



WASC
Mid-Cycle Progress Report
Charter Alternative Programs

6767 Green Valley Road
Placerville, CA

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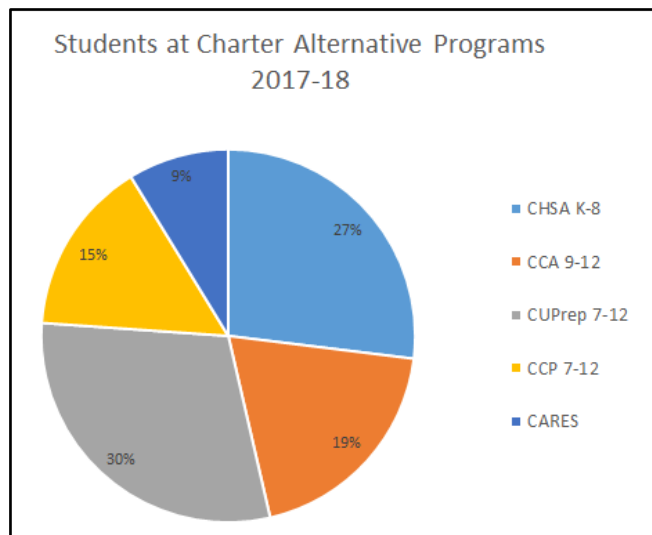
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I: Student/Community Profile Data [\(Link to Table of Contents\)](#)

Located just east of Sacramento, El Dorado County is 2,000 square miles of vastly diverse communities, lifestyles, and rugged topography. There are 15 school districts within our county, and all are in the heart of California’s *Gold Rush Country*. The El Dorado County Office of Education (EDCOE), which is located close to the intersection of scenic Highway 50 and historic Highway 49, serves as a model and vital educational partner in the community. To better meet the diverse educational needs our many communities, in 1993 EDCOE opened the first County Office of Education charter school in California. Our Charter programs, which are referred to collectively as the *Charter Alternative Programs*, have evolved to include a wide variety of programs:

- Charter College & Career Prep 7-12 (CCP), Fred Meir - Principal, Kym Wilkinson - Assistant Principal
- Charter Connections Academy 9-12 (CCA), Mike Harris, Principal
- Charter University Prep 7-12 (CUPrep), Mike Harris, Principal
- Charter Home Study Academy K-8 (CHSA), Dianne Deitchman, Program Administrator
- C.A.R.E. (programs operated jointly with local school districts), Bill Wild, Principal

Our K-12 charter schools generally serve between 500-600 students at any give time, depending on the time of the year, since the number of at-risk students served increases throughout the year as additional students are referred, or choose, to attend our programs. We are proud of the different options - or ‘Menu of Options’ as we like to say - that we can provide families looking for an alternative school experience, as well as those who may have been referred by our local school districts.



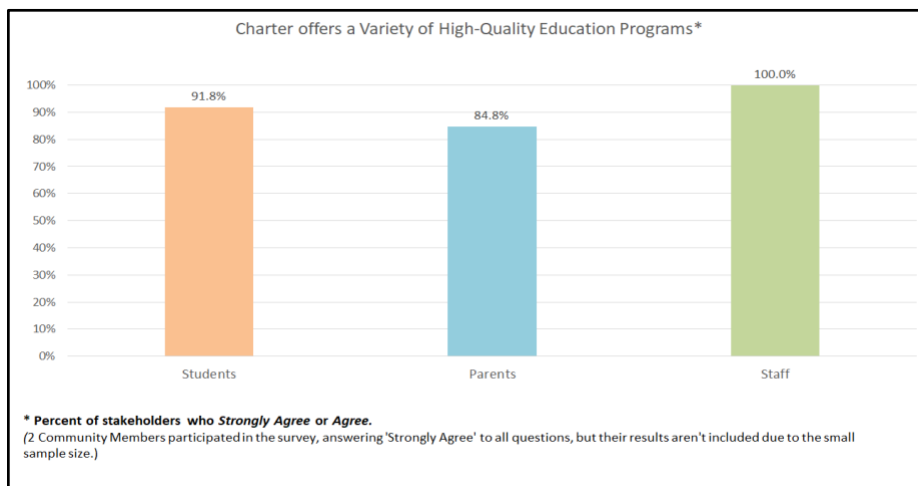
School Vision

While appearing as separate programs with differing clientele, Charter functions as a cohesive unit. Each school program has a very specific mission developed by their stakeholders, yet all programs strive to adhere to a common over-riding purpose, which is articulated in our Global Mission Statement and our Student Learner Outcomes. Our Charter programs do not expel students, since we also serve as the County Community School. Students who are not successful meet with Program staff to modify their instructional program to ensure that students understand that *their choices* may limit their options within our program. It is not uncommon for students to transfer from one program to another in order to best meet their needs. We work closely with local school districts, our Probation Department, the School Attendance and Retrieval Board (SARB), and other community-

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based organizations to provide and coordinate effective services to each student and family, including students transitioning out of Juvenile Hall.

Our individual program mission statements are based on our students’ needs, current educational research, and the belief that all student can achieve at high academic levels. Our Charters’ purpose and our student learner outcomes are highly valued and supported by the El Dorado County Office of Education Governing Board and Dr. Ed Manansala, El Dorado County Superintendent of Schools. We have a clearly stated vision for our purpose and direction as well tailored mission/vision statements for each school program to better meet the needs of students and families, which are reviewed annually with stakeholders and approved by our School Site Council.



Global Mission Statement:

Charter Alternative Programs provide a variety of high quality, innovative, 21st Century programs. We prepare students to be college and career ready through 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 (CCP) Overview and Mission:

Although CCP serves a variety of students, the majority are significantly at risk due to a variety of factors. This includes students who have been expelled, as well as those referred by SARB or Probation. The program emphasizes the importance of communication and partnership with students and parents.

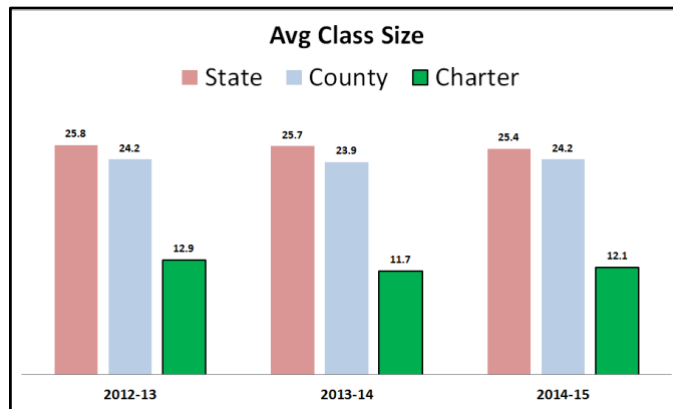
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CCP Mission Statement:

The mission of Charter College & Career Prep is centered on student college and career success. We provide an engaging, rigorous, hands-on learning culture that develops innovative 21st Century citizens to compete in an ever-changing world.

**Charter Connections Academy (CCA)
Overview and Mission:**

Charter Connections Academy provides students in grades 9-12 with outstanding individual, small class, and online learning options to earn a high school diploma and prepare for college. The majority of students attend twice-weekly classes. CCA also provides Independent Study for two group homes and about 15 individual Independent Study students. Tutorial support is offered to support the completion of weekly assignments. CCA has a very strong enrollment this year, in that they are offering two sections per grade level. A new course offering includes a Japanese course for both CCA and CUPrep students, which has been extremely popular. Students learn the language and the culture, and are participating in video conferences with students in a sister school in Japan. Social activities such as school dances are held on a regular basis to support healthy and strong social development.



CCA Mission Statement:

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 provide meaningful direction, academic support, and counseling to help ensure students successfully transition to their next phase in life.

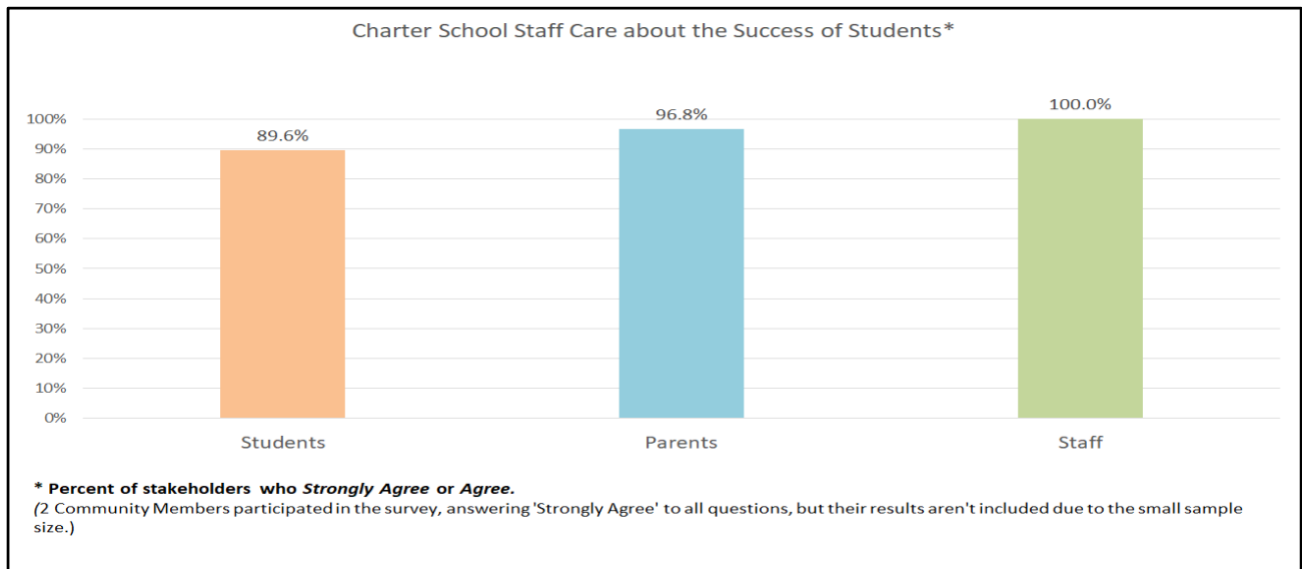
**Charter University Prep (CUPrep)
Overview and Mission:**

CUPrep 7-12 combines classroom-based instruction with independent study in a class schedule similar to those found at most colleges, with most students attending a full day of classes two days a week. CUPrep prepares students for success in college and future careers in a rigorous, yet relaxed college-like environment, which systematically strengthens students' abilities to address complex ideas through critical thinking,



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while effectively using emerging technologies and learning systems. CUPrep enrollment remains at capacity, has 24 students enrolled in 30 Folsom Lake College advanced level courses this Fall, and all 10th grade students will take the PSAT tests in October. One of the most popular events the program hosts is the Washington DC trip for 8th and 9th graders, which takes place every other year and will take place again this year in March. On alternate years, Junior and Senior level students have the opportunity to travel abroad for 11 days as part of an Art History Trip. This process also enhances the student’s social skills in new ways and develops social confidence. Because CUPrep is usually at capacity, very few students enroll in the school after the semester begins. Most CUPrep students start in the Fall of 7th or 9th grade and usually remain with the program throughout high school. Social events are planned and facilitated by a strong Student Council program.



CUPrep Mission Statement:

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 curious, rationally-minded, and globally aware.

Charter Home Study Academy K-8 (CHSA K-8) - Overview and Mission:

CHSA K-8 serves the more traditional home school family, which desires to be highly active and involved in their child’s education. CHSA offers families a 2-day per week hybrid homeschool program or a total home school program supported by a teacher who meets with the family weekly. The 2017-18 school year is off to a great start with 176 students enrolled. The program recently implemented a new English Language Arts curriculum for K-5 students, supported by the teachers who are providing

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parents with continual coaching on how to implement the various components of the curriculum, both of which is being met with enthusiasm by teachers, parents, and students alike. CHSA also arranges onsite social events where students enjoy fun, collaborative activities in order to build stronger relationships. Educational field trips and events include places such as Discovery Field Trip to Rainbow Orchards, Solar viewing at the observatory, Learning Lab Art, and Writing enrichment classes regarding endangered species, including a visit from 4 animal residents of the Sacramento Zoo.

CHSA K-8 Mission Statement:

Charter Home Study Academy K-8 supports and invests in families who choose to be active participants in their children's education. Staff, students, and their families use a team approach to recognize, encourage, and develop individual potential as a limitless resource. We build foundational skills, empowering 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.

SCHOOLWIDE LEARNER OUTCOMES

Our new Student Learner Outcomes, which were developed with stakeholders this year in parallel with our Single Plans, 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 the 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 responsibility of citizens in a democratic society.

Adult Education

In addition to our K-12 Charter School options, we also provide Adult Education programs for our region's adult learners. Our programs prepare and empower our students to achieve their educational, career, and personal goals - whether it is earning a high school diploma, a high school equivalency certificate (GED), learning English, or passing one of hundreds of industry-approved certifications at our Pearson Vue Test Center. All classes are free and are available from El Dorado Hills to Lake Tahoe. We

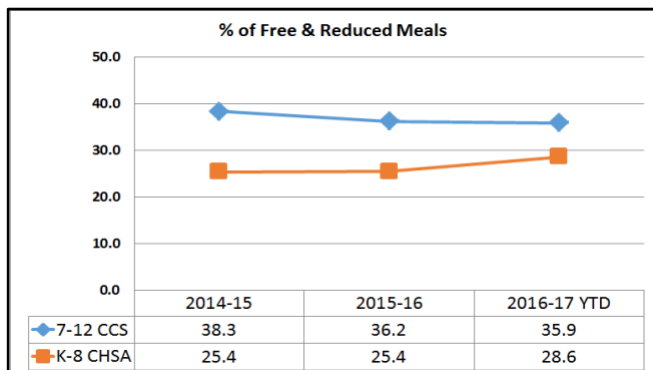
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also partner with the County of El Dorado Community Corrections Partnership (CCP) to offer educational programs for those individuals who are in the El Dorado County Probation program, or who are incarcerated in either the Placerville or the South Lake Tahoe County Jail.

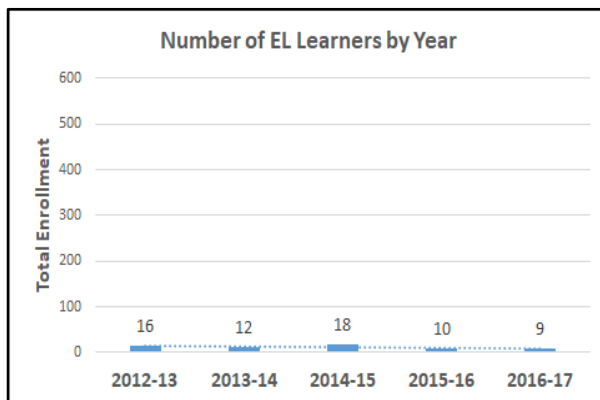
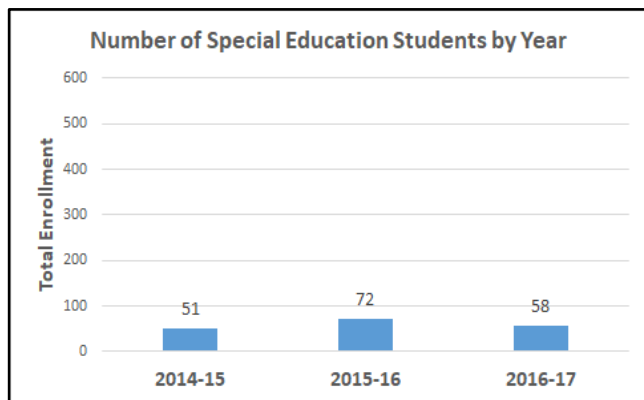
Extended Day

Our Charter Extended Day program provides high-quality, affordable childcare to 2,500 students a day in grades K-8 at 23 school sites across the West Slope of El Dorado County. We cultivate the creative and intellectual promise of each child by offering enhanced educational opportunities in a structured setting where fun and learning go hand-in-hand. The programs allow students to go back and forth from school to childcare without transportation by the parent.

Student Demographics - Charter Schools



Ethnicity	Enrollment	Percent
African American	1	0.2%
American Indian or Alaska Native	14	2.9%
Asian	2	0.4%
Hispanic or Latino	74	15.3%
Pacific Islander	1	0.2%
White	358	74.1%
Two or More Races	33	6.8%
Total	483	100.0%

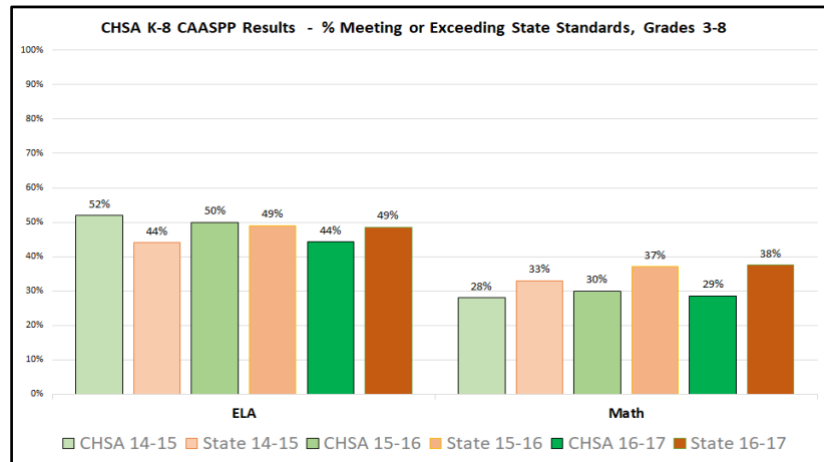


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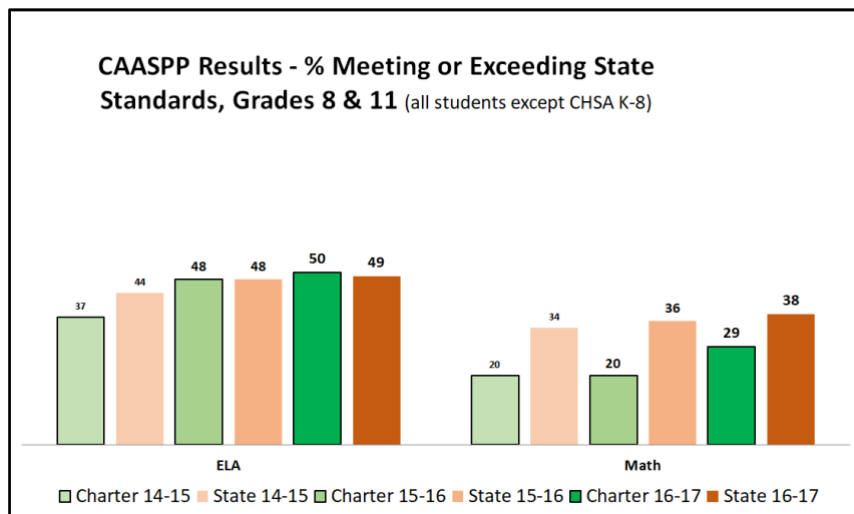
Student Achievement Data:

Because of the unique, at-risk nature of many of our students, we are defined by the California Department of Education (CDE) as an Alternative Program. As such, we do not currently have California School Dashboard data or other data using the LCFF Evaluation Rubrics because CDE is still developing a new alternative

accountability system. The data from CAASPP is also problematic for two reasons: first, all but one of our Charter programs are combined under a single Charter School, which means that data from the CAASPP is of extremely limited value due to the blending of such different and diverse student



populations - e.g., combining the scores of our independent study programs with our highest at-risk students at Charter College & Career Prep. For these reasons, our programs utilize a variety of measures to evaluate student and program success - e.g., grades, credits earned, mobility rates, graduation rates, discipline rates, participation in Advanced Education, and stakeholder surveys. Although our ELA performance is on par with State-wide performance levels, our math scores still lag behind. Because of this, one of our top priorities remains improving ELA and math performance.

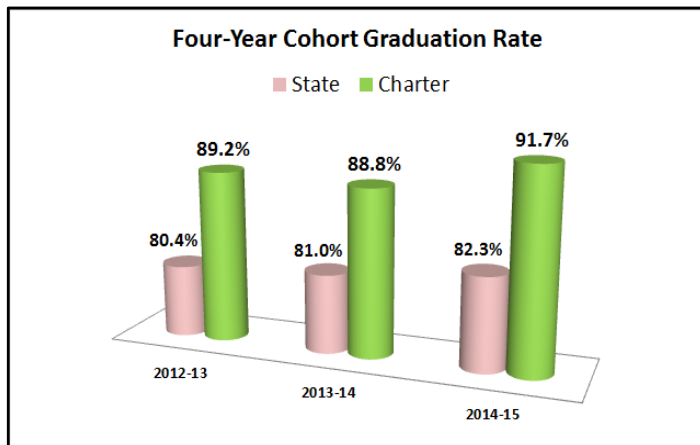


Our independent study programs are working diligently to implement our new ELA and math adopted materials; however, a significant challenge is using materials in a two day per week program, when the materials were designed for a seat-based, five day per week instructional program. As such, staff continue to work to find the most effective way to implement and

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supplement those adoptions - both in terms of covering the appropriate material and skill level with limited direct instructional time, while ensuring that the instruction represents best practices in terms of student engagement and critical thinking.

Four-year cohort data is generally problematic for the aforementioned reasons as well as the higher than average mobility rates at our at-risk programs. However, even with those challenges, our four-year cohort graduation rates far exceed State levels - and continue to improve.



For the reasons mentioned earlier, our first Identified Schoolwide Critical Area has been to find and implement a more useful, effective assessment tool that can be used to support students and guide instruction by providing program, grade, and class-level data. As reported in our 2015 Self Study, the software program *Illuminate* was purchased for this purpose; however, it did not meet our needs even with substantial professional development. We then shifted to and piloted NWEA-Measure of Academic

Progress (MAP) as our primary assessment tool in 2016-17 and are implementing it across all programs for 2017-18. Because NWEA-MAP is aligned to our new State Standards, it is also helping us meet our second identified Schoolwide Critical Area, which was to *further develop resources for staff to meet new State Standards*.

Great strides have been made and are planned for 2017-18 in ensuring we provide all students with the digital tools necessary to access the new State Standards, to develop 21st Century learning skills, and to be prepared to participate in State assessments. Online curriculum programs have been added to support ELA and math success, credit recovery and credit acceleration, independent study, and stakeholder communication. During 2016-17, approximately 90 new computer systems were purchased to help meet this LCAP goal area, including adding several additional sets of Chromebooks to use in conjunction with new ELA and math curriculum, as well as to provide additional support for low-income students, English learners, and foster youth.

Although English Learner (EL) counts are generally a small percentage of the total population, there has been an overall improvement in the quality of the program, which aligns to our LCAP Goal 1.4. There were two ELD and five Reclassified Fluent English Proficient (RFEP) students at our seat-based, high risk programs enrolled during 2016-17 (EdData); however, staff continue to be provided with professional

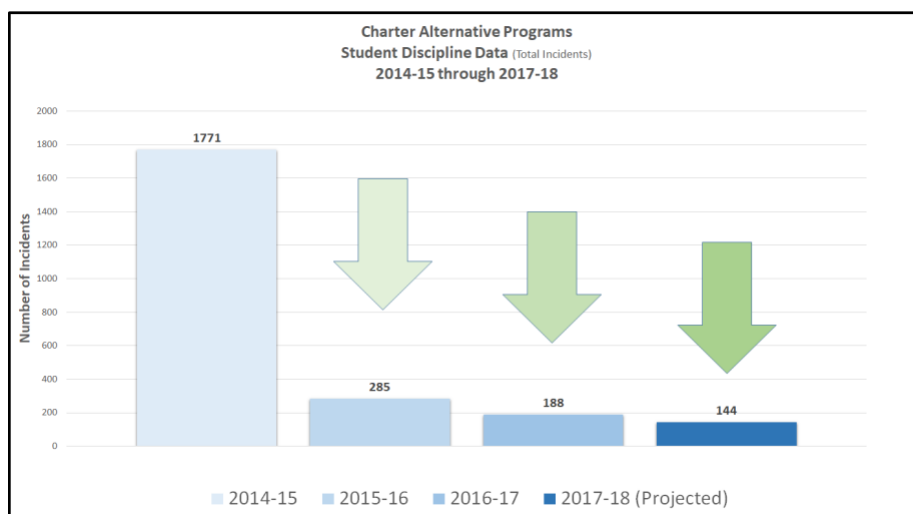
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development, including research based strategies described through CELDT training, to meet students' needs.

A review of performance data makes clear that we need to continue to focus on improving our students' success in ELA and mathematics:

- We need to continue providing additional professional development on the effective use of our recently adopted ELA and math curriculum within specific program populations.
- We need to continue implementation of the NWEA-MAP assessment program so that we can assess, monitor, and report out on students' progress in math and ELA.

Since low-income English learners and Foster Youth students arrive with greater emotional needs, we have made it a goal to improve support for students who may struggle in this area - e.g., those with additional learning/academic challenges and those who may enroll with us, in part, due to stress, anxiety, and/or other mental health related issues. Professional development continues to be provided to help inform staff and stakeholders about the signs of, and best practices to support, these at-risk students, including conference workshops and on site trainings. Along with an ongoing focus in improving instructional practices and engaging students, the efforts to support our at-risk students have improved outcomes for students in a variety of ways, including dramatically improving school culture, which is a key performance indicator for us. The adjacent chart reflects these ongoing, positive efforts by showing the significant decrease in total discipline since 2014-15. Projections for this year reflect a whopping 92% reduction in total discipline versus the 2014-15 school year. Since our three independent study programs (CHSA K-8, CCA 9-12, & CUPrep 7-12) have virtually no discipline, the chart below really



reflects the positive shifts made at our seat-based program for at-risk youth. Since we continue to see an increase in the number of students with mental health needs, we will continue to provide professional development for staff to support these students more effectively - both academically and emotionally.

II: Significant Changes and Developments [\(Link to Table of Contents\)](#)

CCS merges with CCP to Become Charter College & Career Prep

For the benefit of the students as well as a result of fiscal challenges in operating two small, separate programs 10 minutes away from each other, EDCOE combined *Charter Community School* and *Charter Career Prep* (formerly *El Dorado Trade School*) into *Charter College & Career Prep 7-12* (CCP) for the start of the 2017-18 school year. Located in a modern, state-of-the-art school campus, the merged school now provides a greater emphasis on college readiness, as well as an impressive list of engaging, hands-on learning opportunities in emerging career markets. The school's mission has been modified to ensure that all students are both college and career ready.

CCP provides an *Advanced Education Program* (AEP) offered in partnership with the Folsom Lake College El Dorado Center, which allows the 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 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 by simply making a five-minute walk. One goal of the AEP is to help students realize that a college education is attainable for each of them, even if they have struggled up to this point with school or other issues impacting their school success. 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 El Dorado Center college faculty and the Charter staff work together to provide a built-in support system for potential and participating students. The team, which includes an Outreach Specialist from Folsom Lake College, meets with the Charter students to develop individualized plans, as well as twice monthly, to ensure students are successful. Currently 30 students participate in the AEP. The tuition-free program has proven very popular with our students, who value being able to earn high school elective credits for passing college courses.

For those more interested in high-demand career opportunities, CCP provides 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

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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 include Robotics, Culinary Arts, MakerSpace, and a Wilderness Outdoor class - with a Drone program launching for the Spring semester. The result has been very positive among students, parents, and staff, with increased energy on campus, far less discipline, positive feedback from students and families, and greater staff collaboration.



As part of the merge, additional Special Education certificated staff time was added to the program to improve services for students with special needs. This included a Special Education teacher being assigned as a full time, on-site case manager for Charter College & Career Prep.

As noted at the end of Section I, the emphasis on improving instructional practice and engaging students has positively impacted all programs. However, nowhere is that more evident than at CCP, where the school culture

has improved dramatically over the past couple of years. Discipline rates fell a staggering 84% during the 2015-16 school year, which was the first year many of these changes were implemented. Discipline rates continue to fall while stakeholder satisfaction continues to improve. Students note a great deal of satisfaction with the new program elements, including the career-based electives, the AEP program, and a new block master schedule that provides more time for in-depth learning, critical thinking, and the ability to earn additional high school credits.

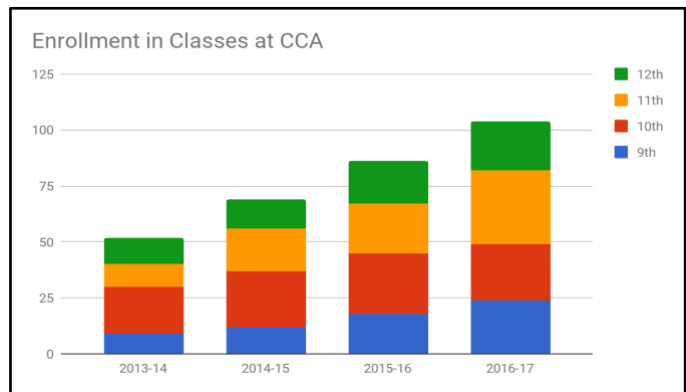
Continuing Progress at CCA

In 2012-13, Charter Connections Academy began the transition from a traditional Independent Study program with caseload meetings between teachers and students and few tutoring classes, to a program offering a full range of courses that the majority of students attend two full days per week. The Mission shifted from a very broad high school diploma and credit recovery program to one providing a structured and comprehensive series of courses to ensure students matriculate into Community College or Career Technical Education courses. The goal was to improve the quality of the educational program so that graduates were both college and career ready, and that meant providing more high quality direct instruction. CCA now serves 133 students, with 107 taking twice-weekly courses, 13 students learning through a strictly independent study model, where students meet with supervising teachers once per

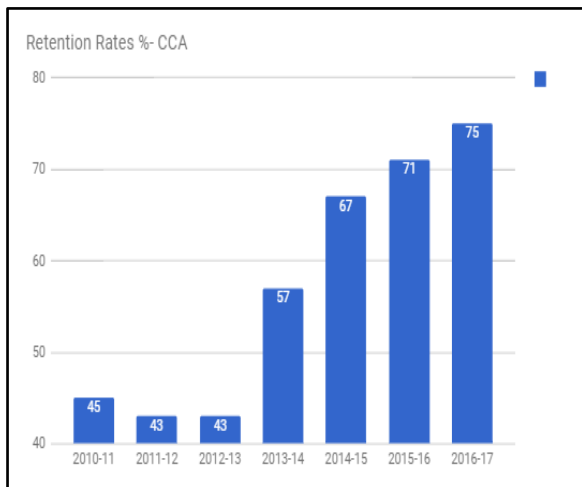
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week, and 13 students served at two partnering group homes: *Tahoe Turning Point* for foster youth boys who have exited the juvenile court system and *Agape House*, an intensive therapy program for girls escaping from human trafficking.

With the shift in program structure, CCA now offers 36 school courses twice per week. Because all three of our independent study programs share the same campus, students benefit with additional course offerings at CHSA or CUPrep. For example, many students at CCA also take higher level courses at CUPrep. Similarly, a few students from CUPrep take or make up courses at CCA or even shift to CCA full time. An increasing number of CHSA students also transition to the program at the start of ninth grade. The chart above shows a steady increase over the past four years in students who have shifted from the old independent study model to students taking a full schedule of classes.



We have also found that our retention rates have almost doubled since the 2012-13 school year as the number of students taking classes has increased.



Revised Independent Study Curriculum at CCA

For independent study that is not classroom driven, we switched to Compass Learning, a State approved online curriculum. In the summer of 2015, CCA staff attended two days of training and customizing Compass for our independent study. In February, 2016, we revised all courses based on experience with the curriculum. In summer, 2016 we completed major revisions of Compass, having each course broken into units which count as a single high school credit when completed. We also revised the system to allow one retake of interim assessments within a unit. Summative

assessments cannot be retaken. Grading and credits are given based on scores and an interview upon completion of each unit by the supervising teacher.

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Since our 2014-15 WASC process, Charter Connections Academy and Charter University Prep have had three teachers retire and have hired four new teachers and increased FTE for several others. Staff regularly meet and train together. We currently have 20 teaching staff at 16.7 FTE:

- CCA now has 7.45 FTE teachers.
- CUPrep has 9.25 FTE teachers.
- Five of the staff are teaching sections in both programs.

Independent Study Changes at CCA: In 2016-17 we added a half-time teacher and a .25 FTE staff member to specifically work with independent study students who could not attend classes for reasons such as expulsion, transportation, medical issues, psychological reasons, and/or conflicts with ROP courses. We averaged 16 students throughout the year. With the focus being specific to these students, we were able to have a much higher attendance rate (work completed) than was typical for highly at-risk independent study students. These students averaged 88% attendance. For 2017-18 we have initially limited this program to 13 students.

New Program added at CCA -Agape House: In 2016-17, we added a .25 FTE teacher to supervise the education at Agape House, a group home operated by Summitview Counseling Services. This program serves highly at-risk teenage girls for up to three months who are in the foster system and who have escaped human trafficking. The teacher meets with these girls once per week at Summitview's counseling facility. The girls work through independent study courses daily with a Summitview tutor. Our teacher sets up goals and identifies the courses needed and assigns work, primarily through *Compass Learning*, our online curriculum. We also have the students work through Foundations in Personal finances, PE activities, and select other courses.

Charter University Prep - Developments

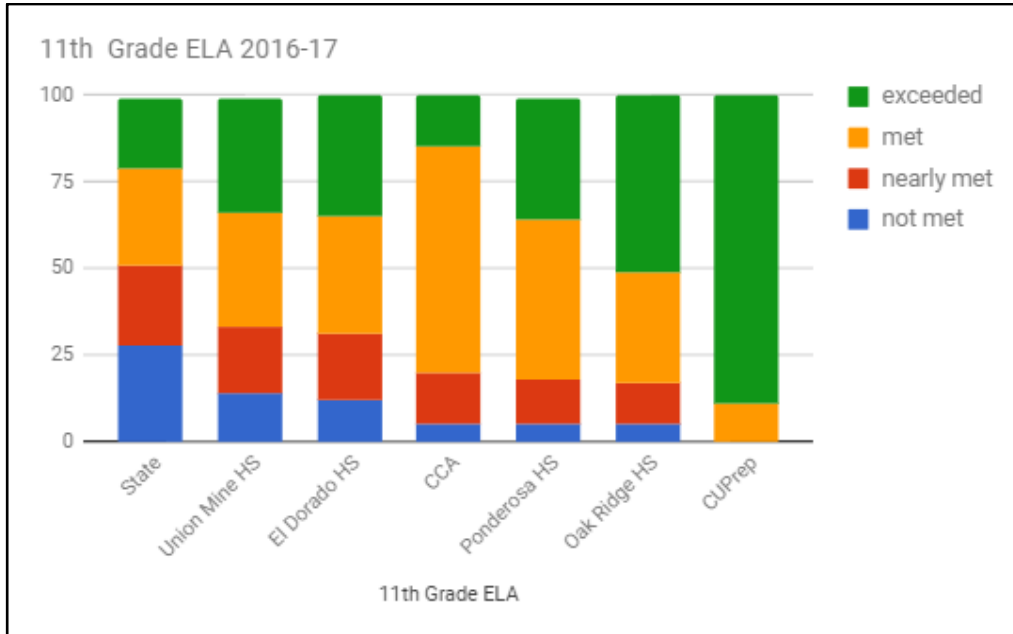
Charter University Prep continues to focus on Math instruction, with high quality instruction, small class sizes, and an after school tutoring program supporting the efforts. French as a foreign language was phased out due to reduced demand; however, we added Japanese 1 this year. Historically, we had an average of only eight students taking French 1, but currently 24 students are enrolled in Japanese. We also now share the same class scheduling with Charter Connections Academy, which allows students at both CUPrep and CCA to have more course options. In 2017, students from CCA are taking 37 class spaces in CUPrep courses.

CUPrep students continue to score at exceptionally high levels on State tests as compared to State and other El Dorado County schools as shown in Figures 21-24. ELA continues to be a very strong point with CUPrep students. CUPrep math students score well on the CAASPP, but a better metric is the number of students passing higher level courses:

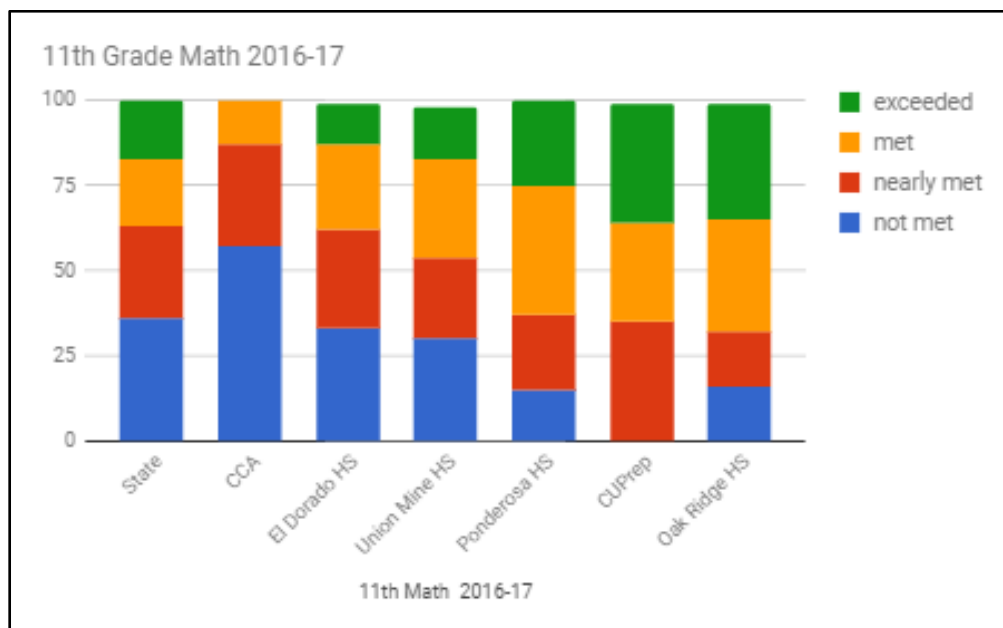
- 100% of students complete Advanced Algebra 2
- 50% of students complete Pre-Calculus

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- 25% of students complete AP Calculus or College Calculus courses



CCA and CUPrep CAASPP scores compared to County Schools and State 2016-17

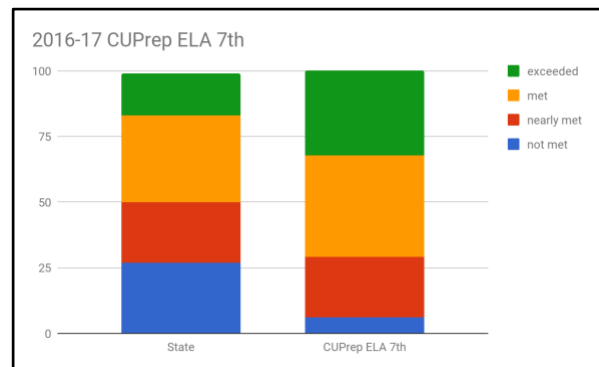
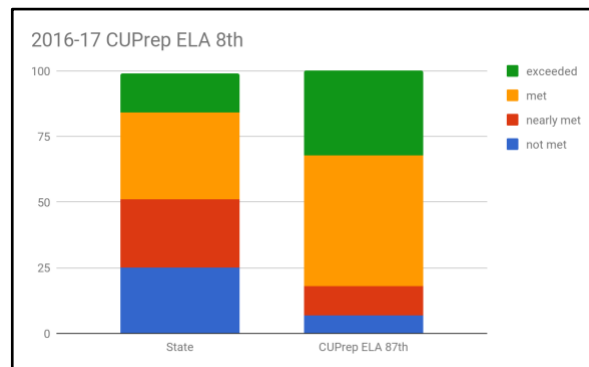
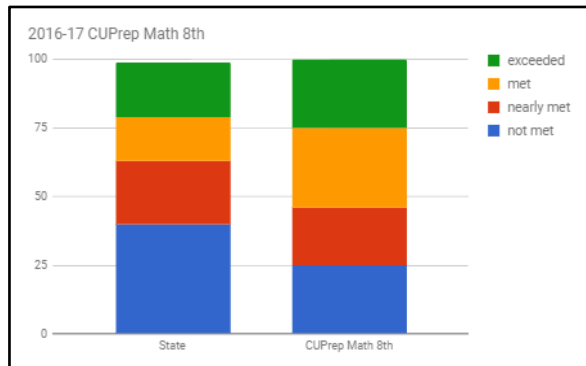
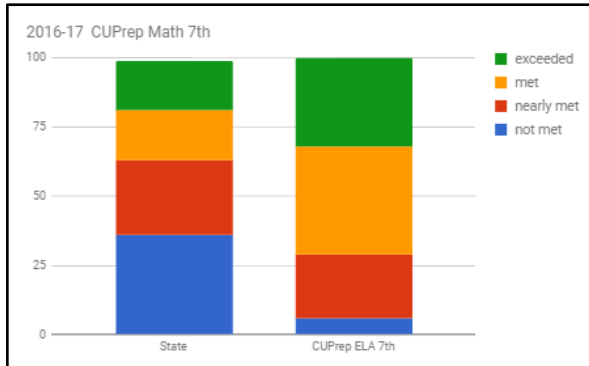


CUPrep and CCA Math compared to County Schools and State 2016-17

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CCA and CUPrep Achievement Data

The CAASPP data is relevant for CCA, however most students do not complete Algebra 2, which is reflected in our Math scores. Relevant to CCA are the number of courses taken, retention rate, and the number of students enrolled in twice-weekly courses. CUPrep seventh and eighth grade students continue to score well above State and local schools on the CAASPP tests, and are very well prepared for high school.



Charter Home Study Academy – Developments



Since the 2014-15 WASC process, CHSA expanded its ELA offering from a 45-minute writing course to a comprehensive 90 minute ELA course in the two day/week class offerings for grades 6-8. This resulted in a longer day, comprised of four core offerings: math, ELA, science, and social studies. With the increased class offerings, class enrollments have increased, and there are now two sections for all grade 6-8 classes, which necessitated using two additional classrooms. Student writing and literary analysis skills are improving with this addition, and parents are still expected to take an active role in working with their students on non-class days.

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In grades K-5, as a result of the shift to the new State Standards, we also added additional class and instructional time to include writing and math reinforcement in all of the two day/week classes. While the majority of the teaching for K-5 students is still by parents, the additional class time being provided is showing positive signs and has been received well by parents.

In addition to time in classes, all K-8 students still have an individual meeting with their caseload teacher that follows a regular schedule. For families choosing the full home study option, we doubled the amount of meeting time with the caseload teacher from once every other week to once per week, so that students and parents are receiving more direct support from our credentialed teachers. Conversely, students in grades 6-8 who take classes now meet less frequently with their caseload teacher, since those students' responsibility for assignments, assessment, monitoring progress, etc. is primarily with the class teachers. Students with specific needs who would benefit from additional support and meeting time with their caseload teacher can meet more frequently.

We have begun using Google Classroom as a Learning Management System (LMS) for the 6-8 grade classes, and this has proven to be an effective tool to bridge communication regarding assignments between home and school. We provide training for parents on its use so they can also check assignments with their student and communicate with the teacher about them.

CHSA has been fortunate to retain all of its staff members, and we hired two additional part-time teachers for the 2014-15 school year. Teachers meet weekly in subject groups to plan and collaborate, and the entire staff meets together monthly.

We also created a new and (greatly improved) salary schedule for the CHSA, CCA and CUP teachers, and this has been received very positively by teachers.

In 2016-17, a Special Education teacher was assigned to work solely with all of the students at the Charles Brown Campus (CHSA, CCA, CUPrep). The increased SpEd staffing has improved services for our students with special needs.

K-6 Community Day School Closed at the End of the 2016- 17 School Year

For the past several years, enrollment at our self-contained K-6 Community School classroom shifted from serving expelled youth and those referred by Probation or SARB, to elementary students at risk and referred for a variety of other reasons. Over time, this represented a significant shift from the original vision and purpose of Program, as well as shifts in the types of services needed. The program also experienced large operational deficits for several years. For these reasons, as well as the fact that most of the students referred were from a single district, our county's district Superintendents agreed that the program was no longer necessary, and it was closed at the end of last year.



WASC Mid-cycle Progress Report

Curriculum Changes

All programs continue to meet the requirements of the Williams' Act. Charter College & Career Prep adopted *Prentice Hall Math* in 2015-16, and *Connections* ELA curriculum in 2016-17. Staff met with Folsom Lake College faculty to align curriculum so that students would be able to matriculate into Algebra and English courses at the college.

In 2016-17, CUPrep adopted *Go Math* for 7th and 8th grade. CUPrep and CCA adopted *Discovery Math, Integrated II* in place of Geometry. Traditionally, CUPrep has used college curriculum because it works well with our two day per week schedule, and the curriculum feeds directly into courses being taught at colleges; however, it does not address all of the goals which are in the new State Standards. Our intent is to make sure students are exposed to materials in the format of the new State Standards as well as prepare them for advanced math courses. We find that *Go-Math* and *Discovery* both require significant adaptation by the teachers who collaborate regularly to prepare a curriculum which meets our goals.

In 2015-16 Charter Home Study Academy adopted *Go Math*, and in 2017-18 we adopted Houghton Mifflin/Harcourt's *Journeys* ELA curriculum. Both are aligned to the new CA State Standards and have print as well as extensive digital components. Teachers attended a full day of training from the publisher for each of these curricula. The use of both of these series continues to be refined, as teachers discover the best ways to implement them in both a full home study setting as well as the hybrid class model. Specifically, our independent study programs have all struggled to find a State-approved ELA or math curriculum that fits our two day per week direct instruction model or works for many homeschool families.

The *Go Math* curriculum implementation has proven to be challenging, especially for the 6th-8th courses. In addition to the pedagogical shift in math in the new State Standards, which has been a steep learning curve for students, there have been challenges with applying the *Go Math* structure to a two day a week class structure. Teachers continue to refine the process and still blend in parts of the prior math curriculum, *Holt*, for teaching certain concepts. An additional and significant component of the shift in curriculum is the ongoing parent training which is provided by the teachers.

WASC Mid-cycle Progress Report

Professional Development

Each June, the Executive Director and Program leads draft a plan for Professional Development (PD) based on Program need and input from staff and the School Site Council. Each program bases plans around specific program goals, and budget is allocated to support those goals. CCP designates each Friday as an early release day for PD. CCA, CUP, and CHSA use staff meetings and time during the month for PD. EDCOE also provides extensive PD each year, and staff has the opportunity to attend annual conferences, as well as other opportunities, which support the individual mission of each program. In addition to the required annual trainings for Mandated Reporter, Epi-Pen, diabetes, and asthma, trainings/conferences completed since 2014-15 include:



Curriculum and Instruction

- Professional Learning Communities
- Program Leads participate in the Rural Professional Learning Network -CCP, CCA, CUPrep, CHSA
- Google Apps for Education CHSA, CCP
- New ELA/ELD Framework- CHSA, CCP
- NGSS - CHSA, CCA, CUPrep
- Desire to Learn (D2L) - CCA, CUPrep
- Dreambox (online math resource) training - CCP, CHSA
- Interpreting SBAC Student Reports - CHSA
- Step up to Writing - CCP
- Teaching with Creativity to Maximize Student Engagement - CHSA
- New Social Studies Framework - CHSA
- CA Science Teacher's Conference - CHSA
- Advanced Google Academy - CCA, CHSA
- Interim Assessments/Digital Library - CHSA
- NWEA-MAP - CHSA, CCP
- County-wide ELA Curriculum Evaluation - CHSA

Health and Safety/School Culture

- Safety Drills, including Shelter-in-place & lockdown
- CPI
- Love and Logic
- CA Charter School Conference

WASC Mid-cycle Progress Report

- Annual School Safety Inservice
- CA Consortium for Independent Study

Program Developments Across CCA, CUP, and CHSA

During the 2016-17 school year we started serving lunch for all of the programs at the Charles Brown (CB) site via the EDCOE program that serves the other Charter program. Students who qualify through NSLP receive free/reduced lunch.

Emergency preparedness was upgraded at the CB site. An improved emergency communication system was installed which allows communication to each classroom from any phone via intercom, thus increasing the speed at which we can call a lockdown. Blinds were placed on all windows, door locks were replaced/upgraded, lockdown kits purchased for each room, and cell boosters were installed.

We have increased the amount of cross-program opportunities among CHSA, CCA, and CUP. For example, CCA and CUP students serve as Teacher Assistants for CHSA teachers, and CCA students provide assistance to CHSA students who need support in tutorial.

WASC Mid-cycle Progress Report

III: Ongoing School Improvement ([Link to Table of Contents](#))

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

Communication between the staff and stakeholders is integrated into every program. We host two, All-Program Site Council (SSC) meetings per year where we discuss and review progress in fulfilling each Program’s mission. Our All-Program Site Council, which is comprised of representatives from each program, also reviews our LCAP goals and the progress being made on those goals by reviewing a variety of data, including student achievement, before our schoolwide action/LCAP plans are submitted to the EDCOE Board of Trustees. Our SSC is actively involved in the efforts to continuously improve Program success and provides direction on a wide range of efforts.

On the all-program level, we have a Charter Alternative Programs website which posts general information, program highlights, and directs the public to our individual program websites, which provide updated information and resources. Every program hosts either a back to school night or orientation, where we share with families our goals for the year. In the Spring, each Program hosts a Client Round Table and/or an Open House where families meet with administrators and the Executive Director to discuss Program needs, plans and progress.

At the school Program level, staff meet weekly or biweekly to discuss student achievement and school improvement. A growth mindset around student performance is embedded in the culture of all programs, and is a topic of ongoing conversation among staff. To aid us in these efforts, our SSC approved the shift to the NWEA-MAPS assessment program, which will allow us to gather and utilize program-specific ELA and math data. SSC also approved our plans to greatly expand our outreach to stakeholders through *Survey Monkey*, an online survey tool. Each Program will survey its specific stakeholders once in the Fall and once in the Spring using a standard set of questions aligned to our LCAP goals/schoolwide action plan. Students, parents, staff, and community members will then be provided with the survey data disaggregated by Program, as well as by each stakeholder group. Stakeholder survey data from this Fall is incorporated into this report.

Charter College & Career Prep utilizes a variety of communication strategies to inform and involve all school stakeholders, including ParentSquare communication system, AERIES online portal, standard mail, website posts, phone messaging, schoolwide and individual parent meetings, and feature articles or web posts that are also sent to local media.

Charter University Prep and Charter Connections Academy parents and students subscribe to the CUPrep website where ongoing announcements are emailed. These include in-depth articles relating to school culture, instructional goals, and progress on State assessments. Parents **and**

WASC Mid-cycle Progress Report

students also receive messages, as well as communicate back and forth with instructional staff, through *Desire to Learn* (D2L), our learning management system. The *ParentSquare* communication system is in the process of being implemented.

Charter Home Study Academy families subscribe to *ParentSquare* to receive messages via email and text. The content of these messages includes happenings and event information and also highlights of class activities. Parents also subscribe to the school website and receive phone messaging and direct mail.

All programs provide the opportunity for parents and student to conference with staff on an ongoing or as needed basis, depending on the situation. All three of our Independent Study programs have the privilege to meet with parents individually and often. These regularly scheduled meetings give us the opportunity to review achievement data and individual student progress, as well as update parents and get feedback on Program changes.

Preparation of the WASC 2018 Mid-Cycle Report

To prepare our WASC 2018 Mid-Cycle Report, the Charter Instructional Leadership Team (CILT) worked together in the Spring of 2017 to create a timeline of tasks to be accomplished. In the Fall of 2017, Program leaders met with staff and Program representatives to gather information and perspectives for the report, including the progress of each Program in addressing our WASC critical areas for follow-up. Program-based committees identified relevant information on each of the areas to be addressed in the report, including drafting key points and narrative highlights that were then shared and reviewed by our School Site Council. Program leaders then worked collaboratively to organize, draft, and format the report based on Site Council's feedback using the prescribed report template.

After the draft report had undergone several improvements, David Publicover, Executive Director, and Program leads made final revisions. A copy was sent to Kevin Monsma, Deputy Superintendent of Instruction, and Site Council members. The final revisions will be made by Program leaders in early December. A detailed timeline is posted in the Appendix.

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IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan ([Link to Table of Contents](#))

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

In this section, we included our Action Plan tasks (Chapter 5) and our progress towards meeting our goals in chart form.

Professional Development and Instruction: ELA Tasks

All Programs - ELA:

Continue to support, remediate, and provide opportunities for all students to excel in all subject areas, with special attention to helping students succeed in English Language Arts.

Provide subject level and cross subject training for curriculum aligned to the new State Standards, as subject area standards are released, including an emphasis on student engagement and writing across the curriculum.

Collaborate within the Charter, with EDCOE, with other El Dorado County schools, and with Folsom Lake Community College on curriculum implementation.

Provide professional development across programs and subject areas, including professional learning teams, conferences, and online learning.

Implement a comprehensive pre, post, and benchmark assessment tool which can be used across programs to give an accurate measurement of student performance level.

Accomplishments/Progress

Mid-Cycle 2017-18

All Programs Support, remediate, and provide opportunities:

- We continue to provide ongoing professional development on the effective use of our adopted ELA curricula.
- Complete ongoing review of scope and sequence of ELA curriculum.
- Collaboration to effectively apply new ELA State Standards across the curriculum.
- Staff collaborates to incorporate ELA standards across academic areas:

WASC Mid-cycle Progress Report

- Social Studies and ELA to train students on proper MLA formatting
- Social Studies to focus on authentic sources
- Science to emphasize data collection and analysis
- English to focus on writing conventions and citation style as well as literary analysis
- Math to amplify explanations of logic and technique to articulate understanding of ideas and procedures
- Ongoing articulation with Folsom Lake College regarding college readiness and success in college English.
- Annual review of SBAC/CAASPP data, including disaggregation of results to Program level.
- NWEA-MAP being implemented as a benchmark assessment tool across Programs - Initial assessments, Fall of 2016/17 for CCP, Fall of 2017/18 for CUPrep/CCA/CHSA.
- EDCOE Charter teaching staff will partake in ELA textbook training in the Spring of 2018.
- Participation in Pivot Rural Professional Learning Network: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in mathematics instructional delivery and analysis of achievement data, with an emphasis on fostering a *Growth Mindset* (much is applicable to ELA).

Charter College & Career Prep

Use collaboration time for professional development to incorporate ELA standards across the subjects, including creating consistency in expectations for writing in all subject areas.

Offer professional development in reading and writing in all core academic content areas, including meeting the needs of highly at-risk students and those with special needs.

Providing ongoing professional development on effective instruction, classroom management, assisting students to keep on task, and maintaining high levels of engagement. Time and funding is provided for staff collaboration as well workshop and conference participation.

Principal is attending ACSA Curriculum and Instruction Academy.

Accomplishments/Progress

Mid-Cycle 2017-18

PD and Instruction: ELA – CCP

- Charter College & Career Prep offers five (5) levels of English for their 7-12 grade students. Students are placed in one of five English classes based on their NWEA-MAP score rather than by grade or

WASC Mid-cycle Progress Report

age. ELA classes meet Monday through Thursday and are 85 minutes in duration. Students can move from one class to another quarterly based on progress as measured by their NWEA-MAP assessment, which is given 3 times a year, or by teacher recommendation. Furthermore, the staff of Charter College & Career Prep provides all students the opportunity to retake tests, quizzes, and/or redo or makeup any assignments as many times as a student desires for the desired grade.

- The Master Schedule allows for teachers to co-plan every Friday from 11:10 am onward. Teachers have used their Friday meeting time for the following:
 - Formed a PLC that has focused on the following:
 - Sharing effective lesson plans and engagement strategies.
 - Review of NWEA-MAP student assessment data in ELA/MATH.
 - Professional development opportunities with EDCOE C&I department on *Step Up to Writing* and other school-wide instructional strategies.
 - To co-plan with English department staff from Folsom Lake Junior College with the goal of better preparing students in the areas of content knowledge and college expected rigor.
 - EDCOE Charter teaching staff will partake in ELA textbook training in the Spring of 2018.
 - EDCOE Charter Admin attending Curriculum and Instruction ACSA Academy 2017/18 school year.

Charter Connections Academy

Continued training using Learning Management System (D2L) for effective presentation and communication of classroom and independent study curriculum to help ensure student success. Continued collaboration between CUPrep and CCA staff on best practices/uses for LMS system.

Charter University Prep

Expanded training using Learning Management System (D2L) for effective presentation and communication of classroom and independent study curriculum, focusing on best practices and mirroring of how same learning management system will be used at the college level. Continued collaboration between CUP and CCA staff.

Accomplishments/Progress

Mid-Cycle 2017-18

PD and Instruction: ELA - CUPrep and CCA

- Designated staff development (3x per year) towards effective use of Learning Management System, D2L, at CCA/CUPrep

WASC Mid-cycle Progress Report

- 2014/15: Using surveys, quizzes, adhering to a common presentation style.
- 2015/16: Refining and expanding use of content for using outside sources (links, videos, surveys, quizzes, rubrics, etc).
- 2016/17: Full use of the Calendar feature to post assignments in concert with gradebook and content areas of the LMS. Enhanced use of News features.

Charter Home Study Academy K-8

Continue to explore the feasibility of modifying the Master Schedule to include a full ELA class for 6th-8th grades, replacing the current writing class so that students may receive additional teacher-directed instruction for ELA.

Accomplishments/Progress

Mid-Cycle 2017-18

PD and Instruction: ELA-CHSA

- Adoption of new ELA curriculum K-5, and full-day training by publisher in implementation.
- 6th - 8th English teachers PLC - Ongoing review/articulation of scope and sequence and implementation of curriculum.
- Master Schedule modified to include a full ELA class for 6th-8th grades, replacing prior writing class. Students in 6th-8th grade now receive additional teacher-directed ELA instruction.
- 5th grade class time was expanded to include additional ELA instruction.

Curriculum and Resources - ELA

All Programs

Explore and fully vet new curricula, including textbooks and online resources that meet State and New State Standards and are appropriate to our unique learning environments.

Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.

Apply technological tools for research in Science and Social Studies courses. Deliberately design curriculum to focus on critical thinking and discerning fact from fiction. Provide opportunities and assignments for students to demonstrate ELA skills with technical data and topics.

WASC Mid-cycle Progress Report

Accomplishments/Progress

Mid-term 2017-18

All programs are on track with these goals. We have adopted ELA and Math materials. Staff have participated in research and professional development with NGSS (Next Generation Science Standards).

Charter College & Career Prep

Build classroom libraries and class sets of grade-level texts that meet new State Standard expectations for text complexity by grade-level and for each academic subject.

CCP used to use STAR Renaissance Learning's STAR reading assessment periodically to determine students' reading levels; however, we have replaced it with NWEA-MAP assessments in order to provide quicker initial assessment, better monitoring, and superior targeted assessments. CCP piloted the program for the Charter programs during the 2016-17 school year.

Research and adopt a curriculum (Odysseyware [currently piloting] or hard copy curriculum) that accommodates students' varying enrollment dates, poor attendance, and lack of homework completion, so that students can move steadily through the coursework when they are present in the classroom, regardless of when they enroll.

Accomplishments/Progress

Mid-term 2017-18

Charter College & Career Prep

In late Spring and early Summer of 2017, EDCOE Charter Admin reviewed and revamped the student enrollment process. While there is an online enrollment option, parents, students, and Charter College & Career Admin prefer the traditional enrollment process of meeting with parents and students. During this process the student, parent and Admin read and sign a memorandum of understanding that covers NWEA testing, expected minimal attendance of 88%, and the support mechanisms like *Saturday School* to assist students to meet that goal. The enrollment packet also includes a public library card application as Charter College & Career Prep will coordinate field trips to the library and or coordinate the library van to visit the CCP campus.

In an effort to better accommodate ongoing enrollment at Charter College & Career Prep throughout the year, CCP shifted from semester grading periods to quarter grading periods.

WASC Mid-cycle Progress Report

Charter College & Career Prep has provided students the opportunity to use Odysseyware, Compass Learning, and Apex. Our students have better course completion rates using APEX. Therefore, Charter College & Career Prep utilizes APEX online courses for students who prefer an online option as a means to make up required or elective courses. Students can work in the Student Center or at home.

Charter Connections Academy and Charter University Prep

Curriculum and Resources: ELA - CCP

Continue to explore and develop models to integrate advanced learning opportunities made available through technological advancements which can be integrated into the current curriculum such as the use of COURSERA and EdX online college classes.

Continue to partner with Folsom Lake College and support advanced education classes in English and other General Education areas

Accomplishments/Progress.

Mid-Cycle 2017-18

Curriculum and Resources: ELA - CCA and CUPrep

- Annual revision of curricula. No new adoptions beyond variations of literature selections.
- Addition of nonfiction support writings for each unit which parallels concepts discussed in the course (i.e. the novel "Knight" by Elle Weisner provides the framework for thought. Supplemental authentic sources are examined to support the background and give additional context about the Holocaust)
- Science courses have moved away from textbook sources and use both referenced readings and links through D2L and, in 7th and 8th grade, use techbook curriculum through *Discovery Education*.
- Social Science courses use up-to-date resources from Journals, on-line consortiums, and teacher selected materials which are linked or reproduced in D2L.
- Implementation and expansion of the use of MOOC courses for elective credit
 - 2014/15- develop the framework for selecting courses, designating staff, monitoring progress, and assigning credit. Advertise and pilot student courses.
 - 2015-16: Refine process and create recommendation list for students
 - 2017-18 and beyond: Annual refining of selection process. Begin discussions on how to implement MOOC's as part of the CCA career exploration course and CUPrep class projects.

WASC Mid-cycle Progress Report

Charter Home Study Academy K-8

Evaluate and modify end of year ELA Mastery Assessments for grades K-8, possibly through use of *Illuminate*, to align more closely with the new State Standards.

Accomplishments/Progress.

Mid-Cycle 2017-18

Curriculum and Resources: ELA - CHSA

- Adoption of new ELA curriculum K-5;
- Curriculum for 6th-8th is teacher-created and novel-based. Ongoing articulation between 6th-8th grade teachers on novel choices and focus for writing skills/genres by grade level.
- Local school district choices for ELA adoptions were considered prior to our K-5 adoption.
- In addition to textbooks, Science courses use teacher-selected materials and referenced readings to focus on critical thinking.
- Social Science courses use up-to-date resources from primary source documents and teacher-selected materials.
- As an alternative to the end of year ELA Mastery Assessments, the use of *Illuminate* was found to be impractical. For 2017-18 we have implemented NWEA-MAP and plan to use the MAP assessment in place of our current mastery assessments.

Professional Development and Instruction: Mathematics - Tasks

All Programs

Continue to support all Math levels with effective scheduling and scaffolding of courses, including embedding math (as applicable) across content areas. Provide remediation as needed, with an emphasis providing effective and engaging instruction.

Provide professional development to effectively utilize the technology available and to explore new technological tools.

Explore, fully vet, and provide professional development for standards-aligned curriculum to ensure that the needs of our unique student populations are met.

Collaborate with local school districts to assess effectiveness of instructional materials and provide reasonable consistency so students may matriculate successfully to and from other schools.

Implement a comprehensive pre, post, and benchmark assessment tool which can be used across programs to give an accurate measurement of student performance level.

WASC Mid-cycle Progress Report

Accomplishments/Progress.

Mid-Cycle 2017-18

- We continue to provide ongoing professional development on the effective use of our adopted math curricula and on aligning instructional practices to State Standards and with Folsom Lake College.
- Annual review of scope and sequence of math curriculum.
- Ongoing collaboration to apply new math standards across the curriculum with an emphasis on effective instructional and student engagement for our unique student populations.
- Ongoing articulation with Folsom Lake College regarding college readiness.
- Annual review of SBAC/CAASPP data disaggregated down to program level.
- NWEA-MAP to be implemented as a benchmark assessment tool across programs - Initial assessments, Fall of 2016/17 for CCP, Fall of 2017/18 for CUPrep/CCA/CHSA.

- Participation in Pivot Rural Professional Learning Network: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data, with an emphasis on *Growth Mindset*.

Charter College & Career Prep

Integrate hands-on, 'real world', and project-based learning throughout the curriculum. Support math teachers with professional development.

Continue to develop and support curriculum aligned to the new State Standards, including suggested pacing guides to support day to day math instruction.

Develop a master schedule that allows for opportunities where students taking higher level math such as Geometry and Algebra can have additional instructional support.

Research and implement an online learning system that allows for higher level math with teacher support.

Professional Development and Instruction: Mathematics CCP

- Charter College & Career Prep offers five (5) levels of Math for their 7-12 grade students. Students are placed in one of five math classes based on their NWEA-MAP score rather than by grade or age. Math classes meet Monday through Thursday. Classes are 85 minutes in duration. Students can move from one class to another quarterly based on progress as measured by their NWEA-MAP assessment which is given 3 times a year, or by teacher recommendation. Furthermore, the staff of Charter College & Career Prep provides all students the opportunity to retake tests, quizzes, and/or to redo or makeup any assignments as many times as a student desires for the desired grade.

WASC Mid-cycle Progress Report

- The Master Schedule allows for teachers to co-plan every Friday from 11:10 am onward. Teachers have used their Friday meeting time for the following:
 - Formed a PLC that has focused on the following:
 - Sharing and delivery of effective lesson plans.
 - NWEA-MAP student assessment data in ELA/MATH.
 - Professional development with the Pivot *Rural Professional Learning Network* on Math curriculum.
 - Articulation with Math department staff from Folsom Lake Junior College with the goal of better preparing students in the areas of content knowledge and college expected rigor.
- EDCOE Charter Admin to attend Curriculum and Instruction ACSA Academy 2017/18 school year.

Charter Connections Academy

Continue to prioritize tutoring as an option for students. Develop systems and supports for time management and organization skills for students. Provide an increased number of math courses which address Algebra Foundations to Algebra 2. Partner with CUPrep to allow advanced students access to pre-calculus and calculus classes

Charter University Prep

Continue to prioritize tutoring as an option for students. Maintain a Master Schedule to allow for students not to be tracked according to math ability. Develop systems and supports for time management and organization skills for students.

Professional Development and Instruction: Mathematics CCA/CUP

- Expanding offerings at CCA to include higher level courses as well as supporting remediation and tutoring to ensure preparation for these courses:
 - 2013/14: State Standards alignment training, adding concepts to the curriculum and removing content not emphasized by the new standards.
 - 2014/15: Implemented daily after school tutoring and expanded class offerings to remove tracking from general schedule.
 - 2015/16: Added Algebra Essentials semester long Algebra 1 course for 11th and 12th grade students focusing on key concepts and isolating the curriculum by unit rather than as cumulative. This resulted in 100% pass rate for the twelve students who took the course.
 - 2016/17: Implemented mandatory additional Math Support course for all freshmen Algebra Foundations and Algebra 1 courses.
 - 2016/17: Pilot Discovery Education Techbook - to replace Geometry curriculum with a more integrated and varied approach. Online resources, use of *AI Logic* to personalize instruction, online assessments, and in class instruction to better align with State Standards.
- Implemented State Standards aligned “Go Math” in 2016/17 for 7th and 8th grade.
 - Continued to offer Algebra 1 through Adv. Algebra 2 for advanced students in grades 7 and 8.
- Independent study courses: Implemented Compass Learning for all Independent Study courses from Algebra 1 through Algebra 2.

WASC Mid-cycle Progress Report

- Partnership between CCA and CUPrep now allows students full access to higher level science (Physics and Chemistry) and Math courses through AP Calculus.
- Piloted Foundations in Personal Finance course at CCA in 2014, expanded course for CUPrep in 2015. Over 80% of CCA students now take this course. 70% of CUPrep students take this course in 11th or 12th grade.
- Creation of semester Robotics elective course for 7th and 8th grade which focusses on programing skills and mechanics - 70% of CUPrep 7-8 students complete this semester course
- Participation in Pivot Rural Professional Learning Network: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data, with an emphasis on fostering a *Growth Mindset*

Charter Home Study Academy K-8

Continue to explore the feasibility of modifying the Master Schedule to include a 5th grade math class to complement current program offerings.

Continue to expand math curriculum trainings for parents in order to increase their knowledge of CCSS, curriculum, and best instructional practices.

Professional Development and Instruction: Mathematics – CHSA

- Ongoing – refinement of curriculum by adding concepts to the curriculum and removing content not emphasized by the new standards.
- Implemented State Standards aligned *Go Math* in 2015/16 for 6th - 8th grade, and in 2016/17 for K-5.
- Professional development from publisher on curriculum implementation, both digital and print components.
- Expanded offerings to include an option for 8th graders to take either 8th grade math (State Standard) or Algebra.
- Local school district choices for math adoptions were considered prior to our adoption.
- NWEA-MAP implementation as a benchmark/mastery assessment tool for measurement of student performance level.
- The 5th grade class time was expanded to include math instruction.
- Math curriculum trainings for parents have continued and, with the latest math adoption, we have found that 1-1 training/coaching during caseload meetings has been the most effective.
- Participation in *Pivot Rural Professional Learning Network*: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data, with an emphasis on fostering a *Growth Mindset*.

WASC Mid-cycle Progress Report

Curriculum and Resources - Math

Charter College & Career Prep

Provide additional/supplemental resources to successfully integrate more hands-on, 'real world' math, including problem and project-based learning throughout the curriculum. Support math teachers with professional development.

Continue implementing new State Standards aligned curriculum that contains suggested quarterly pacing guides to support day to day math instruction.

Spread math standards across all curriculum areas to increase instructional effectiveness, especially as it related to mathematical thinking and writing.

Further develop and implement study program strands for the GED.

Acquire new State Standards aligned curriculum which includes project-based lessons and addresses all learning styles, with a focus on tactile learning.

Accomplishments/Progress

Mid-term 2017-18

Professional Development and Instruction: Mathematics Charter College & Career Prep

- Purchased/adopted math texts with supplemental materials to include online options.
- Math teachers are working together to create pacing/content guides for the five (5) math levels with a dual focus:
 - Address new State Standards
 - Address College Algebra 1 course content
- Participation in *Pivot Rural Professional Learning Network*: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data.

Charter Connections Academy and Charter University Prep

CCA: Through focused use of D2L, *ParentLink*, and web/social media/push notification systems, increase communications with parents as well as develop new methods of communications.

CUPrep: Continue to offer daily tutoring for all math levels. Continue to support yearly conferences for AP Calculus and ongoing training/alignment with Folsom Lake College.

WASC Mid-cycle Progress Report

Professional Development and Instruction: Mathematics CCA/CUP

- Expanding offerings to CCA to include higher level courses. Supporting remediation and tutoring to ensure preparation for these courses.
 - 2013/14: State Standards alignment training, adding concepts to the curriculum and removing content not emphasized by the new standards.
 - 2014/15: Implemented daily after school tutoring, expanded class offerings to remove tracking from general schedule.
 - 2015/16: Added Algebra Essentials semester long Algebra 1 course for 11th and 12th grade students focusing on key concepts and isolating the curriculum by unit rather than as cumulative. This resulted in 100% pass rate for the twelve students who took the course.
 - 2016/17: Implemented mandatory additional math Support course for all freshmen Algebra Foundations and Algebra 1 courses.
 - 2016/17: Pilot Discovery Education Techbook - to replace Geometry curriculum with a more integrated and varied approach. Online resources, use of AI logic to personalize instruction, online assessments, in class instruction to better align with State Standards.
- Implemented State Standards aligned *Go Math* in 2016/17 for 7th and 8th grade.
 - continued to offer Algebra 1 through Adv. Algebra 2 for advanced students in grades 7 and 8.
- Independent study courses: Implemented Compass Learning for all I.S. courses from Algebra 1 through Algebra 2.
- Partnership between CCA and CUPrep now allows students full access to higher level science (Physics and Chemistry) and Math courses through AP Calculus.
- Piloted Foundations in Personal Finance course at CCA in 2014, expanded course for CUPrep in 2015. Over 80% of CCA students now take this course. 70% of CUPrep students take this course in 11th or 12th grade.
- Creation of semester Robotics elective course for 7th and 8th grade which focusses on programing skills and mechanics - 70% of CUPrep 7-8 students complete this semester course
- Participation in Pivot *Rural Professional Learning Network*: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data, with an emphasis on fostering a Growth Mindset.

Charter Home Study Academy K-8

Continue to prioritize the role of caseload teachers to provide inviting and helpful interactions with parents to ensure that a student is successful in all classes and at home.

Professional Development and Instruction: Mathematics – CHSA

- Ongoing – refinement of curriculum by adding concepts to the curriculum and removing content not emphasized by the new standards
- Implemented State Standards aligned *Go Math* in 2015/16 for 6th -8th grade, and in 2016/17 for K-5.

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- Professional development from publisher on curriculum implementation, both digital and print components.
- Expanded offerings to include an option for 8th graders to take either 8th grade math (State Standard) or Algebra.
- Local school district choices for math adoptions were considered prior to our adoption.
- NWEA-MAP implementation as a benchmark/mastery assessment tool for measurement of student performance level
- The 5th grade class time was expanded to include math instruction.
- Math curriculum trainings for parents have continued, and with the latest math adoption we have found that 1-1 training/coaching during caseload meetings has been the most effective.
- Participation in Pivot *Rural Professional Learning Network*: A two-year program where administrators throughout the County meet, train, educate, collaborate, and generate improvement in Mathematics Instructional delivery and analysis of achievement data.

Professional Development and Instruction: College and Career Readiness

Across all Programs

Create meaningful and engaging opportunities for students to explore academic and career goals which will help them reach their educational, life, and professional goals.

Continue to provide support, remediation, and the opportunity for all students to excel in each program, focusing on student engagement and decision making, with regard to future College and Career Opportunities.

Continue to increase the use of technology in all classes and at home. Ensure curricular and technological support is available to all students.

Development and implementation of media delivery systems to inform stakeholders and increase two-way communication regarding college and career opportunities, including updated web presence, subscription notifications, and integrated learning systems.

Prioritize regular interactions with business and educational institutions away from campus, including field trips, on-line connectivity with outside resources, and shifting the daily schedule to further the school's mission to provide career exploration opportunities.

Continue to explore and develop models to integrate advanced learning opportunities made available through technological advancements which can be integrated into the current curriculum.

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Accomplishments/Progress

Mid-term 2017-18

As described in section 2 and 3 of this report, we combined two programs to become a college and career-focused program (Charter College & Career Prep). The programs master schedule was shifted to a '4x4' model to provide longer blocks of instruction to better meet State Standards while addressing the needs of at-risk learners. Additionally, significant investments have been made to develop, pilot, and implement an engaging array of career-based electives, including MakerSpace, Culinary Arts, Robotics, Wilderness Adventure, and a Drone Operators' program that will launch for Spring semester 2018.

We have established a close partnership with Folsom Lake College in greatly expanding our Advanced Education for the benefit of our county's most at-risk students, which includes a liaison from the college meeting with students on a regular basis to ensure that they are success in college courses taken now, as well as when they transition to FLC. The program - which includes tours of the campus, orientation activities, and help in applying for financial aid - has been a huge success.

Charter Connections Academy and Charter University Prep have fully integrated a learning management system used by all students.

There have been continuous and significant investments in area of instructional technology to help support student success, including the mass purchasing of Chromebooks across all programs. ELL students are provided with the option of having a Chromebook at home to ensure their success.

Charter College & Career Prep

Continue to emphasize meaningful career exploration through various guest speakers and vocational school recruiters. Utilize career exploration software to support student learning

Continue to Provide ILPs for students, smaller class sizes, accommodations, PBIS, Career Exploration, College and Career field trips, guest speakers, a technology rich environment. Continue to focus on building and maintaining positive interactions between students, as well as between staff and students

Prioritize regular interactions with business and educational institutions away from campus, including field trips, on-line connectivity with outside resources, and shifting the daily schedule to further the school's mission to provide career exploration opportunities

Continue working with local districts to provide ROP opportunities.

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Professional Development and Instruction: College and Career Readiness CCP

- To promote careers in STEM, Charter College & Career Prep offers hands-on electives on Fridays that include Robotics and a MakerSpace Lab where students are encouraged to create projects that range from using sewing machines to 3D printers.
- Charter College & Career Prep hosts the Folsom Lake College Outreach Counselor twice monthly at the program for direct meetings with students.
- Organize college/university and targeted career oriented field trips
- ILP's are part of a student's enrollment and progress towards graduation is reviewed with the student quarterly
- Students are encouraged to partake in the Civil Air Patrol. The Placerville Unit meets off campus on Thursday nights. Student's earn 2.5 elective credits per quarter.
- Charter College & Career Prep continues promoting ROP courses.

Charter Connections Academy and Charter University Prep

Continue to build and develop a comprehensive career exploration curriculum to assist students in understanding themselves, educational opportunities and pathways, and vocational opportunities.

Continue and increase the use of technology in all classes and at home. Ensure all curriculum and technological support is available at the beginning of each school year.

Professional Development and Instruction: College and Career Readiness CCA/CUPrep

- CCA - Full implementation of College and Career Exploration/Readiness track.
 - Freshman study skills course to help students learn how to implement technology and time management.
 - All 11th grade students at Charles Brown enrolled in Career Exploration course.
 - Focus on aptitude, career paths, job skills, and higher education options.
- CCA - 2016/17: Started an Independent Living course with focus on soft skills required for success as students transition into the adult world, including developing coping skills, interpersonal skills, introspection, and aptitudes.
- Personal Finance course also includes ongoing evaluation of career options, return on investment, and potential career paths.
- There have been yearly increases in R.O.P. program participation.
- Ongoing modification of English 4 course (CCA) to include Senior Project emphasizing career research and practical communication skills.

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- Annual workshops for information and enrollment as Advanced Education students and freshman enrollment at Folsom Lake College.
- Continued revision of Career Exploration curriculum (class projects at CUPrep, classroom course at CCA).
- Expansion of Personal Finances class to be open to all students at CCA and CUPrep.
- Annual revision of Economics course to emphasize practical career and economic trends. Econ final project is an in-depth research project on the student's economic prospect over the next five years and includes education, costs, career path, and job prospects.

Charter Home Study Academy K-8

Continue to expand career exploration opportunities as a component of classes, especially in grades 6-8.

Professional Development and Instruction: College and Career Readiness – CHSA

- Career exposure/exploration components are integrated into the curriculum at each grade level. Technology use has increased, with expectations for digital curriculum interface in ELA and math, and Google Classroom use in grades 6-8. Chromebooks for each student are available in each classroom.

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V: Schoolwide Action Plan Refinements ([Link to Table of Contents](#))

- **Comment on the refinements made to the single schoolwide action plan since the last Self Study visit to reflect school-wide progress and/or newly identified issues.**

Most of the goals and tasks as stated in our 2014 Action Plan remain in effect. In part this is due to the long-term nature, challenge, and opportunity reflected in providing model programs for independent study as well as high risk student populations. Since Chapter IV reflects on the progress made by each program in the schoolwide action plan, Section V addresses the four critical areas noted by the WASC Visiting Committee for follow-up across all programs, including the emerging and growing need to support the mental health needs of students.



The WASC 2014/15 Visiting Committee identified four *Schoolwide Critical Areas for Follow Up*.

We have addressed these within the other chapters, but here we will include a brief narrative of progress on each area

- 1. Further develop and implement a system of comprehensive assessment for use across all programs to gauge student mastery of learning objectives and to guide instruction.**

The need for an improved and comprehensive assessment program has been an ongoing priority for our programs for several years, for a variety of reasons that are specific to independent study and at-risk student populations. Alternative programs, including ours, experience far higher mobility rates than traditional schools, with students enrolling throughout the school year - particularly at CCP, which also serves as El Dorado County's *Community School*. Because of this, there are generally students continually enrolling, with several new students per week entering the various grades and classes. Whereas a traditional program might use the prior Spring's State assessment data for placement, educational records generally lag behind students' actual enrollment/start date. This creates a situation in which students need to be placed in, and start, the appropriate ELA and/or math class without the benefit of having those records, including testing performance, credits earned, as well as grade history. Additionally, at-risk students are likely to be credit and skill deficient across a range of subject areas. For these reasons, the need was great for a relatively robust assessment program that was aligned to State Standards, that provided useful skill level details for instructional staff, and that was reasonably quick and easy to use - both for students and instructional staff.

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For years, we made due by using the STAR Renaissance Assessment Program; however, it did not meet our needs for a variety of reasons including not being aligned to new State Standards, being onerous in its use, and providing limited useful information. We then reviewed a variety of programs before using *Illuminate*, which had also been adopted by EDCOE during the 2014-15 school year. Even with significant professional development provided, the program failed to live up to its promised capability, and the decision was made to begin the search for another assessment program.

EDCOE Charter Alternative Programs has now adopted the *NWEA-MAP Assessment Suite* as its new comprehensive assessment program, beginning with a pilot during the 2016-17 school year at Charter College & Career Prep. CCA, CUPrep, and CHSA K-8 began using NWEA-MAP in the Fall of 2017. Its implementation and use has gone far more smoothly than *Illuminate* and, although not perfect, we are generally very pleased with the program, including its wide range of capabilities and application, its alignment to new State Standards, its ease of use for both staff and students, and the level of information available for instructional staff. At CCP, students are assessed quarterly and all new/incoming students are assessed immediately. CUPrep and CCA generally assess students at the beginning and end of the year, and CHSA has an additional assessment mid-year, though individual assessments may be completed if needed. With NWEA-MAP now in place, instructional staff can now appropriately place students, develop individual plans to address skill gaps, and use class and course-wide data to guide instruction.

2. Further develop resources for staff to meet new State Standards.

This is an ongoing process for all of our programs. Instructional staff are teaching to the new State Standards in Math and ELA, but efforts continue in order to provide additional resources. New aligned materials have been purchased for all students, and staff continues to receive professional development associated with the materials, which includes digital copies. Transitions are being made in science and social studies as curriculum becomes available and appropriate.

A range of online resources for staff use is available, but this varies by program due to the unique nature of our student populations as well as the grade level. For example, the D2L learning management system has been incorporated into the CCA program after its successful use at CUPrep for many years. D2L has proved to be an effective tool for staff in meeting new State Standards due to the manner in which staff can organize and communicate with students about the curriculum. All instructional staff have received training in the use of the CDE's Digital Library and Interim Assessments.

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EDCOE plays a central role in providing resources for staff to meet new State Standards, providing a range of ongoing professional development opportunities, expert teachers/coaches, and county-wide learning collaborative. This year our programs joined with other districts throughout El Dorado County as part of a Pivot-led, two-year collaborative focused on supporting the effective implementation of the new math State Standards by providing staff with a range of resources. As a part of the program, which is called the *Rural Professional Learning Network*, instructional staff throughout the county meet, train, collaborate, and develop improvement in mathematics instructional delivery, including effectively utilizing achievement data, with an emphasis on fostering a *Growth Mindset*. Other resources for staff include the use of program specific *Professional Learning Communities*, *Google Apps for Education & Advanced Google Academy*, new computers, Chromebook classroom management software, NGSS professional development, *Dreambox Learning* software, *Step up to Writing*, *Pilot Discovery Education*, and *Love & Logic*.

3. Further embed college and career readiness components, including expanding opportunities for visits to regional businesses and colleges, guest speakers, and internships.

This is an area of strength in terms of progress made over the last three years. All of the 7-12 school programs emphasize college and career readiness through a variety of formats and experiences. The biggest shift, however, was in purposefully closing one school and merging it with another to become *Charter College & Career Prep (CCP)*. Prior to the merge, both of the separate schools tended to focus primarily on career-readiness, but the new State requirement ensuring students are *both* college and career ready, provided an incentive to step boldly forth with a new vision for a new school. As noted earlier, even though CCP just opened as a new program this year, we are seeing very positive results.

Our *Advanced Education Program (AEP)*, which is offered in partnership with the Folsom Lake College El Dorado Center, is available to all of our programs' high school students. AEP focuses on empowering students to succeed through direct college experience and success. One goal of the AEP is to help students realize that a college education is attainable for each of them, even if they have struggled up to this point with school or other issues impacting their school success. El Dorado Center college faculty and the Charter staff work together to provide a built-in support system for potential and participating students. Currently 30 students participate in the AEP. The tuition-free program has proven very popular with our students, who value being able to earn high school elective credits for passing college courses.



CCP now provides students with the vocational, academic, and social skills necessary to seamlessly

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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. CCP now provides several career-ready electives that have proven very popular, including *Robotics*, *Culinary Arts*, *MakerSpace*, and a *Wilderness Outdoor* class - with a *Drone* program launching for the Spring semester. Guest speakers and visits to local businesses are featured as part of our high school programs, with staff supporting students in finding employment and, on a more limited basis, internships.

We have also worked hard and been successful in moderately increasing the participation of our students in Regional Occupational Programs (ROP), which are provided through our neighboring high school district. It should be noted that our success in increasing ROP participation had to overcome a significant set of challenges when the funding model for ROP changed. Specifically, we developed an MOU with the high school district to ensure our students could continue participating, albeit now with a fee attached to it rather than free of charge as it had been. As such, fiscal resources continue to be committed to ensure our students' participation.

4. Continue to enhance 21st Century learning capacity - e.g., broadband connectivity and resources at EDTS.

All programs are fully internet and Wi-Fi capable and up-to-date technologically. All students have access to Chromebooks, and technology is used extensively in each program.

At our Charles Brown campus - where CHSA, CCA, & CUPrep are located - significant investments have been made to update instructional and emergency communications. Upgrades include a 10-fold increase in broadband coming into the location through an Optiman upgrade, new routers throughout the campus, cell boosters, and installation of CAT-5 network cabling. The site can now fully support facility-wide use of classroom Chromebooks and multiple Wi-Fi networks for hi-speed and reliable staff, student, and parent access.



EDTS was provided with high-speed broadband before it was closed and merged with our community school to become *Charter College & Career Prep (CCP)*. The CCP campus already provides state-of-the-art instructional technology, so the technological advances were not compromised. In the past three years, significant and ongoing upgrades have been made, including a complete replacement of all student workstations with Chromebooks, improvements to the existing, campus-wide security video system, replacement of teacher and office workstations, and

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significant investments in 21st Century Learning equipment - e.g., MakerSpace, Robotics, Culinary Arts, Digital Media, and soon to be purchased equipment for the new Drone Operators' course.

In addition, the Visiting Committee identified two areas that need to be strengthened:

1. Continue to expand direct communication with all stakeholders that is timely and regular.

A significant amount of positive progress has been made in the area of stakeholder communications over the past three years, including the expanded use of mass-phone message, program-specific website subscription services, improvements to our website and downloadable brochures, online stakeholder surveys, and emergency communications. Direct mail is still also used.

At our CCA and CUPrep programs, parents and students also receive phone messages, as well as communicate with instructional staff, through our *Beehively website* messaging system, and *Desire to Learn (D2L)*, our learning management system. D2L was fully implemented at CCA during the past three years. At CHSA we have begun using Google Classroom in addition to School Pathways as a Learning Management System (LMS) for the 6-8 grade classes, and this has proven to be an effective tool to bridge communication between home and school regarding assignments. We provide training for parents on its use so they can also check assignments with their student and communicate with the teacher about them. Emergency preparedness was also upgraded at the Charles Brown site and now provides an improved emergency communication system that allows communication to each classroom from any phone via intercom, thus increasing the speed at which we can call a lockdown. Blinds were placed on all windows, door locks were replaced/upgraded, lockdown kits purchased for each room, and cell boosters were installed. Charter College & Career Prep utilizes the online AERIES suite for parents to access an online gradebook.

The *ParentSquare* mass communication system is in the process of being fully implemented at all programs. At CHSA where *ParentSquare* was piloted, families can subscribe to *ParentSquare* to receive messages via email and text. The content of these messages includes happenings and event information and also highlights of class activities.

Two years ago, we switched to *Survey Monkey* as an online survey service for reaching out to and getting authentic feedback from all stakeholder groups, including students, parents, staff, and community members. Limitations with the online program have forced us to develop work-around strategies for disaggregating the data in a meaningful manner for sharing with different stakeholder groups; however, as of this Fall we can now break out the data not only by specific program, but for each sub stakeholder group by program as well. Our School Site Council has been fully involved in and aware of these efforts, and we are glad to finally have the bugs worked out. Some of the

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collective responses have been incorporated into this report and will also be included in the Appendix of this report.

2. Continue to explore avenues for meeting the emotional needs of students.

One noticeable trend since our full Self-Study report has been the steady increase of students enrolling as a result of, and/or struggling with, a wide range of mental health related issues, including but not limited to anxiety, depression, and phobias. We are very aware that at-risk students in general - including Foster Youth, McKinney-Vento students, and those with special needs - tend to arrive with greater emotional needs, so we have always made it a priority to provide support for those students; however, the steady increase of emotionally fragile students across all programs has raised new concerns. When combined with high mobility or transfer rates, lower attendance, increased discipline, and additional learning/academic needs, the challenges can have a compounding effect on student success. As such, professional development is being more actively implemented to inform and provide support for staff and stakeholders about the best practices to support these students, including conference workshops. On-site trainings with a consultant have

already been scheduled for the second semester this year.



We have made it an ongoing priority to continuously improve school culture, which benefits all students, and remains a key performance indicator for us and other alternative programs. Although our independent study programs have traditionally enjoyed very high ratings by student and parents regarding a positive school culture, the ratings for CCP were generally significantly lower, which is very

typical for a County-operated community school. We are very proud, however, of the positive shifts seen over the past few years. As noted earlier, one indicator for a school's culture and instructional effectiveness can be found by a simple review of overall discipline. A new program administrator has been spearheading our efforts with staff, and the results have been dramatic. For example, projections for this year reflect a whopping 92% reduction in total discipline versus the 2014-15 school year.

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Since we expect to continue seeing an increase in the number of students with mental health related needs, we will continue to provide professional development for staff to support these students more effectively - both academically and emotionally. Staff have trained for many years with the *Love & Logic* curriculum and will continue attending professional development opportunities on building and maintaining a positive school climate. As noted earlier, as part of the merge/opening of *Charter College & Career Prep*, additional Special Education certificated staff time was added to the program to improve services for students with special needs. This included a Special Education teacher being assigned as a full time, on-site case manager for CCP. CCP is also entering its second year working in coordination with El Dorado County Mental Health with a goal of providing counseling to students and families free of charge. CCP is working in tandem with a consultant hired by El Dorado County Mental Health. The school and consultant are collecting school data to develop the following:

- A flowchart to assist with identification or wrap-around services and interventions available for students and families with escalating needs.
- Coordinating a staff training to aid school teachers and staff with recognizing indicators of mental stress in students and de-escalating manner.
- Collaboration to better coordinate and pair services for students and families with the goal of eliminating gaps in services.

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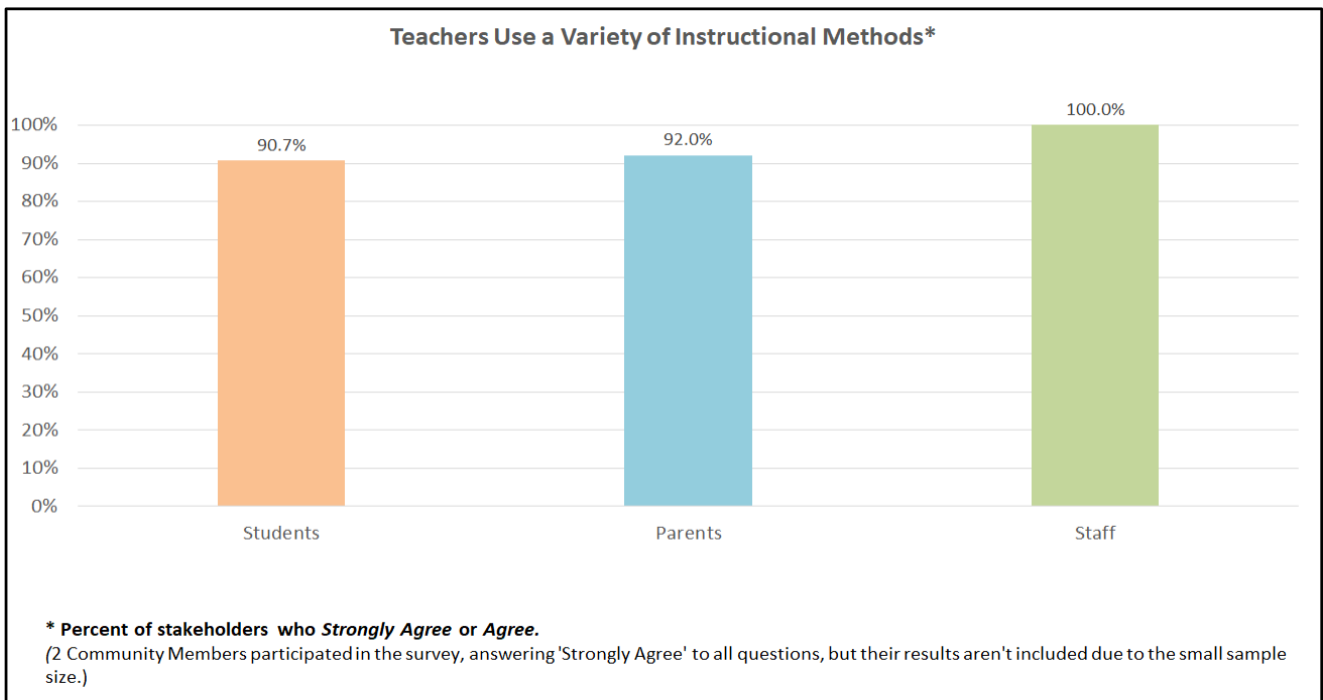
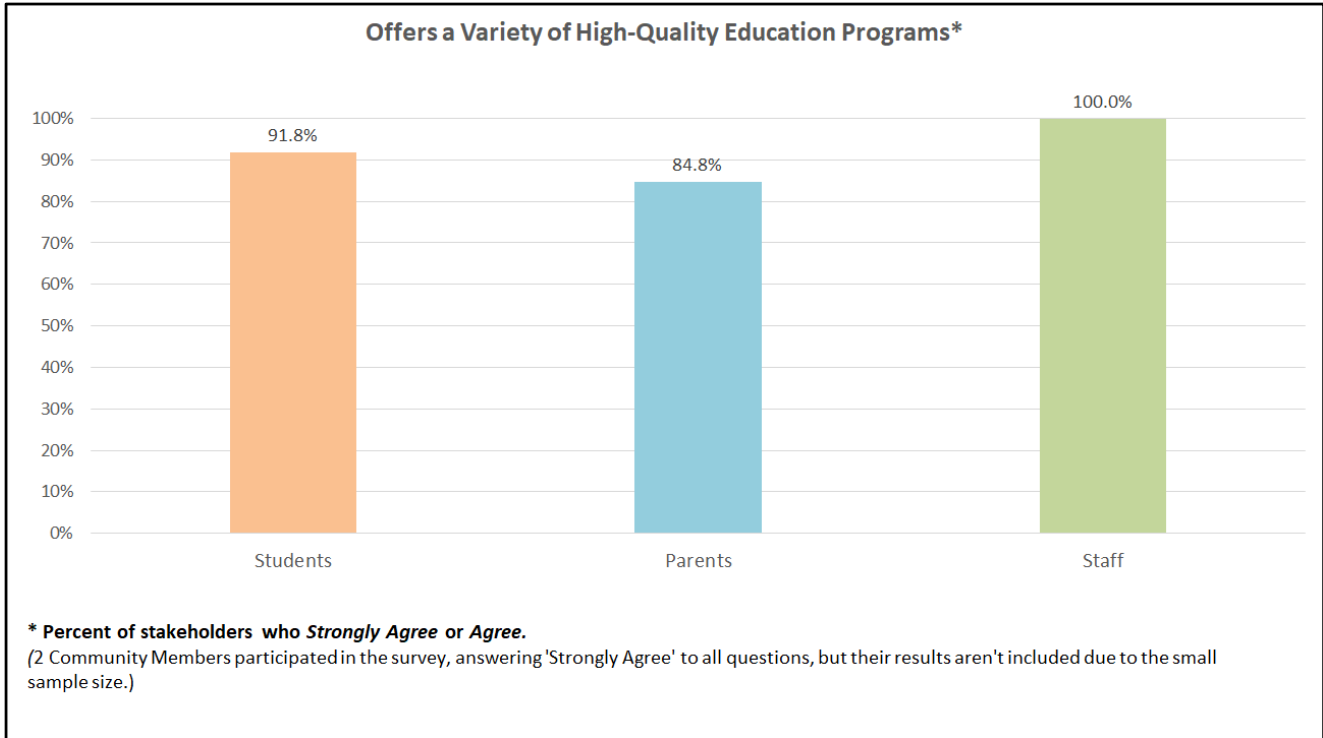
Appendix

WASC MidTerm Timeline:

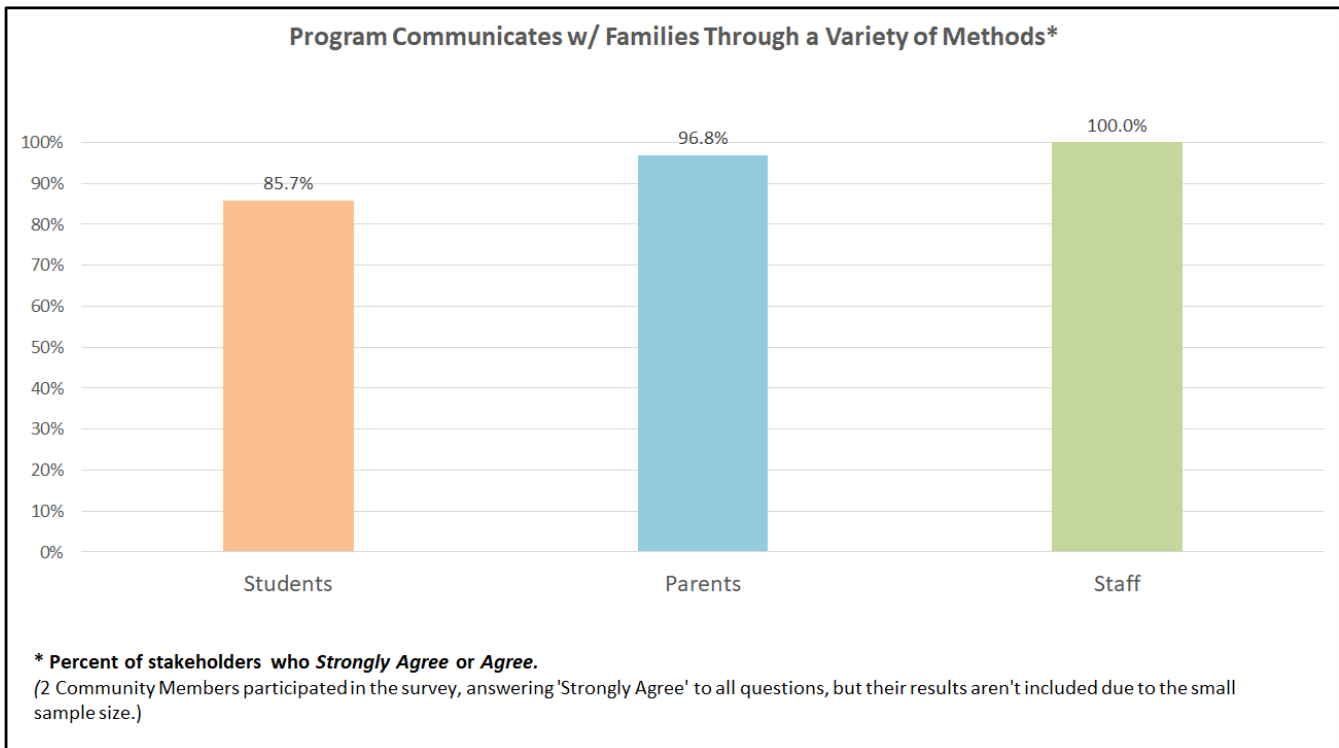
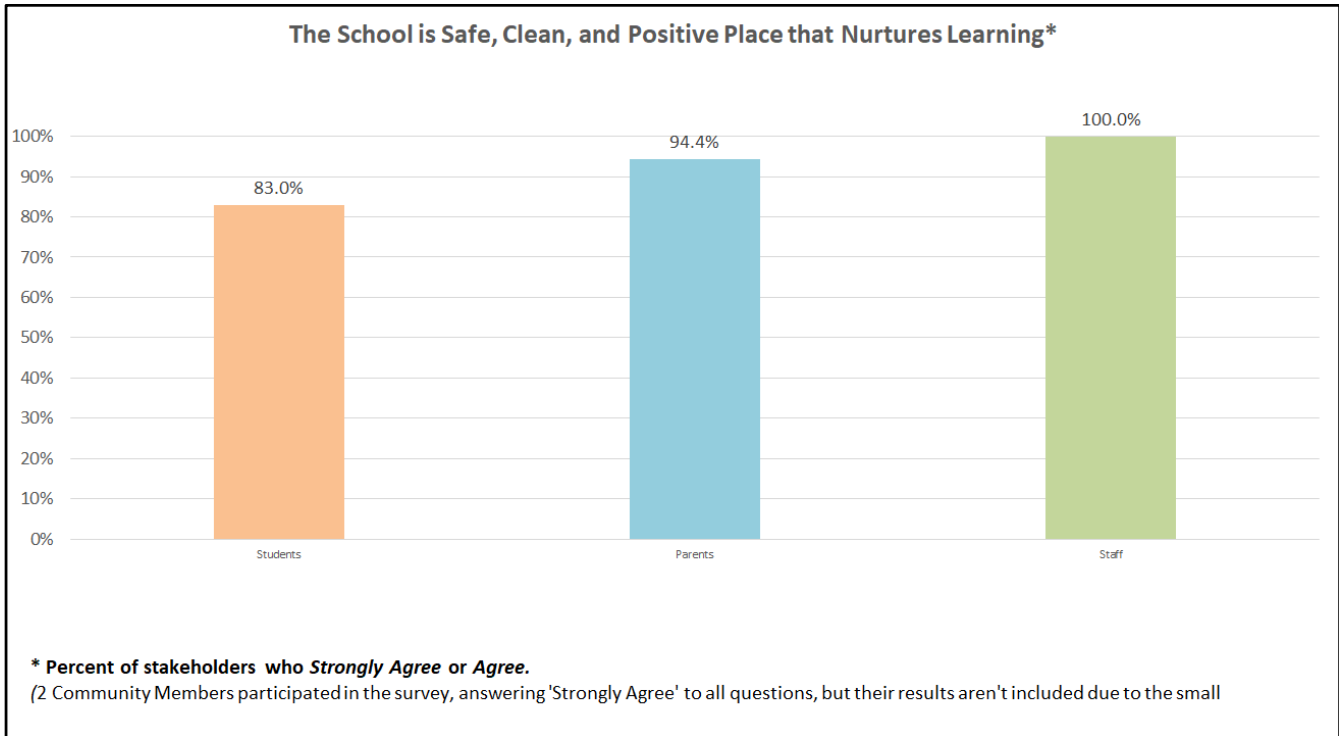
- March 2017. David Publicover, Executive Director, attended a one-day training for preparing a mid-term WASC report.
- June - Under the leadership of the executive director, EDCOE Charter Administration reviewed the latest WASC document and the process to preparing the WASC midterm progress report. EDCOE Admin was instructed to review the mission statement for Charter College & Career Prep, Charter Connections Academy, Charter Home School Academy, and Charter University Prep. as part of the process to ensure that our mission statement reflected our LCAP and our WASC Action Plan.
- August
 - Leadership reviews process and develops overall strategy and timeline
 - Individual Program Leaders to select key staff and stakeholders as a committee for preparing site portions of document
 - Program committees meet and develop strategies for their program
 - Aug 25th: Program committees met.
 - review chapter 5, gave input on data
 - collected data from staff
 - Sept 8th: Program committees reviewed data from staff and organized input.
 - began writing narrative for report
 - Sept 11th - Nov 5th: Program leads discuss how to combine content into a single document and process for getting additional input from stakeholders.
 - Leads write individual sections in common Google doc, to serve as a summary for Site Council.
 - Prelim report presented to Site Council on Sept 14
 - review of WASC process
 - review of Action Plan
 - Presentation of summary of draft mid-term report to Executive Director
 - December: Presentation of prelim report to stakeholders for feedback.
 - collection of feedback and revision of report
 - final report drafted and sent to School Board

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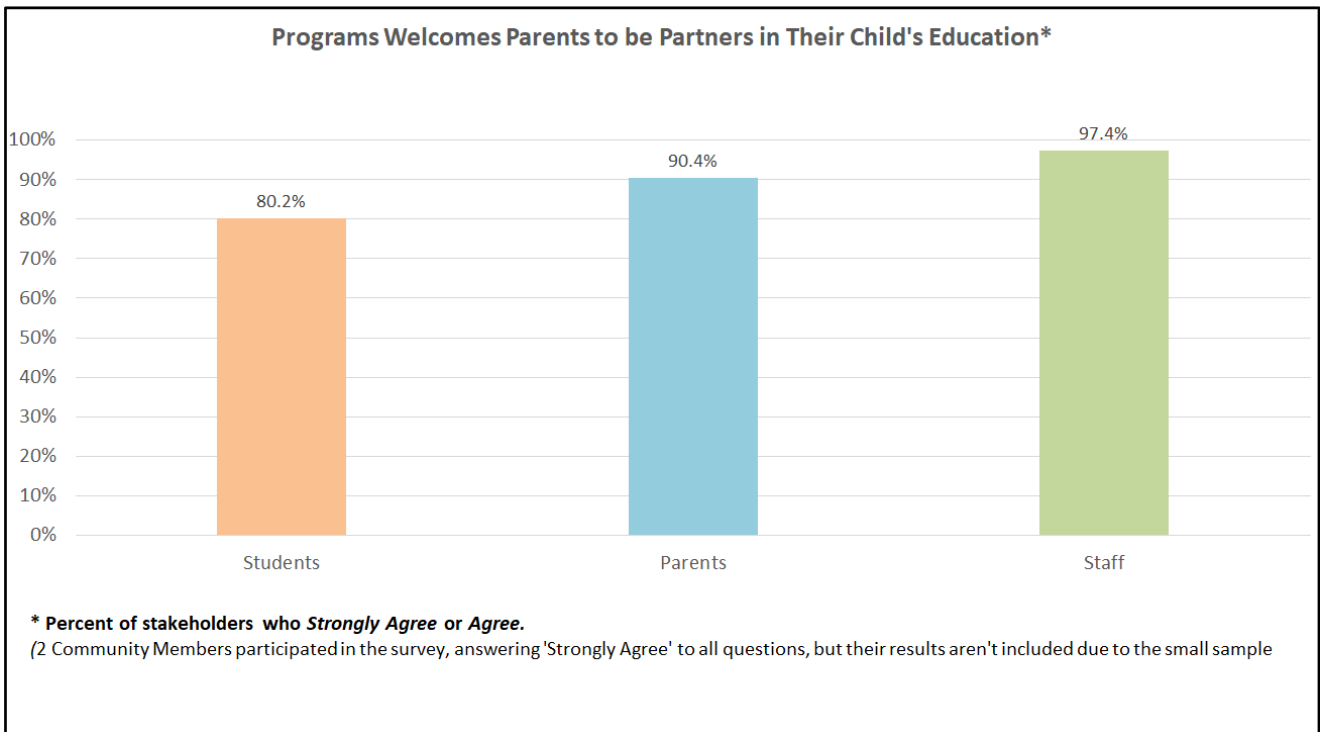
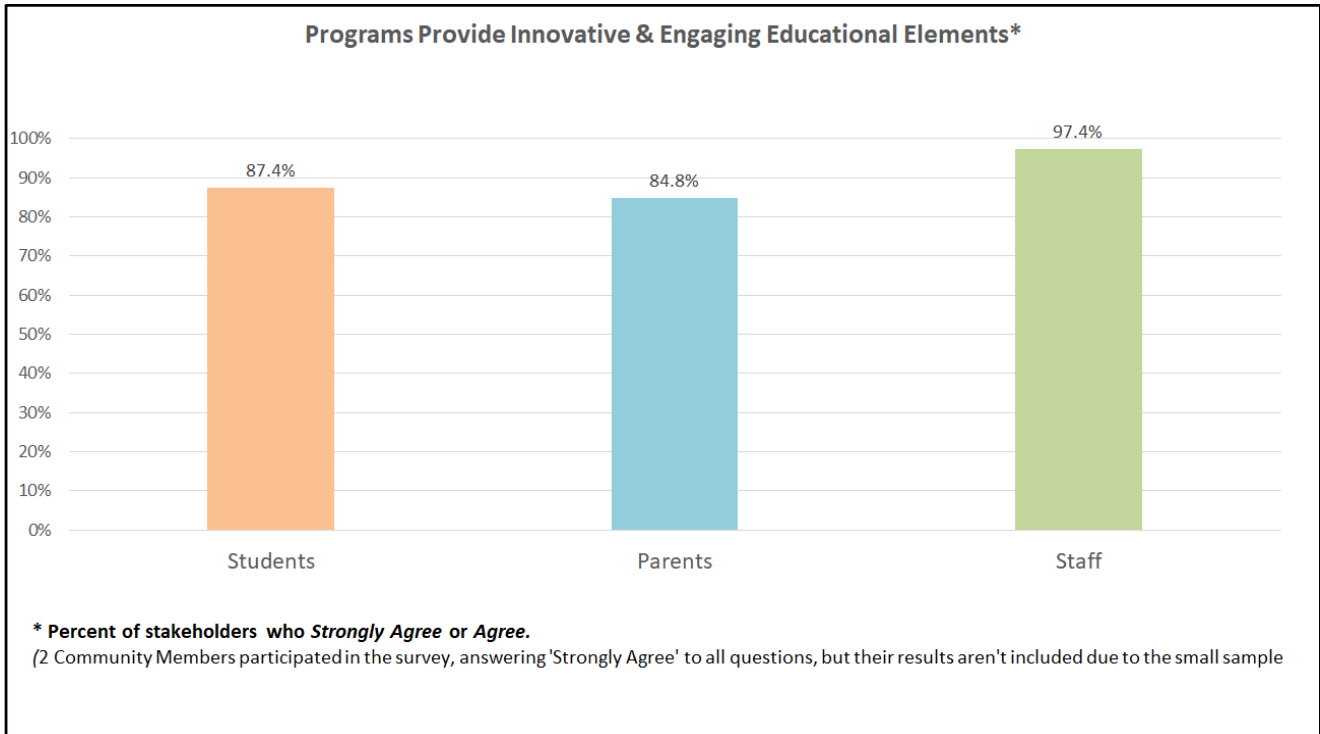
Stakeholder Survey Data



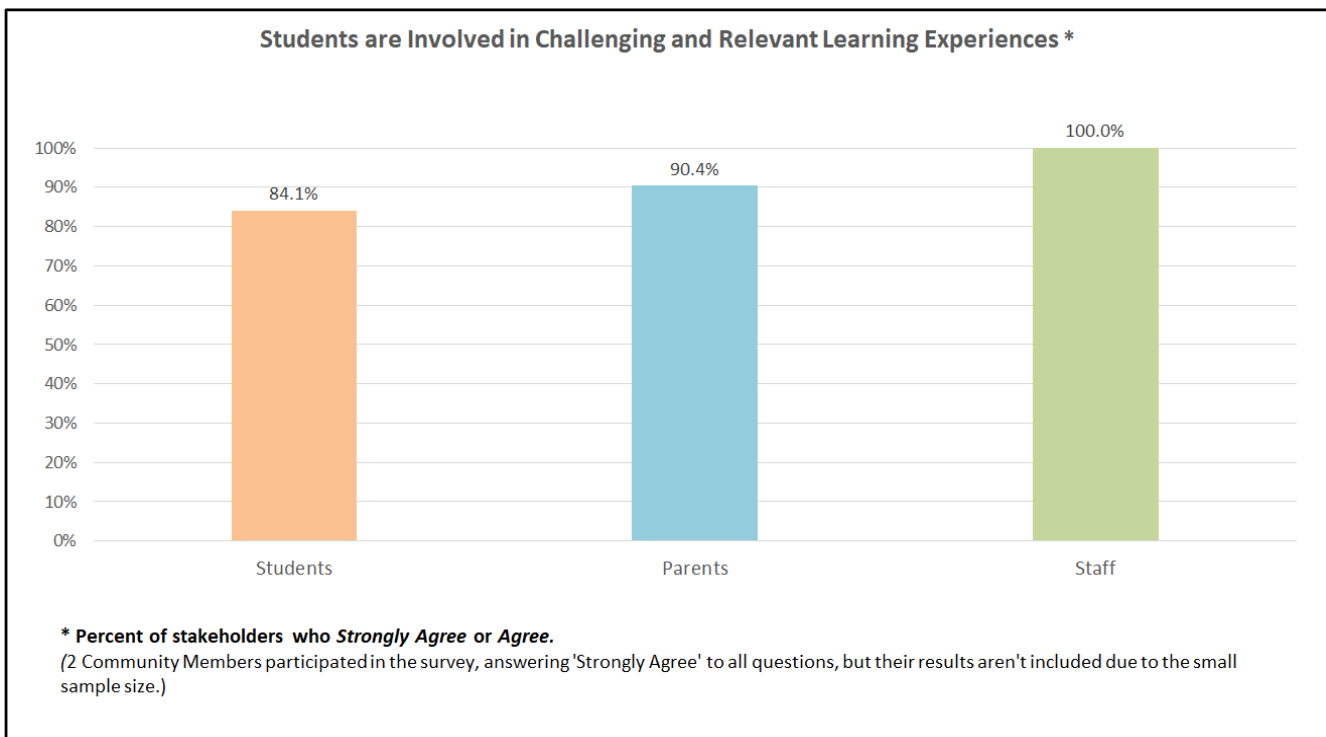
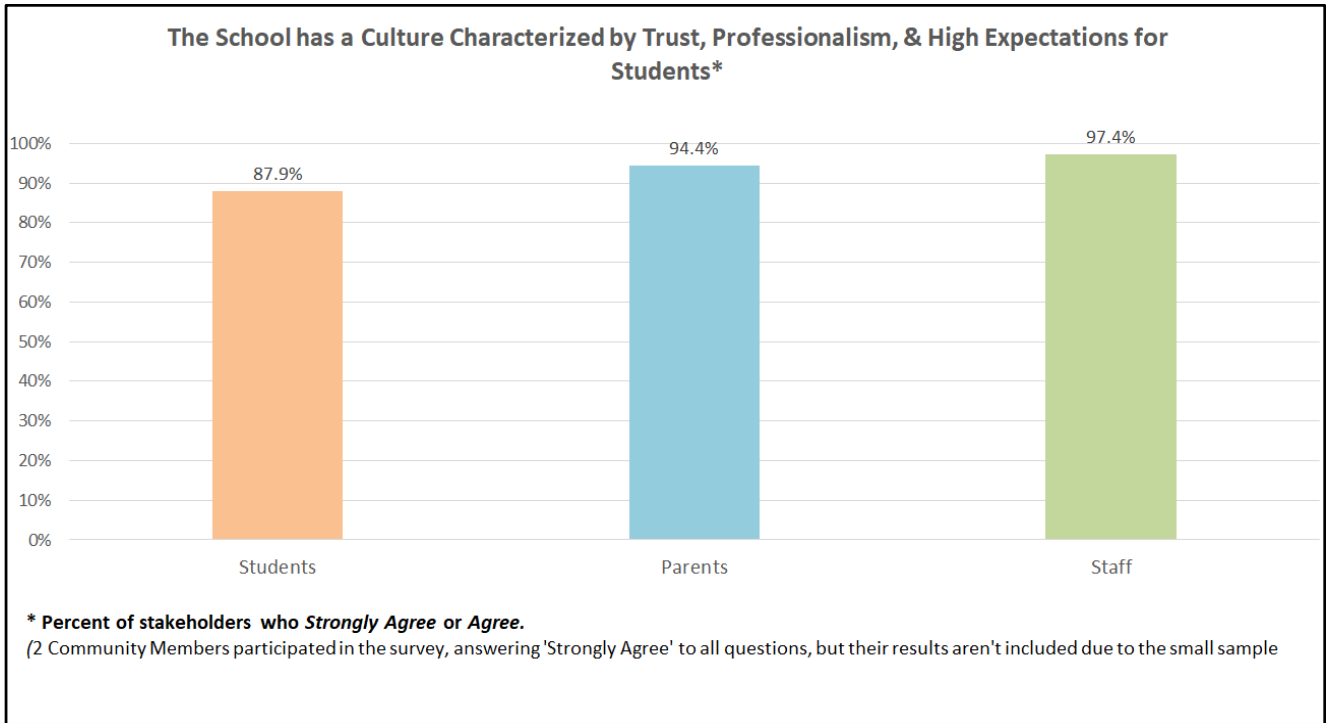
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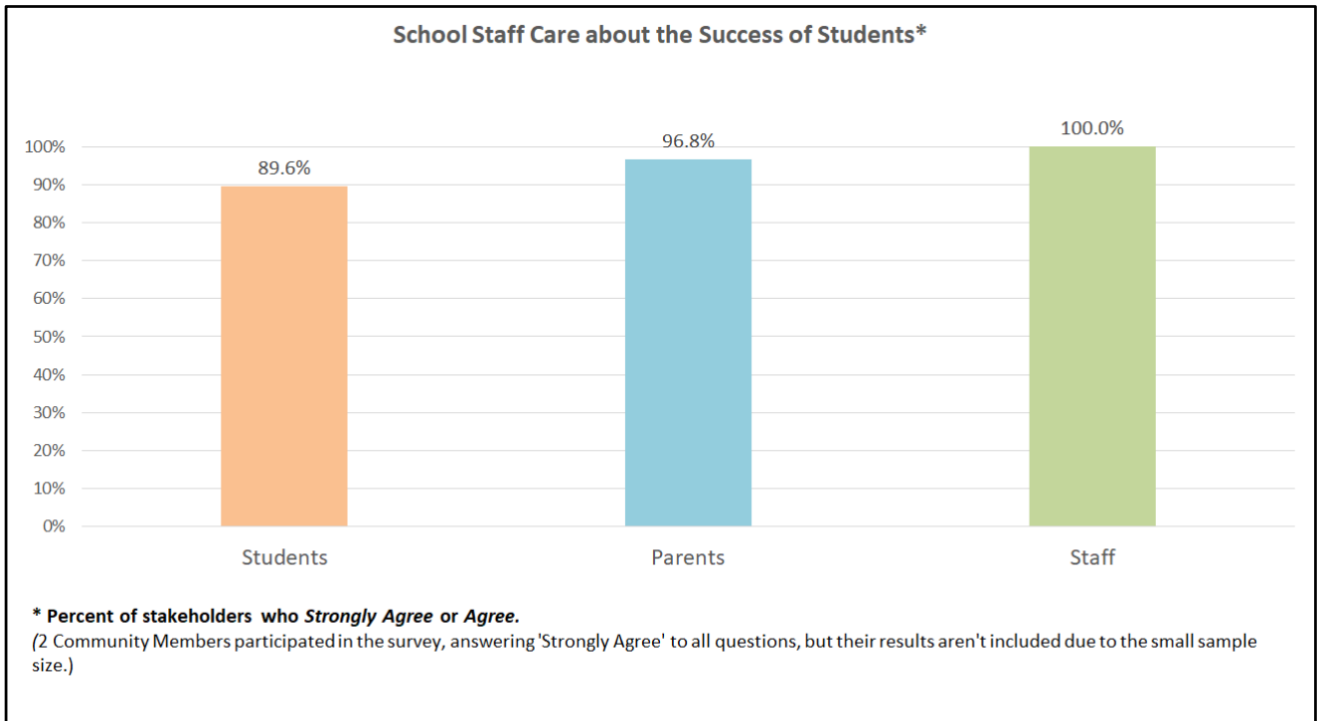
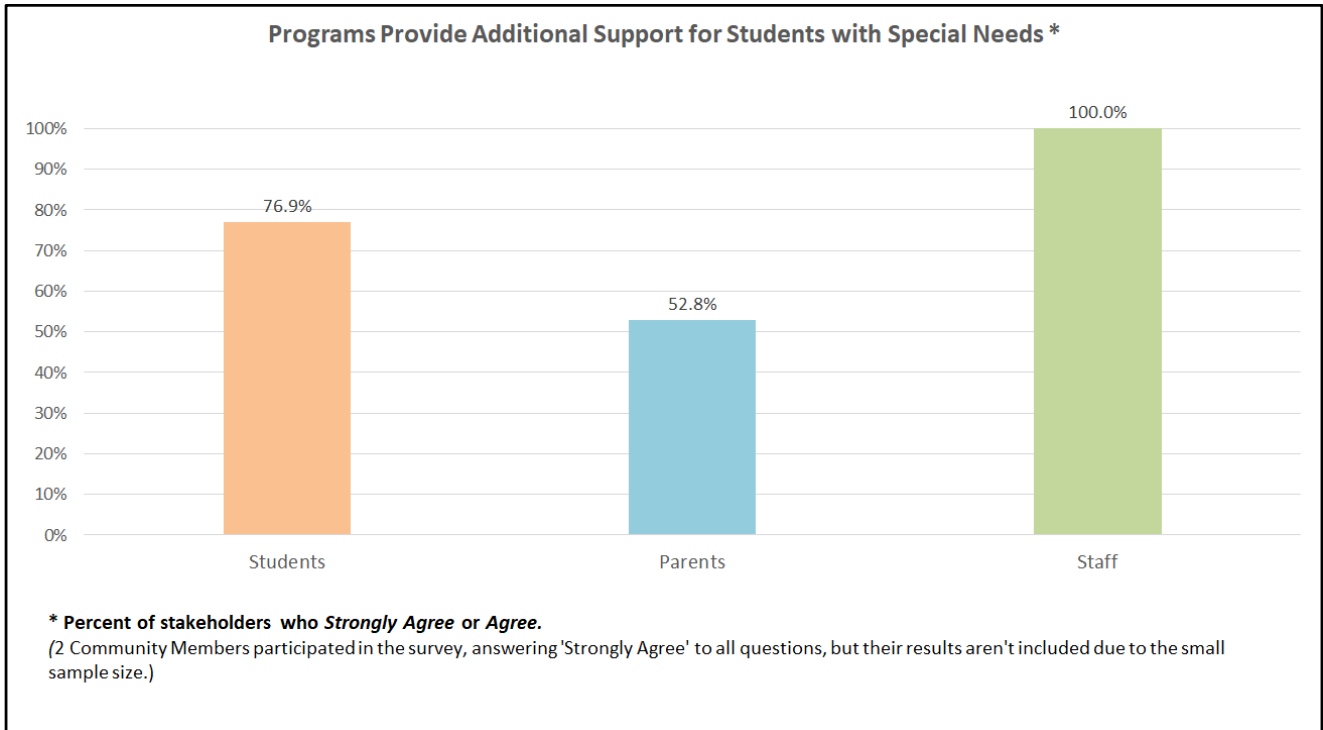
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