

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

For Charis Youth Center

Address: 714 W. Main St., Grass Valley, CA 95945
Principal: Carol Fuller Powell Ed.D

Phone: 530-477-9800
Grade Span: 7-12

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., 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.

School Contact Information – Most Recent Year

School Name	Charis Youth Center
Street	714 West Main Street
City, State, Zip	Grass Valley, CA, 95945
Phone Number	530-477-9800
Principal	Carol Fuller Powell Ed.D
E-mail Address	office@charisyouthcenter.org
Web Site	www.charisyouthcenter.org
County-District-School (CDS) Code	29-66357-6928741

School Description and Mission Statement – Most Recent Year

Charis Youth Center is a nonprofit organization providing residential, educational, and mental health services. Charis provides a highly structured therapeutic, educational, and community-based program for emotionally disturbed adolescents and their families. The residences and school work together philosophically, therapeutically, and physically to provide a total 24-hour treatment program with continuous supervision and monitoring.

Charis Youth Center provides a comprehensive mental health program which includes a Rehabilitation Enrichment Program, Medication Support, Crisis Intervention, and Therapeutic Behavioral Services. These services provide a thorough assessment of each youth's mental health status, the development of a complete treatment plan and interventions, and an integrated approach to alleviating symptoms related to the youth's identified DSM IV diagnosis.

Adolescents placed in Charis' program are typically very difficult to place and have experienced numerous placement failures in less restrictive environments. For many of these youth, the mental health interventions they receive through the Rehabilitation Enrichment Program and Medication Support Services are critical to their success in a community-based program, and help avoid placement in a more restrictive setting.

The mission of Charis Youth Center is to provide residential, educational, and vocational services to the Emotionally Disturbed (ED) population between the ages of 13-21 years. This special-needs population includes adolescents and their families, adolescents in transition to less restrictive environments, and case-managed, independent-living young adults, 18-21 years of age, and re-entry young adults in preparation and linkage to community-support agencies for their transition into society as productive and contributing citizens.

Charis is committed to partnership with families and their community as a valuable colleague and resource.

Charis is committed to expand service to meet the growing and changing needs of youth and their families.

Charis will seek to hire, train, and develop the most talented and competent people available.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Grade 7	0
Grade 8	4
Ungraded Elementary	0
Grade 9	8
Grade 10	13
Grade 11	8
Grade 12	22
Ungraded Secondary	0
Total Enrollment	55

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	5
Asian	2
Filipino	0
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	1
White	26
Two or More Races	1
Socioeconomically Disadvantaged	55
English Learners	1
Students with Disabilities	55
Foster Youth	55

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 2013–14	School 2014–15	School 2015–16
With Full Credential	2	2	2
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	DPL	DPL	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

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	50%	50%
High-Poverty Schools	50%	50%
Low-Poverty Schools	0%	0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: December, 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See Attachment		
Mathematics			
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements – Most Recent Year

Charis Youth Center uses its own safety checklist that includes a monthly inspection of every area of the premises, from the parking lot and yard areas to every room in the building, verifying all aspects of safety have been examined in each area. Additionally, the safety checklist requires review of fire drills and inspection of first aid kits.

Based on the Safety Checklist, the school facility is safe and clean. There are no improvements needed at this time.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: January, 2016

System Inspected	Repair Needed and Action Taken or Planned			
	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 Facility Rate – Most Recent YearYear and month in which the data were collected: January, 2016

Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	*	NA	44%
Mathematics (grades 3-8 and 11)	*	NA	44%

*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.

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)
ELA - Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)****Mathematics - Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	*	*	*	*	*	*	*	*	*

*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 Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	*
All Students at the School	*
Male	*
Female	*
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	*
Native Hawaiian or Pacific Islander	*
White	*
Two or More Races	*
Socioeconomically Disadvantaged	*
English Learners	*
Students with Disabilities	*
Students Receiving Migrant Education Services	*
Foster Youth	*

*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.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	*	*	*	N/A	N/A	N/A	57%	56%	58%
Mathematics	*	*	*	N/A	N/A	N/A	60%	62%	59%

*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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students at the School	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*

*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.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
7	*	*	*
9	*	*	*

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.

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 schoolsite

Opportunities for Parental Involvement – Most Recent Year

Charis Youth Center provides a number of ways a parent can be involved in our program to better the success for their child in the program. Charis Youth Center offers family therapy; parents can visit their student's classroom at any point as well as request time to review school work/curriculum with the classroom teacher; team meetings where the youth can share some of their projects with their parents as well as some of their school/program successes with the parents; and family visits with tours of the school/classroom set up through the therapists to ensure good therapeutic time for all of the students. In addition, Charis Youth Center has an open door policy with the teachers; parents can call or e-mail at any point to get up to date information on how the child is doing.

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			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	0%	14%	.02%	N/A	N/A	N/A	13.1%	11.4%	11.5%
Graduation Rate	1%	14%	19%	N/A	N/A	N/A	78.87%	80.44%	80.95%

*note: Charis Youth Center NPS has a goal to transfer students to a less restrictive environment and graduate them in their placing district, which is the reason for low graduation rate at Charis Youth Center NPS site.

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	19%	N/A	84%
Black or African American	43%	N/A	76%
American Indian or Alaska Native	0%	N/A	78%
Asian	0%	N/A	92%
Filipino	0%	N/A	96%
Hispanic or Latino	0%	N/A	81%
Native Hawaiian or Pacific Islander	0%	N/A	83%
White	57%	N/A	89%
Two or More Races	0%	N/A	82%
Socioeconomically Disadvantaged	100%	N/A	81%
English Learners	0%	N/A	50%
Students with Disabilities	100%	N/A	61%
Foster Youth	100%	N/A	

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

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0%	0%	0%	N/A	N/A	N/A	5.1%	4.4%	3.8%
Expulsions	0%	0%	0%	N/A	N/A	N/A	0.1 %	0.1%	0.1%

School Safety Plan – Most Recent Year

The Safety Committee member for the school program is the School Supervisor. The Supervisor is responsible for site inspections using the Safety Checklist. Inspection findings and training needs are discussed at the safety meeting, which is held at the end of each month. The Safety Checklist is due by the 5th of each month. The school supervisor is responsible for ensuring corrective actions are taken on all safety infractions. The key elements of the checklist include fire drill dates, first aid kit checklist, water temperature gauges, visible safety posters, location of Disaster Plan, and the listing of any hazards.

Average Class Size and Class Size Distribution (Secondary) Grade 7-12

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	6	4	0	0	6	4	0	0	6	5	0	0
Mathematics	6	4	0	0	6	4	0	0	6	5	0	0
Science	6	4	0	0	6	4	0	0	6	5	0	0
Social Science	6	4	0	0	6	4	0	0	6	5	0	0

* 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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	9
Counselor (Social/Behavioral or Career Development)	1	28
Library Media Teacher (librarian)	**	**
Library Media Services Staff (paraprofessional)	**	**
Psychologist	**	**
Social Worker	5	6
Nurse	**	**
Speech/Language/Hearing Specialist	**	**
Resource Specialist (non-teaching)	**	**
Other	23	2

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

**Charis Youth Center has a city partnership with the public library for weekly class visits. The school Psychologist and speech/language/hearing specialists are provided by the district or contracted by Charis Youth Center. Other includes 16 Teacher assistants, 1 School Supervisor, and 4 Therapeutic Behavior Services (Behavior Intervention Services) Specialists, and 2 Mental Health Intervention Assistants.

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$779,465.00	\$0	\$15,589.30	\$46,000.00
State	N/A	N/A	\$5,348.00	\$72,798.00
Percent Difference – School Site and State	N/A	N/A	1.9%	-0.37%

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

Types of Services Funded (Fiscal Year 2014–15)

Charis Youth Center provides Specialty Mental Health Services, school nutrition, therapeutic behavior services one to one, crisis intervention, and vocational career development with community collaboration.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount
Beginning Teacher Salary	\$52,132.00
Mid-Range Teacher Salary	\$56,486.00
Highest Teacher Salary	\$60,840.00
Percent of Budget for Teacher Salaries	16.4%
Percent of Budget for Administrative Salaries	14.37%

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

Professional Development – Most Recent Three Years

In 2014 Charis Youth Center received highest awarded accreditation through Western Association of Schools and Colleges (WASC). Through this certification process an extensive self-study was conducted. Information gathered for the self-study included years of student achievement data and rigorous teacher evaluations. Through the self-study Charis recognized some areas of professional growth include a need for increased technology and updated software, a more accurate system for student testing data to fit the transient nature of Chairs Students, and require Charis teachers to have the Highly Qualified Teacher (HQT) certification. All Charis teachers are HQT certified, more technology has been added to the school including the implementation of additional laptops in the classroom. Charis has an individual mentoring process whereby each teacher's job description tasks are aligned with goals and expectations to student learning and state standards. Through coaching these plans were reviewed and evidenced for achievement and areas of improvement. Improvement and growth needs were set for further advanced development through teaching one-to-one, participating in district meetings and conferences, utilizing peer tutors, coaching, and visiting colleges from other districts. In 2015 Charis Youth Center was award National Accreditation through the National Commission for the Accreditation of Special Education Services (NCASES) and Accreditation through the Council On Accreditation (COA). Charis Youth Center is the first in the Nation to receive three National Accreditations.

Amount	Subject	Text Title	ISBN	Publish Year	Publish Company	
4	ELA	Exploring Literature	0-7854-4075-S	2007	AGS	
1	ELA	Exploring Literature TE	0-7854-4076-3	2007	AGS	
1	ELA	Exploring Literature Skill Track Software	0-7854-5955-3	CD	AGS	
1	ELA	Exploring Literature Teacher Resource Library)	0-7854-4077-1	CD	AGS	
12	ELA	Elements of Literature 3rd Course	0-03-067281-3	2003	Holt Rinehart and Winston	CD
2	ELA	Elements of Literature 3rd Course TE	0-03-067308-9	2003	Holt Rinehart and Winston	
1	ELA	Writing and Grammar Communication in Action	0-13-037492-X	2004	Pearson Prentice Hall	OL
1	ELA	Writing and Grammar Communication in Action TE	0--13-037497-0	2004	Pearson Prentice Hall	
1	ELA	Literature California Treasures Course 2	0-07-0879624-5	2010	McGraw Hill Glencoe	
1	ELA	Literature California Treasures Course 2 TE	0-07-879627-X	2010	McGraw Hill Glencoe	
16	ELA	English for the World of Work	0-7854-6074-1	2003	AGS	
2	ELA	English for the World of Work TE	007854-3075-X	2003	AGS	
1	ELA	English for the World of Work Teacher Resource Library	0-7854-3082-2	CD	AGS	
3	ELA	Literature Bronze Level	0-13-054803-0	2002	Pearson Prentice Hall	
3	ELA	Literature Bronze Level TE	0-13-054810-3	2002	Pearson Prentice Hall	
1	ELA	Literature California Treasures Course 3	0-07-879625-3	2010	McGraw Hill Glencoe	
1	ELA	Literature California Treasures Course 3 TE	0-07-879628-8	2010	McGraw Hill Glencoe	

Amount	Subject	Text Title	ISBN	Publish Year	Publish Company	
16	MAT	Consumer Mathematics	07-854-2943-3	2003	AGS	
2	MAT	Consumer Mathematics TE	0-7854-2944-1	2003	AGS	
1	MAT	Consumer Mathematics Teacher Resource Library CD	0-7854-2944-1	2003	AGS	
5	MAT	Geometry	0-7854-3829-7	2005	AGS	
1	MAT	Geometry TE	0-7854-3830-0	2005	AGS	
6	MAT	Geometry	0-395-93777-9	2001	McDougal Littell	
1	MAT	Geometry TE	0-395-97889-0	2001	McDougal Littell	
3	MAT	Pre-Algebra	0-7854-3555-7	2004	AGS	
1	MAT	Pre-Algebra TE	0-7854-3556-5	2004	AGS	
1	MAT	Pre-Algebra Teacher Resource Library CD	0-7854-3559-X		AGS	
6	MAT	Pre-Algebra	0-618-64509-8	2005	McDougal Littell	
1	MAT	Pre-Algebra TE	0-618-64510-1	2005	McDougal Littell	
3	MAT	California Math Course 1	0-618-72650-0	2008	McDougal Littell	
2	MAT	California Math Course 1 TE	0-618-80707-0	2008	McDougal Littell	
1	MAT	California Math Course 2	0-618-72651-9	2008	McDougal Littell	
1	MAT	California Math Course 2 TE	0-618-80708-X	2008	McDougal Littell	
2	MAT	California Math Algebra 1	0-618-72652-7	2008	McDougal Littell	
1	MAT	California Math Algebra 1 TE	0-618-80709-8	2008	McDougal Littell	
2	MAT	California Math Algebra 2	0-618-81181-8	2007	McDougal Littell	
1	MAT	California Math Algebra 2 TE	0-618-81182-6	2007	McDougal Littell	

Amount	Subject	Text Title	ISBN	Publish Year	Publish Company
10	SS	Modern World History Patterns of Interaction (California Edition)	0-618-18488-0	2003	Mc Dougal Littell
1	SS	Modern World History Patterns of Interaction (California Edition) TE	0-618-18487-2	2003	Mc Dougal Littell
13	SS	Modern World History Patterns of Interaction	0-547-03499-7	2009	Mc Dougal Littell
1	SS	Modern World History Patterns of Interaction TE	0-618-37713-1	2005	Mc Dougal Littell
7	SS	World History	0-7854-2212-9	2001	AGS
1	SS	World History TE	0-7854-2213-7	2001	AGS
4	SS	Creating America A History of the United States	0-618-37690-9	2005	Mc Dougal Littell
1	SS	Creating America A History of the United States TE	0-618-37702-2	2005	Mc Dougal Littell
12	SS	The Americas Reconstruction to the 21st Century	0-547-03489-X	2009	Mc Dougal Littell
1	SS	The Americas Reconstruction to the 21st Century TE	0-618-68988-5	2007	Mc Dougal Littell
1	SS	World History Medieval and Early Modern Times (California Edition)	0-618-63294-3	2006	Mc Dougal Littell
1	SS	World History Medieval and Early Modern Times (California Edition) TE	0-618-53295-1	2006	Mc Dougal Littell
8	SS	Economics in Action	0-13-133483-2	2007	Pearsons Prentice Hall
2	SS	Economics in Action TE	0-13-133484-0	2007	Pearsons Prentice Hall
8	SS	Civics Government and Economics in Action	0-13-133549-9	2007	Pearsons Prentice Hall
2	SS	Civics Government and Economics in Action TE	0-13-133550-2	2007	Pearsons Prentice Hall
2	SS	Economics	0-7854-3770-3	2005	AGS
1	SS	Economics TE	0-7854-3771-1	2005	AGS
2	SS	United States Government	0-7854-3871-8	2005	AGS
1	SS	United States Government TE	0-7854-3872-6	2005	AGS
10	SS	History of Our Nation 1865 to Present	0-7854-4014-3	2005	AGS
1	SS	History of Our Nation 1865 to Present TE	0-7854-4015-1	2005	AGS
1	SS	World Geography	978-0-547-48479-2	2012	Houghton Mifflin Harcourt
1	SS	World Geography TE	978-0-547-48584-3	2012	Houghton Mifflin Harcourt
1	SS	World History CD	0-7854-2214-5	CD	AGS
1	SS	United States History Second Edition	0-824-6894-8	1994	Globe Fearon
1	SS	American Government Second Edition	0-835-91046-6	1995	Globe Fearon
1	SS	World History Second Edition	0-832-46894-8	1994	Globe Fearon

Amount	Subject	Text Title	ISBN	Publish Year	Publish Company	
6	SCI	Science Spectrum "A Balanced Approach"	0-03-054351-7	2001	Holt, Rinehart, Winston	
1	SCI	Science Spectrum "A Balanced Approach" TE	0-03-055518-3	2001	Holt, Rinehart, Winston	
7	SCI	Science and Technology Earth Science	0-03-051953-5	2001	Holt, Rinehart, Winston	
1	SCI	Science and Technology Earth Science TE	0-03-051954-3	2001	Holt, Rinehart, Winston	
8	SCI	Science and Technology Physical Science	0-03-051957-8	2001	Holt, Rinehart, Winston	
3	SCI	Science and Technology Physical Science TE	0-03-051958-6	2001	Holt, Rinehart, Winston	
13	SCI	Science and Technology Life Science California Edition	0-03-055639-2	2001	Holt, Rinehart, Winston	
2	SCI	Science and Technology Life Science California Edition TE	0-03-055642-2	2001	Holt, Rinehart, Winston	
6	SCI	California Biology	0-03-092201-1	2007	Holt, Rinehart, Winston	
1	SCI	California Biology TE	0-03-092202-X	2007	Holt, Rinehart, Winston	
1	SCI	Biology Interactive Tutor	0-03-053032-6	CD	Holt, Rinehart, Winston	
2	SCI	Science Focus on Physical Science California Edition	0-618-64096-7	2007	McDougal Littell	
2	SCI	Science Focus on Physical Science California Edition TE	0-618-64100-9	2007	McDougal Littell	
3	SCI	Concepts and Challenges Life Science	0-7854-6768-8	2009	Pearsons	
1	SCI	Concepts and Challenges Life Science TE	0-7854-6766-1	2009	Pearsons	
3	SCI	Concepts and Challenges Physical Science	07854-6767-X	2009	Pearsons	
1	SCI	Concepts and Challenges Physical Science TE	0-7854-6765-3	2009	Pearsons	
4	SCI	Concepts and Challenges in Life Science Revised Third Edition	0-835-92240-5	1998	Pearsons	
6	SCI	Conceptual Integrated Science	0-8053-9038-3	2007	Pearsons	
1	SCI	Conceptual Integrated Science Instruction Manual	0-8053-9043-X	2007	Pearsons	

Amount	Subject	Text Title	ISBN	Publish Year	Publish Company	
4	Health	Life Skills Health	0-7854-4133-6	2007	AGS	
1	Health	Life Skills Health TE	0-7854-4134-4	2007	AGS	
4	Health	Health Second Edition	08224-6892-1	1994	Globe Fearon	
2	For. Lang.	Realidades 1	0-13-101687-3	2004	Pearsons Prentice Hall	
1	For. Lang.	Realidades 1 TE	0-13-035964-5	2004	Pearsons Prentice Hall	
2	For. Lang.	Discovering French Nouveau	0-395-87482-3	2004	McDougal Littell	
1	For. Lang.	Discovering French Nouveau TE	0-395-87483-1	2004	McDougal Littell	