eScholar Academy

2010-2011 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 2006/07school 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 2010-11	
	Percentage
African American	0.8%
American Indian	-
Asian	0.8%
Filipino	-
Hispanic or Latino	16.1%
Pacific Islander	-
White	80.6%
Two or More	1.6%
None Reported	-

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 learns 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	0	0	0
Suspension Rate	0.0%	0.0%	0.0%	0.0%	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.

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

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 for each student.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
1	-	-	2	-	-	1	-	-	-	-	-	-
2	-	-	1	-	-	1	-	-	-	-	-	-
3	-	-	1	-	-	1	-	-	-	-	-	-
4	-	-	1	-	-	1	-	-	-	-	-	-
5	-	-	2	-	-	2	-	-	-	-	-	-
6	-	-	3	-	-	2	-	-	-	-	-	-
Other	17	-	-	3	-	-	3	-	-	-	-	-
By Subject Area												
English	-	-	14	-	-	33	-	-	-	-	-	-
Mathematics	-	-	10	-	-	29	-	-	7	-	-	-
Science	-	-	11	-	-	24	-	-	-	-	-	-
Social Science	-	-	18	-	-	24	-	-	-	-	-	4

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	1	1	
1st			2
2nd			1
3rd			1
4th	2	3	1
5th		1	3
6th	2	2	5
7th	6	7	3
8th	6	7	19
9th	10	10	14
10th	24	14	13
11th	28	23	20
12th	45	28	42

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.

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.

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.

Computer Resources

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

Science Lab Equipment

eScholar Academy provides students with a virtual lab experience. This allows students to complete lab assignments online. The virtual lab is designed to simulate what goes on in an actual lab without being exposed to various chemicals.

Additional Internet Access/Public Libraries

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

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			

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.

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.

Teacher Assignment

eScholar Academy recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	7	0	0	0
Without Full Credentials	0	0	0	0
Working Outside Subject	1	0	0	0

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.

Misassignments/Vacancies			
	09-10	10-11	11-12
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	0

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	9.9%	90.1%
District	12.4%	87.6%
High-Poverty Schools in District	12.4%	87.6%
Low-Poverty Schools in District	N/A	N/A

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.

Counseling & Support Staff

It is our goal 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 two days 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.

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	22	27	34	24	29	34	49	52	54
Mathematics	11	15	23	13	20	26	46	48	50
Science	17	15	29	19	18	30	50	54	57
History/Social Science	13	12	24	14	12	23	41	44	48

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
District	34	26	30	23
School	34	23	29	24
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	33	25	*	*
Pacific Islander	*	*	*	*
White	34	22	25	23
Males	30	13	43	32
Females	37	31	11	14
Socioeconomically Disadvantaged	34	23	29	24
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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.

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	-	-	-
9	-	-	-

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

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
African American/Black	*	*	*

* Data was not available at the time of publication.

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								
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	23.0	23.0	52.0	22.0	22.0	54.0	47.0	47.0	59.0
Mathematics	24.0	24.0	53.0	41.0	41.0	54.0	47.0	47.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	53.0	24.0	24.0	53.0	47.0	-
All Students School	53.0	24.0	24.0	53.0	47.0	-
Socioeconomically Disadvantaged	57.0	29.0	14.0	50.0	50.0	-

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			
	07-08	08-09	09-10
Dropout Rate	37.30%	32.70%	34.70%
Graduation Rate	50.00%	37.04%	46.00%

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?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
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, however upon passing 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.

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/.

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.

UC/CSU Course Completion

Students 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'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	49.1%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	**2009**	**2010**
Statewide	B	B	B
Similar Schools	B	B	B
Group	**08-09**	**09-10**	**10-11**
All Students at the School			
Actual API Change	-90	100	-37

Growth API					
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	62	636	66	647	4,683,676	778
White	53	626	57	639	1,258,831	845
Socioeconomically Disadvantaged	62	634	65	641	2,731,843	726

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**	
Made AYP Overall	No		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		No	
Graduation Rate	Yes		Yes	

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 (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 2010/11 school year included: technology and instruction, evaluating testing data, mathematics instruction, CAHSEE test prep training, and learning records management.

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.

Average Salary Information Teachers - Principal - Superintendent 2009-10		
	District	State
Beginning Teachers	-	$38,744
Mid-Range Teachers	-	$55,509
Highest Teachers	-	$70,567
Elementary School Principals	-	$92,338
Middle School Principals	-	$96,427
High School Principals	-	$94,401
Superintendent	-	$109,381
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.4%	37.7%
Administrative Salaries	11.8%	6.9%

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	$45,000
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	$57,071
Percentage of Variation	-21.16%

District Expenditures

eScholar Academy spent an average of $ 6,400 to educate each student, based on 2010-11audited 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	$5,455
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.

Data Sources

Data within the SARC was provided by Mineral Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

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. 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.