

Executive Summary School Accountability Report Card, 2010–11

For Golden Eagle Charter School



Address:	2405 South Mount Shasta Blvd., #3, Mount Shasta, CA, 96067-9626	Phone:	(530) 926-5800
Director:	Ms. Shelly Adams	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school office.

About This School

The Charter School's goal is to enable students to become competent, productive, literate, self-motivated, lifelong learners by providing each student, along with his/her parents the opportunity to design and implement a customized curriculum that is relevant, takes learning styles into consideration, embraces the student's interests and addresses the California State Standards. The student, parent, and a supervising California credentialed teacher contract as a team to facilitate this process.

GECS provides unique opportunities and diverse resources, including technology, small group classes and enrichment workshops, tutors, field trips, college class opportunities, and community resources such as dance, music, and PE. We encourage students to develop their academic potential and discover and pursue their unique interests, talents, and passions in life.

Our program encourages the use of innovative teaching methods and education philosophies, utilizes varied forms of assessment, and provides ongoing professional development for teachers. GECS employs highly qualified credentialed teachers and support staff members that possess a love for children and a passion for individualized learning. We forge partnerships with parents, community organizations, and other educational institutions including the Siskiyou County Office of Education.

Golden Eagle Charter has maintained its original educational philosophy and mission: to educate students in Siskiyou County and Castella by providing a personalized learning program to students in collaboration with parents and community. The program has been modified in one key area in that students in 5th-11th grades are now required to attend mandatory math and/or language arts skills classes, or another acceptable alternative, if their STAR scores are below Proficient. In addition, many more options have been created for small-group instruction in core subjects, as well as electives and enrichment, to provide students a wider variety of educational options.

Student Enrollment

Group	Enrollment
Number of students	310
Black or African American	1.9%
American Indian or Alaska Native	2.6%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	11.9%
Native Hawaiian or Pacific Islander	0.0%
White	75.8%
Two or More Races	7.1%
Socioeconomically Disadvantaged	62.9%
English Learners	0.0%
Students with Disabilities	6.1%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	50%
Mathematics	29%
Science	51%
History-Social Science	47%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	743
Statewide Rank (from 2010 Base API Report)	2
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 13
2011-12 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

All sites are leased and maintained in good condition. Necessary repairs are reported to the owners or property managers immediately and corrective actions are completed in a timely manner. No major facility improvements are planned at this time.

Curriculum and Instructional Materials

The school provides a personalized, rigorous standards-based program for all students. Golden Eagle Charter School is a personalized learning program in which all students, in conjunction with their educational facilitators, develop personalized learning plans designed with their learning styles, academic needs, interests and life goals in mind. Each student meets individually with an educational facilitator to create and implement this personalized learning plan. Students and parents have input in the choice of curriculum materials and learning activities. The educational facilitator ensures that the chosen curriculum and learning activities meet the California State Academic Standards in each subject. All students have access to instructional materials available at the school's sites and at the county resource library. GECS' teachers are regularly trained on new curriculum and instruction methods.

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	5,294
District	7,986
State	5,650

School Completion

Indicator	Result
Graduation Rate (if applicable) Graduation rate is not applicable because the school had fewer than 50 students in the graduation rate denominator (graduates plus dropouts.)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Golden Eagle Charter	District Name	Siskiyou County Office of Education
Street	2405 South Mount Shasta Blvd., #3	Phone Number	(530) 842-8400
City, State, Zip	Mount Shasta, CA, 96067-9626	Web Site	www.siskiyoucoe.net
Phone Number	(530) 926-5800	Superintendent	Kermith Walters
Director	Shelly Adams	E-mail Address	kwalters@siskiyoucoe.net
E-mail Address	shellya@gecs.org	CDS Code	47-10470-0117168

School Description and Mission Statement (School Year 2010–11)

Golden Eagle is an independent study charter school that provides a voluntary public educational choice for families who choose to educate their children through personalized learning. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to educate students through personalized learning and support parental choice in education.

GECS offers a variety of learning approaches that may include a blend of home-based learning, small group instruction, and extra-curricular activities. The world is the classroom.

Opportunities for Parental Involvement (School Year 2010–11)

Parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Director works with staff members and parents and guardians to develop meaningful opportunities at all grade levels for parents and guardians to be involved in school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents and guardians are notified of their rights to be informed about, and to participate in, their children's education and opportunities for parental involvement.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	17	Grade 8	23
Grade 1	19	Ungraded Elementary	0
Grade 2	23	Grade 9	23
Grade 3	21	Grade 10	31
Grade 4	33	Grade 11	30
Grade 5	20	Grade 12	16
Grade 6	25	Ungraded Secondary	0
Grade 7	29	Total Enrollment	310

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.9%
American Indian or Alaska Native	2.6%
Asian	0.3%
Filipino	0.3%
Hispanic or Latino	11.9%
Native Hawaiian or Pacific Islander	0.0%
White	75.8%
Two or More Races	7.1%
Socioeconomically Disadvantaged	62.9%
English Learners	0.0%
Students with Disabilities	6.1%

III. School Climate

School Safety Plan (School Year 2010–11)

Student, parent and employee safety are top priorities for Golden Eagle. Risk Assessment site visits are conducted to identify hazards and areas for improvement. Recommendations and improvements to existing programs are implemented. Items that pose hazards are prioritized and addressed. GECS works to create safe environments for students to work and learn. Each site is inspected by a third-party organization to insure a physically safe environment in compliance with local codes. Each site keeps an emergency disaster plan and medical supplies, as well as emergency medical forms for all students who use the site. Students and families sign contracts upon enrollment that include a behavior policy and code of conduct in order to deter unsafe or risky behavior in school facilities. Attendance is monitored through daily attendance records or sign-in sheets, and student, family, and visitor presence is consistently monitored. To keep sites clean, GECS keeps a daily janitorial service to clean sites. When appropriate, students are assigned roles in maintaining a clean and safe environment. Education and practice in sanitation procedures help to prevent the spread of illness or infection between students, staff, and other visitors at school sites.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11			
Suspensions	.000	.007	.010			
Expulsions	.000	.003	.003			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

All sites are leased and maintained in good condition. Necessary repairs are reported to the owners or property managers immediately and corrective actions are completed in a timely manner. No major facility improvements are planned at this time.

School Facility Good Repair Status (School Year 2011–12)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	
With Full Credential	23	23	20	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	87.83%	12.17%
All Schools in District	87.83%	12.17%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.10	100
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	Provided by County Office	
Social Worker		
Nurse	Provided by County Office	
Speech/Language/Hearing Specialist	Provided by County Office	
Resource Specialist	1.0	
Other		

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

The school provides a personalized, rigorous standards-based program for all students. Golden Eagle Charter School is a personalized learning program in which all students, in conjunction with their educational facilitators, develop personalized learning plans designed with their learning styles, academic needs, interests and life goals in mind. Each student meets individually with an educational facilitator to create and implement this personalized learning plan. Students and parents have input in the choice of curriculum materials and learning activities. The educational facilitator ensures that the chosen curriculum and learning activities meet the California State Academic Standards in each subject. All students have access to instructional materials available at the school's sites and the county resource library. GECS' teachers are regularly trained on new curriculum and instruction methods.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	6,947	1,653	5,294	55,280
District			7,986	
Percent Difference – School Site and District			-50.9%	5.1%
State			5,650	67,932
Percent Difference – School Site and State			-6.7%	-22.9%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org/>.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	School Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,075	40,118
Mid-Range Teacher Salary	47,175	61,450
Highest Teacher Salary	51,650	78,251
Principal (Coordinator) Salary (K-12)	51,631	
Superintendent (Director) Salary	80,315	
Percent of Budget for Certificated Salaries	51.1%	

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov/>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	46%	46%	50%	52%	52%	57%	49%	52%	54%
Mathematics	28%	32%	29%	34%	36%	38%	46%	48%	50%
Science	40%	42%	51%	39%	42%	52%	50%	54%	57%
History-Social Science	26%	36%	47%	21%	31%	44%	41%	44%	48%

Note: **Scores are not shown 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.**

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	38%	52%	44%
All Students at the School	50%	29%	51%	47%
Male	48%	28%	49%	52%
Female	52%	30%	54%	41%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	23%	10%	0%	0%
Native Hawaiian or Pacific Islander				
White	56%	33%	54%	53%
Two or More Races	33%	29%	0%	0%
Socioeconomically Disadvantaged	42%	17%	41%	39%
English Learners				
Students with Disabilities	61%	28%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts		28%	52%		26%	47%	52%	54%	59%
Mathematics		27%	45%		24%	42%	53%	54%	56%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53%	16%	31%	58%	29%	13%
All Students at the School	48%	17%	34%	55%	31%	14%
Male	50%	25%	25%	69%	19%	12%
Female	46%	8%	46%	38%	46%	15%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	40%	20%	40%	45%	35%	20%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	60%	15%	25%	55%	30%	15%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	50.00%	11.10%	22.20%
7	12.50%	25.00%	34.40%
9	11.10%	14.80%	29.60%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	4	6
Similar Schools	6	7	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	48	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White		39	22
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	225	743			4,683,676	778
Black or African American	3				317,856	696
American Indian or Alaska Native	8				33,774	733
Asian	1				398,869	898
Filipino	1				123,245	859
Hispanic or Latino	23	636			2,406,749	729
Native Hawaiian or Pacific Islander	0				26,953	764
White	180	768			1,258,831	845
Two or More Races	9				76,766	836
Socioeconomically Disadvantaged	134	691			2,731,843	726
English Learners	0				1,521,844	707
Students with Disabilities	17	698			521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	Yes
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	-	-	-	66.7	3.9	8.8	4.9	5.7	4.6
Graduation Rate	72.7	n/a	82.5	69.4	30.0	70.8	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School		State
All Students	14		N/D
Black or African American	1		N/D
American Indian or Alaska Native	1		N/D
Asian	-		N/D
Filipino	-		N/D
Hispanic or Latino	-		N/D
Native Hawaiian or Pacific Islander	-		N/D
White	12		N/D
Two or More Races	-		N/D
Socioeconomically Disadvantaged	6		N/D
English Learners	-		N/D
Students with Disabilities	1		N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0.0%
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%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010–11)

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	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

Golden Eagle Charter School supports continuous training and growth through attendance at yearly professional conferences and leadership workshops. Our school is part of the CCSA consortium and the Personalized Learning consortium. We interact with our regional counterparts at quarterly networking meetings and communicate through list-serve newsletters and announcements. Staff members attend CSDC workshops and frequently visit other schools to study Best Practices. All GECS staff attend regular conferences, workshops and monthly staff trainings. GECS teachers and office staff regularly attend annual A+ Personalized Learning conferences and regional meetings, County Office of Education trainings, home schooling conferences, and governance council workshops. In addition, GECS has invited trainers to come in and train staff on positive discipline, student learning styles, communication and more.

Golden Eagle Charter

School Accountability Report Card, 2010-2011

Siskiyou County Office of Education

Provided by the Ed-Data Partnership

For more information visit <http://www.ed-data.org/>