

# Ernest Kimme Charter Academy for Independent Learning

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

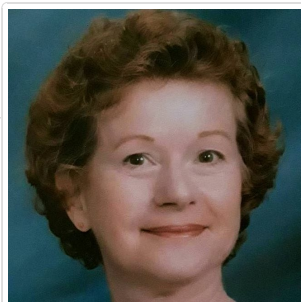
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the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

### DataQuest

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

### Internet Access

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



### Lois Chancellor, Principal

📍 Principal, Ernest Kimme Charter Academy for Independent Learning

#### About Our School

Thank you for your interest in Ernest Kimme Charter Academy for Independent Learning. We are a new school in the VUSD, offering K-12 instruction through a blended learning format. We offer on-site classes, online classes, and independent learning with one on one instruction, intervention and support for core subjects, social-emotional supports, study hall, Makers Space and other project-based opportunities, to engage students in a customized educational program that fits their needs. I am excited about our direction in education as we strive to support student learning and social skills in a safe and respectful school environment, helping our students grow into productive citizens. Our School Accountability Report Card (SARC) is designed to provide an overview of our school program. It is our ultimate goal to work with students and families to promote academic and social success for all students at Kimme Charter Academy.

#### Contact

*Ernest Kimme Charter Academy for Independent Learning*  
1949 Peabody Rd.  
Vacaville, CA 95687-6287

Phone: 707-469-2305  
E-mail: [loisc@vacavilleusd.org](mailto:loisc@vacavilleusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>E-mail Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Ernest Kimme Charter Academy for Independent Learning
<b>Street</b>	1949 Peabody Rd.
<b>City, State, Zip</b>	Vacaville, Ca, 95687-6287
<b>Phone Number</b>	707-469-2305
<b>Principal</b>	Lois Chancellor, Principal
<b>E-mail Address</b>	<a href="mailto:loisc@vacavilleusd.org">loisc@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://isp.schoolloop.com/">http://isp.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705730135095

*Last updated: 1/3/2019*

### School Description and Mission Statement (School Year 2018—19)

#### Vision

The Charter School exists to provide an alternative education model that meets the individual academic and social needs of today's students, through a focus on a culture of community service, in order to maximize their potential to positively impact their families and community.

#### Mission Statement

The Charter School will:

- Provide a rigorous standards-based instructional program so that students are equipped for success in college and career in the 21st century.
- Provide all students with an individualized Personal Learning Plan (PLP) that recognizes and responds to the unique needs of every learner.
- Offer blended learning options to meet the diverse learning styles of our student body.
- Offer Project-Based Learning options to foster critical thinking, creativity, collaboration, and presentation skills.
- Offer additional academic support for students in order to ensure their academic success.
- Involve all students in developmentally appropriate Service Learning and Community Engagement opportunities to instill cultural understanding and social responsibility.
- Offer extended learning opportunities to enrich the educational experience and engage students to foster the sense of belonging to our school community.
- Provide for the social and emotional well-being of each student by providing a safe and intimate learning environment.

#### Expected School wide Learning Results (ESLRs)

The Charter School strives to offer a rigorous educational program which fosters uniquely positive personal attributes in its students. Through the independent study strategy and augmented by direct instruction support, blended learning options, as well as clubs the school's Essential School-wide Learning Results (ESLRs) provide a description of the student our school produces. The five categories and descriptors also detail what we believe it is to be an educated person in the 21st century.

##### 1. Complex Thinkers who:

- Complete projects using effective problem solving techniques and a variety of resources.
- Apply learned skills, complex problem-solving processes and critical thinking to new problems and real life scenarios.
- Use higher level thinking skills, processes, and competencies to develop and extend their learning beyond the formal academic setting.
- Analyze, integrate and synthesize multiple sources and perspectives to formulate a justifiable rationale within various contexts.

##### 2. Self-Directed Learners who:

- Use effective goal setting strategies to determine priorities and meet educational, vocational, and personal goals and standards.
- Exhibit good study and work habits that include completed schoolwork, attendance, promptness, and effective time management to accomplish projects.
- Exhibit teamwork motivation and discipline. Accepting individual and group responsibility while working in a group setting on projects and assignments.

##### 3. Responsible Citizens who:

- Utilize their skills, talents, and resources to serve and support others.
- Demonstrate knowledge of diverse cultures and engage in school, community and world affairs.
- Foster tolerance for individual differences and demonstrate skills in resolving conflicts through positive, non-violent alternative actions.
- Convey environmental awareness and responsibility.

##### 4. Productive Workers who:

- Use effective leadership and group skills to foster, develop, and maintain relations within a group to achieve mutually significant goals.
- Exhibit the confidence to lead a group and the flexibility to recognize and follow the leadership of others.

**5. Effective Communicators who:**

- Convey complex ideas and emotions through written, verbal and visual mediums.
- Receive, interpret and analyze ideas and messages from others.
- Use technology as a tool to enhance the communication of various ideas and points of view.

**Educational Philosophy**

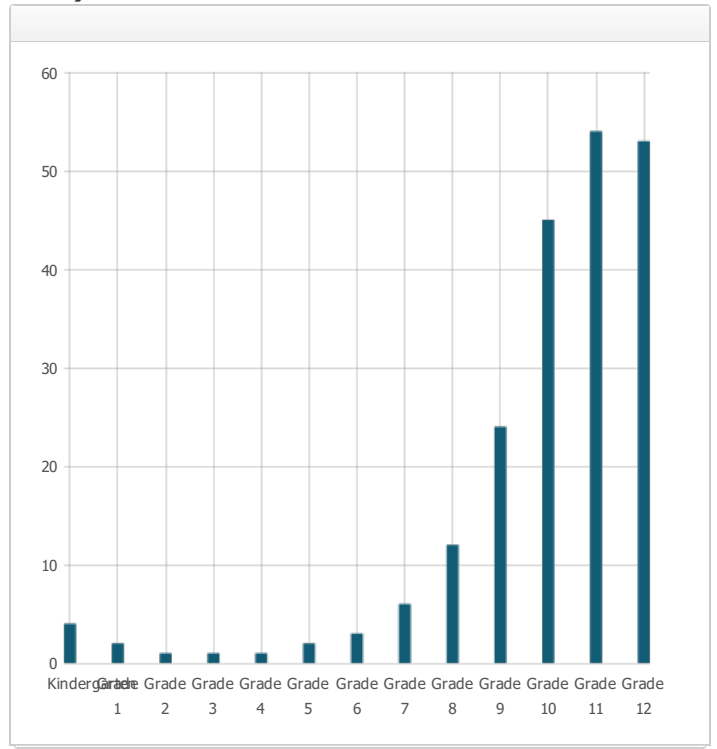
**Overview**

The Charter School believes that learning best occurs within its student population by customizing the educational program for each student to best meet their unique needs. Each student will have individualized educational opportunities through a blended learning model that combines independent study, classroom (or direct), as well as online instruction (courseware) to allow flexible scheduling and extended learning opportunities that include service learning/community engagement and workplace educational experiences. The Charter School provides a rigorous, standards-based curriculum with a focus on core academics: language arts, mathematics, science, and social science. We also offer a variety of elective courses and clubs, and in the future a growing partnership with community vendors to expand the extended learning opportunities available for parents and students to select.

*Last updated: 1/16/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	2
Grade 6	3
Grade 7	6
Grade 8	12
Grade 9	24
Grade 10	45
Grade 11	54
Grade 12	53
<b>Total Enrollment</b>	<b>208</b>



Last updated: 1/16/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.3 %
American Indian or Alaska Native	1.4 %
Asian	2.4 %
Filipino	1.4 %
Hispanic or Latino	34.1 %
Native Hawaiian or Pacific Islander	1.0 %
White	42.8 %
Two or More Races	7.7 %
Other	3.9 %
<b>Student Group (Other)</b>	
Socioeconomically Disadvantaged	41.3 %
English Learners	3.8 %
Students with Disabilities	1.9 %
Foster Youth	%

## A. Conditions of Learning

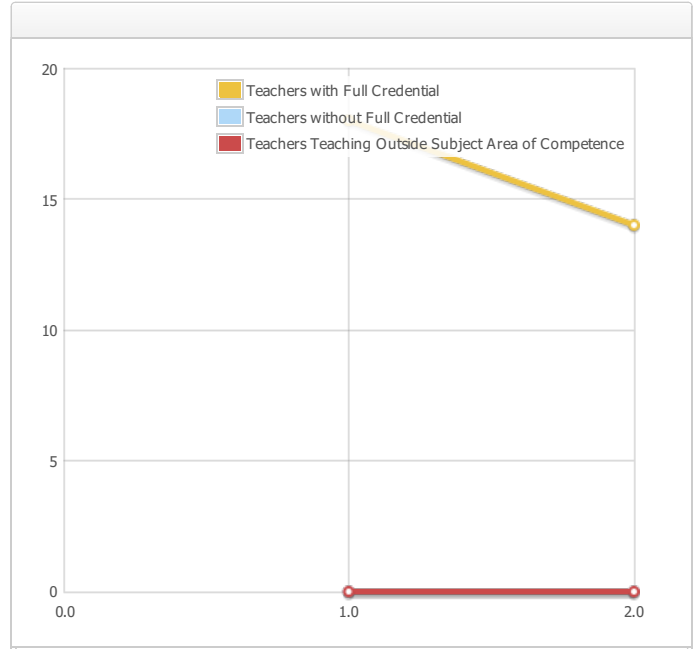
### State Priority: Basic

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

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

#### Teacher Credentials

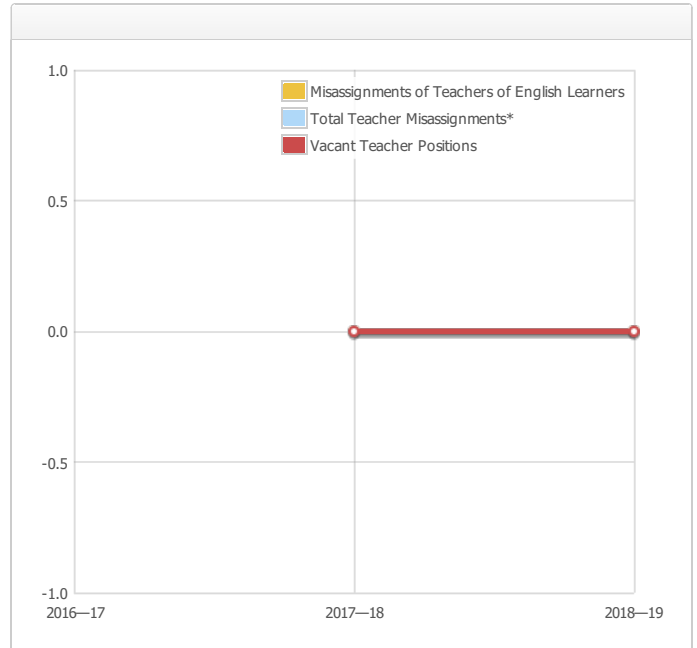
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		18	14	593
Without Full Credential		0	0	32
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	14



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



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

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

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Gr. K-5: Treasures (MacMillan/McGraw -Hill) Gr. 6-12: Springboard (College Board)	Yes	0.0 %
Mathematics	Gr. K: Math in Focus (Houghton Mifflin) Gr. 1-6: Go Math! CA Edition (Houghton Mifflin)  Gr. 7-12: Big Ideas Course 2 (Houghton Mifflin) Math 7 Big Ideas Course 3 (Houghton Mifflin) Math 8 Big Ideas Accelerated (Houghton Mifflin) Math 7 XL Core Connections Integrated Math 1, 2, 3 (CPM)	Yes	0.0 %
Science	Gr. K-6: California Science (MacMillan/McGraw -Hill) Gr. 7-8: Focus on Life Science (Gr.7) and Focus on Physical Science (Gr. 8) (McDougal Little) Gr. 9-12 Earth Science CA Edition (Prentice Hall)	Yes	0.0 %
History-Social Science	Gr. K-5: History/Social Science (Houghton Mifflin) Gr. 6: Ancient Civilizations CA Edition (Glencoe)  Gr. 7-8: My World Interactive: Medieval and Early Modern Times CA Edition (Pearson) US History: American Stories Beginnings to World War I CA Edition (National Geographic)  Gr. 9-12: World History: Connections to T oday (Prentice Hall) US History: T he American Vision (Glencoe) Economics Principles in Action (Prentice Hall) American Government (Prentice Hall)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

## School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. The bulk of the deficiencies are related to ceiling tiles, lack of fire escape maps and door issues. All deficiencies will be eliminated by the end of the summer break, 2019.

*Last updated: 1/10/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	All damaged ceiling tiles will be replaced. Flooring issues will be repaired or replaced by Summer 2019.
<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	Poor	All areas will have the required fire escape route maps posted by the end of January 2019.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The doors not latching will be repaired by the end of January 2019.

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/10/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	29.0%	39.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	5.0%	8.0%	38.0%	39.0%	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 standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/16/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	88	87.13%	39.08%
Male	41	36	87.80%	25.71%
Female	60	52	86.67%	48.08%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	31	30	96.77%	33.33%
Native Hawaiian or Pacific Islander				
White	49	40	81.63%	45.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	47	44	93.62%	34.88%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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.

Last updated: 1/16/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	87	86.14%	8.05%
Male	41	35	85.37%	8.57%
Female	60	52	86.67%	7.69%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	31	30	96.77%	6.67%
Native Hawaiian or Pacific Islander				
White	49	40	81.63%	12.50%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	47	43	91.49%	2.33%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/16/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: 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 new California Science Test (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.

*Last updated: 1/16/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

- Added to our Maker Space STEM opportunities on campus, this year are Introduction to STEM and STEM Problem Solving to expand student interest and opportunity in Science, Engineering Technology, Arts and Mathematics.
- Students in grades 11 and 12 are also eligible to take courses in World of Work and earn Work Experience credit for the hours they work at an approved job or volunteer position in our community.
- Work permits are issued and maintained by students who continue to reach academic goals, maintaining a qualifying GPA of 2.0 or higher.
- Project Inspire participation allows 10th graders to explore careers in our community through hands-on learning experience.
- Additional career exploration is offered through our counselor and RSP teacher, and the addition of a course in Essential Skills allows students to access Naviance for career and college planning.

Student and parent feedback allow KCAIL to evaluate the effectiveness of our CTE opportunities. We continue to grow our community partnerships and bring more career exploration and student-community networking to our site.

*Last updated: 1/17/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/16/2019*

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	84.5%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.1%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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.

Last updated: 1/16/2019

## 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)

Monthly Student-Parent Orientations are provided for incoming students and their parents. At orientation, students and parents sign a Master Agreement which addresses sufficient attendance and progress requirements in order to remain at the Charter School. With any violation of the Master Agreement parents are notified. Following a second notification, parents and students participate in a Student Study and Success Team meeting to determine roadblocks to success and supports necessary to reach academic goals. An addendum to the Master Agreement outlines the SST plan to address the needs of each student. Parents are also contacted regularly by PLP and classroom teachers regarding student success and are expected to be involved as an integral part of the student's Academic Support Team. Parents and students access School Loop as a means of direct communication with teachers and other school staff. Parents are encouraged to support their students by allowing them extra time on campus to engage in extra-curricular and support opportunities. Parent feedback is collected by a survey each year and analyzed with regard to our school improvement plan. Parents are invited to accompany their students to PLP meetings as they wish, in order to keep in touch with teachers, and the expectations for their students.

Blackboard, School Loop and Facebook, Outlook mail, district mailings, and teacher text messages through Via Remind are utilized for parent outreach.

# State Priority: Pupil Engagement

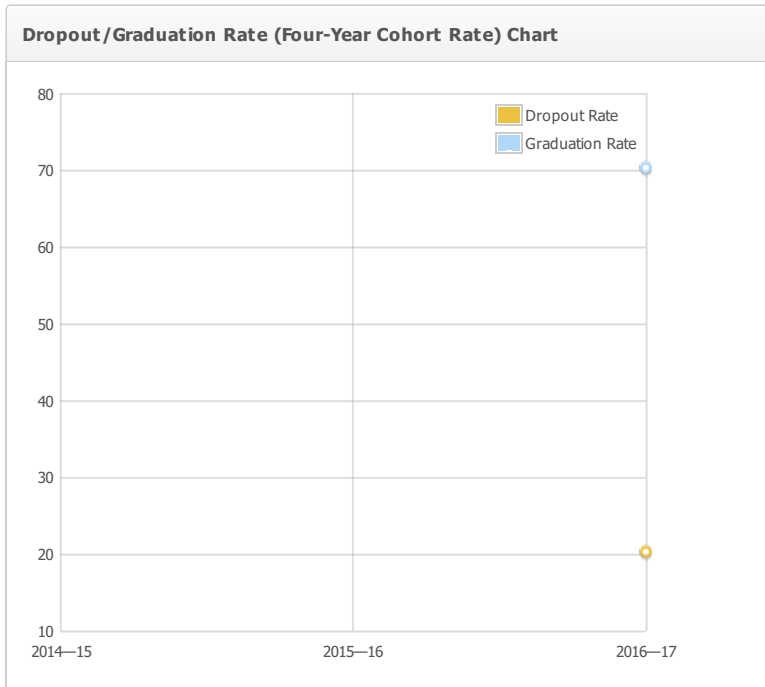
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	20.3%	5.3%	9.1%
Graduation Rate	70.3%	87.6%	82.7%



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

Last updated: 1/16/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	0.0%	96.6%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	92.3%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	0.0%	100.0%	56.7%
Students with Disabilities	100.0%	91.1%	67.1%
Foster Youth	0.0%	100.0%	74.1%

# 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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.8%	0.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

## School Safety Plan (School Year 2018—19)

Kimme Charter Academy School Safety plan is to be presented for approval January 23, 2019, by the School Site Council/School Safety Plan Committee and presented at a public meeting January 30, 2019.

Our School Safety Plan is reviewed continually and updated formally each year. Our School Site Council and all stakeholders have input. Our local police, school administration and parent volunteers collaborate to provide a safe learning environment. Student safety is addressed by emphasizing school rules on a regular basis and a school discipline plan is in place utilizing the work of our PBIS team. Multiple staff members occupy all student spaces and continually monitor student activities. A comprehensive disaster response plan has been developed and reviewed annually. Routine safety checks of facilities are made. Monthly drills include reviews and de-briefings of potential disaster procedures and each staff member is assigned a role should a disaster occur.

Last updated: 1/16/2019



## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	1		
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	10.0	1		
1				
2	1.0	1		
3				
4				
5				
6	3.0	1		
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English				
Mathematics				
Science				
Social Science				

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	25.0	7		4
Mathematics	15.0	7	2	1
Science	19.0	5		2
Social Science	22.0	8		3

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	33.0	4	1	3
Mathematics	9.0	13		1
Science	17.0	5	1	1
Social Science	37.0	2	2	3

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

*Last updated: 1/16/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	181.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

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

*Last updated: 1/23/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$9659.3	\$305.9	\$9353.5	\$61721.0
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	28.2%	-11.4%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	34.9%	-29.1%

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

*Last updated: 1/24/2019*

### Types of Services Funded (Fiscal Year 2017—18)

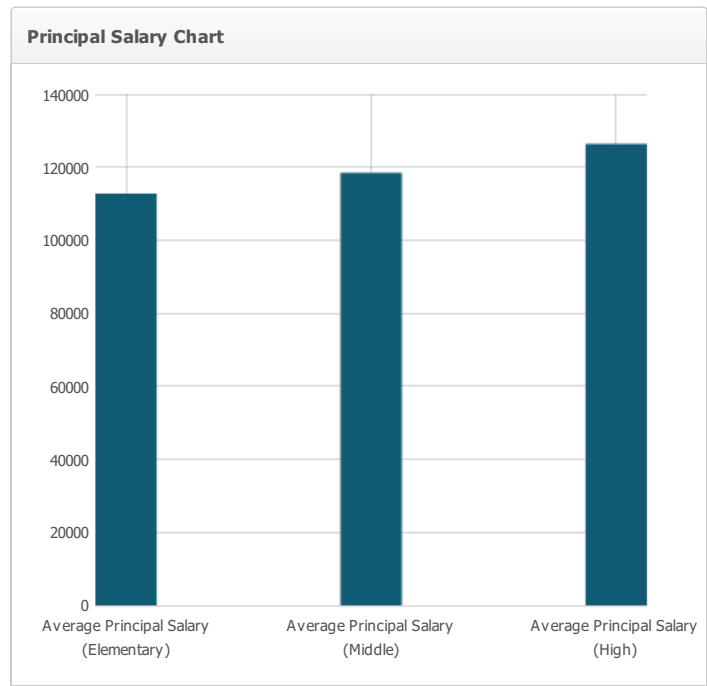
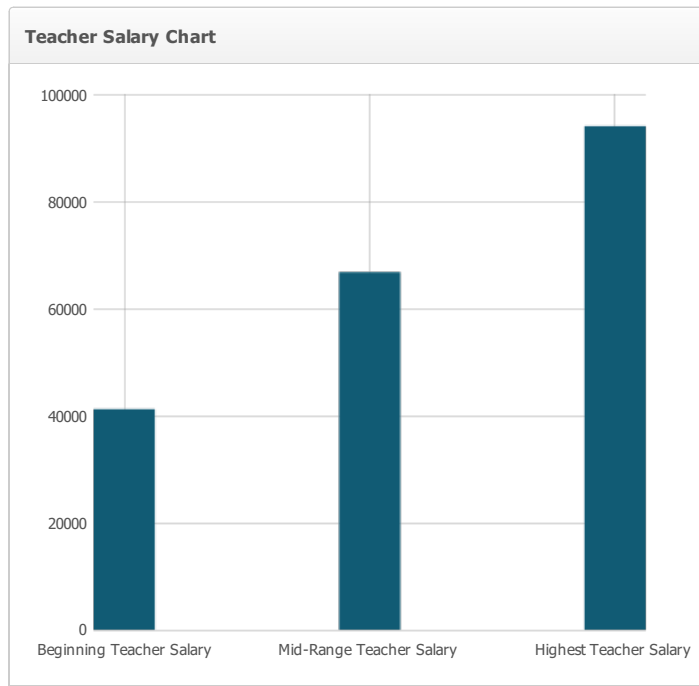
	<b>Unrestricted</b>	<b>Restricted</b>
1000 Certificated Salaries	1,116,487.84	
2000 Classified Salaries	94,265.67	
3000 Benefits	357,890.81	63,102.00
4000 Materials & Supplies	31,761.44	2,710.33
5000 Operating Services & Expenses	412,077.22	320.00
Less Object 3701-3702	(40,774.49)	(1,656.99)
<b>Total:</b>	<b>1,971,708.49</b>	<b>64,475.34</b>

Last updated: 1/23/2019

### Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/16/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

*Last updated: 1/16/2019*

**Professional Development**

Prior to the 2018-19 school year staff spent 3 days in training for the expected changes in curriculum, accounting, protocol and procedures for student academic success and support. Our Teacher Handbook was updated and distributed for review. We changed online providers to match the Odysseyware utilized at our feeder high schools. We became an NCAA registered school. We submitted and had retroactively approved a-g coursework for grades 9 and 10 with some grade 11 courses approved as well. We added Photography, STEM electives, and Psychology as college preparatory electives and adopted Springboard English curriculum for grades 10 and 11.

The adoption of new curriculum and protocol became one focus of collaborative time spent in subject groups, grade level groups, and whole staff time.

Teachers also received training in Google classroom, Suicide Prevention, Intervention and Postvention, and grading for mastery.

Individual mentoring occurs in the classroom and between PLP teachers informally, and through the observation and evaluation process conducted by the principal. New teachers meet weekly with the principal as a check in process.

As we gather data on student attendance and achievement, our Professional Development becomes increasingly focused on the needs and student-centered direction of our school.

*Last updated: 1/16/2019*