

eScholar Academy

2008-2009 School Accountability Report Card



Dr. Harold Vietti,
Principal

530-527-0188

715 Jackson St.,
Ste. B,
Red Bluff, CA
96080

Principal's Message

On behalf of the teachers, students, parents, administration and the Mineral School District Board of Trustees, I would like to welcome you to Scholar Academy.

We offer a full range of online academic courses, grades 3 through Adult. Our mission is to provide an individualized standards-based education for students in Tehama and adjacent counties through innovative electronic methods, state of the art mastery-based curriculum, traditional instructional models and parental involvement resulting in skill mastery.

We target any student who can benefit most from a self-paced, individualized instruction that is delivered on site or in the home via technology. We believe that, given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), strong instructional support, guidance from experienced teachers, a strong commitment from parents (or other caring adults), and a well-conceived virtual education program can help boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

If you think that eScholar Academy might be a good match for your child, please contact us at the above number, and one of our registrars will be glad to answer your questions.

Sincerely,

Dr. Harold Vietti, Executive Director

Mission Statement

To provide the highest quality education through the use of innovative curriculum, quality academic service, and reliable technical support.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact eScholar Academy at 530-527-0188 or email hvietti@escholaracademy.net

School Profile

eScholar Academy is one of two schools in the Mineral Elementary School District. The school provides students with a fun and secure online neighborhood to complete coursework, improve academic skills, and master the California State Content Standards.

The courses are taught under the guidance of California Certificated Teachers who are experts in their academic fields. All of the courses are "open entry" "open exit" and students may access them twenty-four hours a day seven days a week.

During the 2008/09 school year, the students were enrolled at the school, with classes arranged in a personalized learning format. Students' academic work is available online via the internet. Students have the opportunity to complete course work 24 hours a day seven days a week.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	2.4%
Asian	0.8%
Caucasian	84.7%
Filipino	0.0%
Hispanic or Latino	10.5%
Pacific Islander	0.8%
Multiple or No Response	0.8%

Parent Involvement

eScholar Academy greatly benefits from its supportive parents who support their children on a regular basis. The school has a strong base of parent volunteers who help as tutors and participate on the School Site Council.

Discipline & Climate for Learning

Students at eScholar Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of eScholar Academies discipline program is to promote self-directed learners who are able to demonstrate self-motivation, self-discipline and responsibility to accomplish achievable goals. .

Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is posted on our website.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	1	0	0
Suspension Rate	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

eScholar Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Teacher at eScholar Academy are evaluated annually.

Evaluations are conducted by the (Principal) Dr. Harold Vietti who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

The Tehama County Office of Education offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

School Leadership

Leadership at eScholar Academy is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past five years, leadership duties were assumed by the Principal, Dr. Harold Vietti. Dr. Vietti has 35 years of experience in education with positions as a teacher, principal, and superintendent.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: curriculum, parent, technology and school wide management team.

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers. Class sizes are limited to 25 students per teacher. This limitation allows teachers to personalize instruction for their students.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
Other	7	17	17	1	4	3	-	2	3	-	-	-

Instructional Time (includes Minimum days)

For the 2008/09, eScholar Academy offered 180 days of instruction, comprised of 175 regular days. The additional five minimum days were utilized for in-service days to up-grade teachers skills. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

The total number of overall instructional minutes by grade level include 50,400 minutes for grades one through three; 54,000 minutes for grades four through eight; and 64,800 minutes for grades nine through twelve. Most importantly, students are able to access their course work 24 hours a day seven days a week. In addition teachers are available from 7:30 AM - 8:00 PM - Monday - Friday.

Substitute Teachers

eScholar Academy has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction. Generally, the school does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent Principal assumes the role of substitute.

Safe School Plan

Safety of students and staff is a primary concern of eScholar Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on (enter date) on October 15, 2006 by the School Safety Committee.

All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lock down drills are held (once a year/twice a year/as needed). Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are required to sign in at the main office when arriving on campus.

School Facilities

eScholar Academy operates a learning center which is located in Red Bluff California. The 4500 sq. ft. facility has four intermediate size and three small classrooms which are used by students and teachers. The principal works daily with the custodial staff (one part-time person) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

School Facility Conditions				
Date of Last Inspection: 10/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher Assignment

eScholar Academy recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, eScholar Academy had four fully credentialed teachers who met all requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	6	7	7	9
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	1	1

Teacher assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008/09 school year, the most current data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

All eScholar Academy teachers are fully credentialed and certified to teach in their assigned academic subject area.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Counseling & Support Staff

It is the goal of eScholar Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

On staff we have a certificated counselor to work with our students one day a week. He is assigned to work with students who are having difficulty attending school and completing assigned work. His role is to help the student break down the barriers that are preventing them from being successful.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Guidance Counselor	1	.5

At Risk Interventions

Students enrolled at eScholar Academy are assessed in mathematics and language arts. Students who score below proficient are provided with individual tutoring in English/Language Arts and Mathematics Other intervention programs offered include: CAHSEE Preparation and SAT support.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the school year, then sharing their experiences and knowledge with district colleagues. The district dedicated seven days to staff development annually for the past three years. Topics for staff development during the 2008/09 school year included: technology and instruction, evaluating testing data, mathematics instruction, CAHSEE test prep training, and learning records management.

Physical Fitness

In the spring of each year, eScholar Academy is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. Due to the moderate amount of students, test scores are not disclosed.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	14	20	22	15	21	24	43	46	50
Mathematics	5	9	11	7	10	13	40	43	46
Science	*	14	16	*	14	18	38	46	50
History/Social Science	2	8	13	2	8	14	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	22	11	15	11
Males	24	12	25	23
Females	18	10	6	*
Socioeconomically Disadvantaged	19	8	16	13
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

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 (English/Language Arts 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. eScholar Academy has been approved under the Alternative Schools Accountability Model (ASAM). In addition, it does not receive federal Title I funding and does not participate in the Program Improvement Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2009 API Growth Score
	06-07	07-08	08-09	
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	-33	151	-90	578

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	No		No	
Graduation Rate	No		N/A	

Instructional Materials

Mineral Elementary held a Public Hearing on (October 19, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Computer Resources

Students enrolled are provided with a laptop computer, earphones, computer bag and flash drive to save files as needed.

Computer Resources			
	06-07	07-08	08-09
Computers	40	45	65
Students per computer	2.6	2.6	1.9
Classrooms connected to Internet	3	4	4

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Red Bluff, which contain numerous computer workstations.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State

* Data was not available at the time of publication.

Dropout & Graduation Rates

eScholar Academy believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, our curriculum is available to students 24 hours a day seven days a week.

Students can receive help from their teachers beginning at 7:30 AM ending at 9:00 PM during the weekdays. Many of our teachers are also available to work with students over weekends and holidays.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	-	56.00%	37.30%
Graduation Rate	-	36.40%	54.80%

Career Technical Education (CTE) Programs

eScholar Academy career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at eScholar Academy have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisers/Guidance Counselors offer additional support.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	5
What percent of the school's pupils complete a CTE program and earn a high school diploma?	10.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Advanced Placement Classes

eScholar Academy encourages students to continue their education past high school. Although AP Classes are not available, when the student passes the California High School Exit Exam students are eligible to take courses at the local community college which apply for both college and high school credit.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at Mineral Charter are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	-	-	43.8	43.8	52.9	35.3	35.3	52.0
Mathematics	-	-	-	43.8	43.8	51.3	25.0	25.0	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.7	23.5	11.8	76.5	17.6	5.9
Caucasian	57.1	28.6	14.3	78.6	14.3	7.1
Socioeconomically Disadvantaged	64.7	23.5	11.8	76.5	17.6	5.9

District Expenditures

eScholar Academy spent an average of \$ 6,400 to educate each student, based on 2007-08 audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

District Revenue Sources

In addition to general state funding, eScholar Academy receives state and federal funding for the following categorical funds and other support programs: CalWORKS, and Block Grant Funding Sources.

Average Salary Information		
Teachers - Principal - Superintendent		
	2007-08	
	District	State
Beginning Teachers	-	\$38,481
Mid-Range Teachers	-	\$55,789
Highest Teachers	-	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	-	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.1%	37.2%
Administrative Salaries	10.5%	6.6%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on (enter FY 2009-10) financial statements).

Average Teacher Salaries	
School & District	
School	-
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	

Data Sources

Data within the SARC was provided by Mineral Elementary School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>).

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

