

# Calaveras River Academy

150 Old Oak Rd. • San Andreas, CA 95249 • 209-754-1996 • Grades 6-12

Richard Glock, Principal  
rglock@ccoe.k12.ca.us

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Calaveras County Office of Education**

185 South Main St.  
Angels Camp, CA 95221  
(209) 736-4662  
www.ccoe.k12.ca.us

### **District Governing Board**

Steven Looper  
Marilyn Krause  
Valerie Tudor  
Louis Boitano  
Marti Crane

### **District Administration**

Scott Nanik  
**Superintendent**  
Karen vail

**Assistant Superintendent**  
**Instructional Support Services**

### **School Description**

Calaveras River Academy's classroom program serves as an alternative school for students in grades six through twelve who reside in Calaveras County. The focus of the Community School is to remediate identifiable weaknesses with the students' known strengths, while building self-image and personal worth. This is accomplished through a structured behavior management system, ongoing assessment and positive reinforcement. Calaveras River Academy believes in the worth of each student and strives to meet each individual's needs. Emphasis is also placed on community service and numerous activities are organized which involve students directly with community projects. Calaveras River Academy's independent study program serves as an alternative program for students in grades six through twelve who reside in Calaveras County. The focus of the program is to provide academic instruction for students needing a more independently based program due to family circumstances or transitional timing into mainstream schools.

### **Vision Statement**

"The students of CRA will be responsible, productive citizens equipped with skills to thrive in the 21st century."

### **Mission Statement**

"The high expectations and academic focus at CRA is relevant and built on positive relationships. Students are empowered to be productive contributors within their community, innovative thinkers, and lifelong learners, who transcend boundaries to overcome obstacles in their path towards excellence".

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	8
Grade 10	5
Grade 11	4
Grade 12	3
<b>Total Enrollment</b>	<b>26</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.0
White	61.5
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	30.8
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Calaveras River Academy	16-17	17-18	18-19
With Full Credential	3	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	0	0
Calaveras County Office of Education	16-17	17-18	18-19
With Full Credential	◆	◆	29
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calaveras River Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

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

Both Calaveras River Academy and Oakendell Community School use Florida Virtual as an online internet based computer learning curriculum.

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Offered via on-line learning through Florida Virtual Learning Academy. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The facility at 150 Old Oak Road (home of CRA) is in excellent condition. The facility is approximately 10-years old.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2-16-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Lockdown, fire, and earthquake drills are scheduled throughout the year.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Recent drought tolerant improvements to the exterior grounds have been made.
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	0.0	10.0	38.0	42.0	48.0	50.0
Math	0.0	0.0	19.0	24.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	13	10	76.92	10.00
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	12	9	75.00	11.11
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	**	**	**
9	**	**	**

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	13	10	76.92	0
<b>Male</b>	--	--	--	--
<b>Female</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### **C. Engagement**

#### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Various opportunities are available for parental involvement. Parents are invited and encouraged to visit our campus and shadow their students. WASC committees and field trip assistance allow for parental involvement. Parents are kept informed of opportunities through parent-student meetings, monthly newsletters, parent portal, and ongoing phone and text message communications.

Contact: Richard Glock  
 Contact Phone No.: 209-754-1996

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

Safety plan is updated and reviewed annually. Counseling is available, and the staff is trained and kept up to date with the latest Crisis Response training. Safety emergency drills are scheduled and conducted throughout the year.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	41.2	66.7	53.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.3	5.9	3.9
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	n/a
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	0.2
Social Worker	n/a
Nurse	0.1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.6
Other	2
Average Number of Students per Staff Member	
Academic Counselor	n/a

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	2.0	4.0	3.0	11	7	10						
Mathematics	3.0	4.0	3.0	10	6	7						
Science	5.0	5.0	4.0	5	5	5						
Social Science	2.0	4.0	3.0	14	7	8						

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Full day Staff Development is occurring 7 times during the 2018-2019 school year. In July of 2018, two full days of training in the implementation of Florida Virtual School curriculum took place with continued ongoing support with both FLVS and peers. Implementation of state standards are a priority, as are Trauma-Informed Practices. Additional collaborative time addresses a variety of subjects which are staff driven due to immediate needs. The results of California Healthy Schools Surveys (Parents, Students, and Staff) are analyzed and reviewed as a team during collaborative staff meetings. Staff analyze data trends on a regular basis as well as including attendance and academics.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

County Offices don't report per Pupil expenditures. Supplemental Services are offered as follows: Counseling (once paid with Title 1 funds) is now part of our base program for LCAP.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Calaveras River Academy	2014-15	2015-16	2016-17
Dropout Rate	27.8	--	9.1
Graduation Rate	66.7	--	54.5
Calaveras County Office of Education	2014-15	2015-16	2016-17
Dropout Rate	13.9	4.8	8.7
Graduation Rate	80.2	88.1	84.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/A	N/A	N/A	N/A
District	◆	◆	N/A	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			N/A	N/A

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	7.7
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	100.0	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	0.0	0.0	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	100.0	74.1

### Career Technical Education Programs

Calaveras River Academy does not offer a full CTE program currently, however a plan is in development and a credentialed CTE teacher is on staff. Career Exploration is a course currently offered. Our CTE teacher is continuing to work on getting more authorizations to offer more courses. Students utilize Get Focused Stay Focused a career and college planning tool. Staff monitor work permits. Staff assist in filling out FASFA forms as well as employment applications. It is very difficult for students to gain employment in our county as transportation is a barrier. Due to the size of CRA we do not have a CTE advisory committee.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.