Canvas is used extensively to communicate with students and parents for assignments, course content, school announcements, and grade book information.</p> <p>Student handbooks, events, and information about the different programs are updated on each program's respective website. Community members can read overviews and highlights of each program, beginning with each program's unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can get a much better</p>

2024-25 Opportunities for Parental Involvement

perspective on the menu of educational options offered. All important notices, paperwork, and correspondence with our English Language Learner families are sent to families, and are available in, Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. All website information is now Accessibility Compliant.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	14.1	18.4	19.0	21.3	20.9	14.8	7.8	8.2	8.9
Graduation Rate	84.8	78.2	78.4	70.2	70.1	78.7	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	116	91	78.4
Female	62	51	82.3
Male	53	39	73.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	27	23	85.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	82	64	78.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	11	5	45.5
Socioeconomically Disadvantaged	61	47	77.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	15	75.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	401	0	0.0
Female	232	216	0	0.0
Male	193	183	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	86	78	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	0	0.0
White	294	277	0	0.0
English Learners	12	11	0	0.0
Foster Youth	11	--	--	--
Homeless	28	24	0	0.0
Socioeconomically Disadvantaged	207	195	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	62	0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.8	2.34	1.64	1.32	2.31	2.25	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.09	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	0.43	0.00
Male	3.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.70	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	3.57	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Safety Plan for Charter Alternative Program (CAP) was last updated in February 2023 and adopted in March 2023 by the Safety Committee. The Safety Committee consists of representatives such as the El Dorado County Health officer, Law enforcement, and local fire department officials, who are all consulted formally each Fall, as well as

2024-25 School Safety Plan

on an as-needed basis, to identify hazards, remediate unsafe practices, and recommend safety and health improvements. CAP requires that all staff undergo annual safety-related courses specific to their position within the organization, such as those related to Bloodborne Pathogens, the Healthy Schools Act, and each person's role as a Mandated Reporter. The CSSP and the Injury Illness Prevention Policy can be found at each school campus and on the website.

Full custodial services and daily surface sanitation is provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces using Hypochlorous Acid Solution (HOC1) solution, a non-toxic sanitation liquid that is manufactured in-house so we are never without a natural sanitizer. Our facilities provide Personal Protective Equipment to all employees and students and require that they are used according to CDC and state guidelines and/or mandates.

Significant improvements have been made to the facility in the areas of safety, communications, and power since we began using the site in 2010, including improving the security of all exterior doors and adding blinds to all classrooms. To ensure the safety of all staff and students, every classroom and office at each site is equipped with a mass communication speaker/digital display system to communicate with families and staff in the event of an emergency, including the ability to send text, email, or voice messages. Each website and school campus is provided an emergency binder that includes instructions for possible emergencies including fire, earthquake, evacuation, lockdown, shelter in place, bomb threat, intruder, and calling 911.

Because our campuses continue to see an increase in the number of students with mental health-related needs, we hired an in-house Mental Health Counselor, as well as contracted with outside services for mental health life coaching. CCHSA continues to provide professional development to more effectively support the mental health of students and continually build a positive school climate.

CCHSA recognizes through various reward systems the good citizenship, character traits, and academic excellence of all students through a Character Education Program to further enhance our positive culture and promote unity.

These safety measures are part of our commitment to provide safe learning environments for all students and staff.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	35		
Mathematics	8	35		
Science	11	23		
Social Science	10	32		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	29		
Mathematics	7	36		
Science	10	20		
Social Science	8	28		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	27		1
Mathematics	8	31	1	
Science	10	18		
Social Science	11	26		1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17898	4327	13572	79718
District	N/A	N/A	13089	84966
Percent Difference - School Site and District	N/A	N/A	3.6	-6.4
State	N/A	N/A	\$10,771	95160
Percent Difference - School Site and State	N/A	N/A	23.0	-17.7

Fiscal Year 2023-24 Types of Services Funded

Not applicable.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	4
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

Professional development plans are implemented each year based on a variety of student data and are articulated with the Single Plan for Student Achievement and the Local Education Agency Plan. Our seat-based, daily attendance programs, which serve at-risk students, coordinate professional development days throughout the year on Fridays. Due to the nature of our independent study programs, which provide ongoing weekly meetings between staff and parents/students, the program schedules its professional development activities on days/times other than those days built into our school calendar. When scheduling permits, professional development is aligned across and articulated between, our at-risk and independent study

Professional Development

programs to maximize staff expertise and the efficient use of time and fiscal resources.

Primary focus areas for professional staff development include meeting new State standards, improving performance on the CAASPP, use of assessments, implementing newly adopted core academic materials, providing effective and engaging instruction, continually improving our integration and use of instructional technology, distance learning due to PSPS events or health mandate lockdowns, maintaining and continually improving the school's positive culture, and ensuring compliance and best practices with regard to independent study state law. Our at-risk programs have and will continue to provide professional development in College and Career Readiness, including implementing an Advanced Education program in partnership with our local community college. Additionally, our at-risk programs are planning on providing professional development over the next three years on universal (instructional) design (UDL). Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through a strong professional learning community model (PLC), workshops, training, conference attendance, and individual mentoring from administration, staff, and peers, with emphasis on developing and sustaining performance growth in math and language arts.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5