Charter Home Study Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Charter Home Study Academy
Street	6767 Green Valley Road
City, State, Zip	Placerville, CA 95667
Phone Number	530-295-2283
Principal	Steve Bryant
Email Address	sbryant@edcoe.org
School Website	http://chsa.edcoe.org/
Grade Span	
County-District-School (CDS) Code	09100900123521

2025-26 District Contact Information

District Name	Charter Home Study Academy
Phone Number	530-622-7130
Superintendent	Ed Manansala, Ed.D.
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2025-26 School Description and Mission Statement

Charter Home Study Academy (formerly known as Charter Alternative Program K-8) is a successful public school option that provides support for families who choose to educate their children at home. Multiple instructional options are available for CHSA students from Transitional Kindergarten through eighth grade. Students entering the program attend an informational conference with a school representative and their parent or guardian to initiate a partnership among family, staff, and students. This partnership creates an individualized academic plan for each student, supports positive behavior and academic achievement, and fosters ongoing communication. To clarify the mission, the Name of the school was changed to Charter Home Study Academy in the 24-25 school year.

CHSA offers a variety of curriculum choices, including state-adopted textbooks, as well as enrichment supplements. If a student transfers from a traditional school, in many cases, the textbooks will be the same as those the student has been using. CHSA offers a wide range of resources to supplement the textbooks, including educational software, literature, reference materials, and support for online curriculum programs. Both student and teacher editions of all textbooks are available to assist with home instruction and grading. Families can choose an entirely at-home program or a hybrid program that combines at-home instruction with on-campus classes. Classes for all grade levels offer students the opportunity to learn, interact, and collaborate with their peers. Parents choose from a variety of program options, including half-day, twice-weekly classes in grades TK-5, full-day, twice-weekly classes for grades 6-8, art-based writing labs, music programs, and skills improvement labs. Parents facilitate daily lessons, enrichment activities, and correct students' work. Parents tell us they value the structure of the CHSA program because it provides a combination of both group instruction and homeschooling, facilitating a rich educational experience. A fully credentialed, highly qualified teacher meets with students and parents on a regular basis to review lesson plans, provide resources and support, and assess progress to ensure the student's academic success. There is also a weekly tutorial and learning lab where students receive additional teaching and assistance in all subject areas. CHSA offers an arts-based creative writing class in addition to other elective classes that vary from year to year.

CHSA holds several family events each year, including a Back to School Meet & Greet, Craft Faire, and Family Reading session, among others. These events offer fun-filled opportunities to participate in enriching activities, thereby enhancing our school community. Students and their families typically participate in at least four field trips coordinated by our program or organized by CHSA families. Field trip destinations vary from year to year, but are always fun, educational, and very popular among students and parents alike.

2025-26 School Description and Mission Statement

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 to ensure academic skills that meet California's grade-level standards, as well as social development and a strong foundation for lifelong learning.

The Mission Statement reflects the program's priorities:
Charter Home Study Academy 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	9
Kindergarten	17
Grade 1	16
Grade 2	20
Grade 3	20
Grade 4	22
Grade 5	29
Grade 6	40
Grade 7	57
Grade 8	65
Total Enrollment	295

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.3
Asian	1
Hispanic or Latino	11.2
Two or More Races	6.4
White	61.4
English Learners	1
Foster Youth	0.3
Homeless	2
Socioeconomically Disadvantaged	33.2
Students with Disabilities	12.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	51.01	71	61.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	2.59	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	9.39	6	5.25	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	37.68	21.4	18.51	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.92	14.1	12.24	15831.9	5.67
Total Teaching Positions	9.9	100	115.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.9	67.91	71.9	59.16	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.8	1.48	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	12.9	10.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.2	31.99	18.2	15.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	16.6	13.71	14303.8	5.15
Total Teaching Positions	10.1	100	121.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	76.27	93.6	64.91	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.5	3.84	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	16.8	11.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	23.64	15.7	10.91	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.4	8.65	13705.8	4.91
Total Teaching Positions	11.8	100	144.2	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.90	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0	0
Local Assignment Options	3.00	3.2	2.7
Total Out-of-Field Teachers	3.70	3.2	2.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	42.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, Houghton Mifflin Harcourt, 2017 California Journeys, Houghton Mifflin Harcourt, 2017 I-Ready - Curriculum Associates Explode the Code, Educators Publishing, 2004 Zoophonics, Zoophonics Inc., 1987	0
Mathematics	California Saxon Math, Grades K-6, Saxon Publishers (Harcourt Achieve), 2008 I-Ready Classroom Mathematics Curriculum Associates 2020	0
Science	Science California Focus on Earth Science, Pearson Prentice Hall, 2008 Science California Focus on Life Science, Pearson Prentice Hall, 2008 Science California Focus on Physical Science, Pearson Prentice Hall, 2008 Science California Science, Scott Foresman, 2008 Science Discover Science - Techbook/Online Platform	0
History-Social Science	History/Social Science National Geographic World History: Ancient Civilizations, National Geographic Learning-Cengage, 2018 History/Social Science Our California, Scott Foresman 2006History/Social Science National Geographic World History: Medieval and Early Modern Times National Geographic Learning-Cengage, 2018 History/Social Science National Geographic American Stories: Beginnings to World War 1, National Geographic Learning - Cengage,2018 History/Social Science Studies Weekly: Social Studies, Studies Weekly 2018	0

Foreign Language	n/a		0
Health	n/a		0
Visual and Performing Arts	Teacher generated materials.		0
Science Laboratory Equipment (grades 9-12)	n/a		0

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

School Facility Conditions and Planned Improvements

Charter Home Study Academy operates at a (former) elementary school that EDCOE leases from a local school district. Due to the facility's design, the program utilizes several traditional classrooms for direct instruction, as well as a large conference room for teachers to meet with parents and students. Facilities are regularly inspected, cleaned, sanitized, and maintained through close coordination with the school district that owns the facility. The District provides full maintenance and repairs due to normal wear and tear or aging of the facility, as necessary to keep all grounds in good order, repair, and neat condition. Recent improvements include new carpet and/or paint, HVAC upgrades, sidewalk repair, and new play equipment (swings). Doormats are regularly replaced, and playground bark/fiber is inspected and replaced regularly.

Full custodial services and daily surface sanitation are provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces.

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

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

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Laminate counters and carpet needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Minor repairs
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	50	55	59	47	48
Mathematics (grades 3-8 and 11)	32	42	38	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	240	205	85.42	14.58	50.24
Female	121	98	80.99	19.01	53.06
Male	119	107	89.92	10.08	47.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	23	76.67	23.33	34.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	32	88.89	11.11	56.25
White	169	146	86.39	13.61	50.68
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	53	81.54	18.46	41.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	22	78.57	21.43	27.27

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	240	206	85.83	14.17	41.75
Female	121	98	80.99	19.01	35.71
Male	119	108	90.76	9.24	47.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	23	76.67	23.33	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	32	88.89	11.11	62.50
White	169	147	86.98	13.02	39.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	53	81.54	18.46	33.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	21	75.00	25.00	19.05

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.91	57.95	--	--	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	88	94.62	5.38	57.95
Female	46	43	93.48	6.52	60.47
Male	47	45	95.74	4.26	55.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	12	80.00	20.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	53.33
White	60	58	96.67	3.33	62.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	23	85.19	14.81	52.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88%	91%	91%	91%	94%
Grade 7	88%	91%	91%	91%	92%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Students entering our Charter School attend an informational conference with a school representative and the student's parent or guardian to initiate a partnership among parents, staff, and students. This partnership supports positive behavior and academic achievement, as well as establishes communication protocols to create an individualized academic plan for each student. Families can choose an entirely at-home program or a hybrid program that combines at-home instruction and school-site classes. Parents facilitate daily lessons, enrichment activities, and correct students' work. A fully credentialed, highly qualified teacher meets with students and parents on a regular basis to review lesson plans, provide resources and support, and assess progress to ensure the student's academic success.

CHSA hosts several family events each year, including a Back to School Meet & Greet, Craft Faire, and Family Reading session, among others. These events offer fun-filled opportunities to participate in enriching activities, thereby enhancing our school community. Students and their families typically participate in at least four field trips coordinated by our program or organized by CHSA families. Field trip destinations vary from year to year, but are always fun, educational, and very popular among students and parents alike.

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 to ensure academic skills that meet California's grade-level standards, as well as social development and a strong foundation for lifelong learning.

Our program provides and supports a variety of ways for parents to be actively involved in school activities and events, including our School Site Council, Stakeholder Surveys, Client Roundtables, Back to School Nights, Open House Nights, Parent Booster Clubs, an annual Craft Faire, Family Reading Night, field trips, and Coffee Talks. These events provide meaningful opportunities for parents and students to confer with staff on an ongoing or as-needed basis, depending on the situation. Our Independent Study program has the privilege of meeting with parents individually and frequently. These regularly scheduled meetings provide us with the opportunity to review achievement data and individual student progress, as well as update parents and gather feedback on Program changes. Additionally, they allow parents to participate in enriching activities, thereby enhancing the sense of community within our program. In addition, having parents involved in our School Site Council

2025-26 Opportunities for Parental Involvement

greatly assists our leadership team in identifying and meeting program goals, as well as defining educational needs.

CHSA utilizes a number of online tools that help students and families stay connected to learning and progress. These tools include integrated grading systems within our attendance system, which help ensure students are staying on track. Additionally, students and families can access their child's progress online. Parent notifications and reminders for school events, as well as emergency information, are delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to enhance communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, foster positive interactions, and cultivate strong relationships, ultimately enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish and is appreciated by our parents who do not speak fluent English.

Parent notifications and reminders for school events, as well as emergency information, are also delivered to families through ParentSquare, a new mass-voice/email/text system implemented by Charter to enhance communication with parents. ParentSquare connects schools with families in new ways to provide effective communication, foster positive interactions, and cultivate strong relationships, ultimately enhancing student outcomes and school success. Parents report that they appreciate this method of communication for its immediacy and ease of retrieval. ParentSquare translates into Spanish and is appreciated by our parents who do not speak fluent English. Families also communicate with teachers through the Pathways online learning portal.

The student/parent handbook, events, and program information are updated regularly on the program's website. Community members can read an overview and highlights of the program, beginning with our unique mission and vision. In this way, our potential stakeholders, community members, and local school districts can gain a much better understanding of the educational program. All important notices, paperwork, and correspondence with our English Language Learner families, if any, are sent to families, and are available in, Spanish; this includes our Student/Parent Handbook, enrollment forms, program brochures, and other items. All website information is now Accessibility Compliant.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	315	10	3.2
Female	158	154	8	5.2
Male	167	161	2	1.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	1	2.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	0	0.0
White	229	222	6	2.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	111	110	7	6.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	50	2	4.0

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): - Pupil suspension rates; - Pupil expulsion rates; and - Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

					Suspensions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.78	0.37	1.23	2.31	2.25	1.89	3.6	3.28	2.94

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

This table displays expulsions data.

				Expulsions				
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.09	0	0.04	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	0.00	0.00
Male	2.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.31	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.00	0.00

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

2025-26 School Safety Plan

The Comprehensive School Safety Plan for Charter Home Study Academy (CHSA) was last updated in February 2024 and adopted by the Safety Committee in March 2025. The Safety Committee consists of representatives such as the El Dorado County Health Officer, Law enforcement, local fire department officials, and our Site Council, all of whom are consulted each fall formally, as well as on an as-needed basis, to identify hazards, remediate unsafe practices, and recommend safety and health improvements. Our Site Council consists of Staff, Parents, and students.

CHSA requires that all staff undergo annual safety-related courses specific to their position within the organization, such as those related to Bloodborne Pathogens, the Healthy Schools Act, and each person's role as a Mandated Reporter. The CSSP and the Injury Illness Prevention Policy can be found at each school campus and on the website. Full custodial services and daily surface sanitation are provided for all buildings, touchpoints, equipment, supplies, restrooms, classrooms, and office spaces using Hypochlorous Acid Solution (HOC1), a non-toxic sanitizing liquid manufactured in-house, ensuring we are always equipped with a natural sanitizer. Our facilities provide Personal Protective Equipment to all employees and students and require that it is used according to CDC and state guidelines and/or mandates.

Significant improvements have been made to the facility in the areas of safety, communication, and power since we began using the site in 2010, including enhancing the security of all exterior doors and installing blinds in all classrooms. To ensure the safety of all staff and students, every classroom and office at each site is equipped with a mass communication speaker/digital display system, enabling communication with families and staff in the event of an emergency. This system also allows for the sending of text, email, or voice messages. Each classroom is equipped with an emergency binder that contains instructions for various potential emergencies, including fire, earthquake, evacuation, lockdown, shelter-in-place, bomb threat, intruder, and calling 911.

Because our campuses continue to experience an increase in the number of students with mental health-related needs, CHSA employs an in-house Mental Health Counselor and contracts with outside services for mental health life coaching.CHSA continues to provide professional development to support the mental health of students more effectively and foster a positive school climate.

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

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	2	0	0
1	17	1	0	0
2	19	1	0	0
3	21	0	1	0
4	10	2	0	0
5	23	0	1	0
6	18	10	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	0	0
1	16	1	0	0
2	20	1	0	0
3	22	0	1	0
4	22	0	1	0
5	22	0	1	0
6	20	6	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	9	1		
K	17	1		
1	16	1		
2	20	1		
3	20	1		
4	22		1	
5	15	2		
6	18	9		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	1.0
Other	3.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12667	758	11909	88137
District	N/A	N/A	12521	
Percent Difference - School Site and District	N/A	N/A	-5.0	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

The school uses Local Control Funding to provide mental health supports for students. A mental health clinician provides individual and small-group interventions and supports for any student referred to them by a staff member or parent. The school also utilizes a tiered intervention strategy for students who need additional academic support. The school has several instructional assistants who support student individually or in small groups for academic support. The school also has lead teachers at the primary and secondary level who support and mentor other teachers. Additionally, a improvement coach stipend is provided to support cycles of inquiry and improvement at all grade levels.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	68,005	55,248
Mid-Range Teacher Salary	91,041	80,746
Highest Teacher Salary	116,538	109,655
Average Principal Salary (Elementary)	128,106	133,828
Average Principal Salary (Middle)	148,293	142,253
Average Principal Salary (High)	163,497	149,893
Superintendent Salary		155,954
Percent of Budget for Teacher Salaries		6.12%
Percent of Budget for Administrative Salaries		25.26%

Professional Development

Professional development plans are implemented annually based on a variety of student data and are articulated in conjunction with the Local Control Accountability Plan. Due to the nature of our independent study program, which provides ongoing weekly meetings between staff and parents/students, the program schedules its professional development activities on days/times, rather than those days built into our school calendar. When scheduling permits, professional development is

Professional Development

aligned across and articulated between, programs to maximize staff expertise and the efficient use of time and fiscal resources.

Primary focus areas for professional staff development include meeting new State standards, improving performance on the CAASPP, use of assessments, implementing newly adopted core academic materials, providing effective and engaging instruction, continually improving our integration and use of instructional technology, distance learning due to PSPS events or health mandate lockdowns, dealing with mental health challenges of students, maintaining and continually improving the school's positive culture, and ensuring compliance and best practices with regard to independent study state law. Primary focus areas were selected by stakeholders through our School Site Council based on a review of data.

Professional development and implementation support are delivered through a strong professional learning community model (PLC), workshops, training, conference attendance, and individual mentoring from administration, staff, and peers.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	2	3