

**Uncharted Shores Academy**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Uncharted Shores Academy
Street	330 E Street
City, State, Zip	Crescent City, CA
Phone Number	707-464-9828
Principal	Margie Rouge
Email Address	margierouge@shoresacademy.com
Website	www.shoresacademy.com
County-District-School (CDS) Code	08-61820-0137729

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Uncharted Shores Academy
Phone Number	7074649828
Superintendent	Margie Rouge
Email Address	margierouge@shoresacademy.com
Website	www.shoresacademy.com

### School Description and Mission Statement (School Year 2020-2021)

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#### MISSION STATEMENT

The mission of Uncharted Shores Academy is to provide a learning environment which prepares students to become positive contributing members of society. USA believes this is best accomplished through promoting respect, responsibility, and resourcefulness, and these three traits are the focus of education at USA. USA implements this mission by providing a nurturing, family-style environment designed to give students the best opportunity for academic and character growth.

#### SCHOOL DESCRIPTION

Uncharted Shores Academy (USA) is a tuition-free Kindergarten - 9th grade Del Norte County public charter school located in Crescent City, California. USA is the only school in the county to offer the opportunity for home or classroom-based education, or any combination of the two. USA supports the family in the education of the child by providing daily on-site classes, a focus on character development, and multi-age instruction where students are grouped according to academic and social development rather than by grade level. Educational options offered to families include participation in a full-day school program (the Onshore Option), part-day classes (Shoreline Option), or complete home-study (the Offshore Option).

USA's emphasis is on building respect, responsibility, and resourcefulness in our students while promoting a positive family-style learning environment. USA implements family-style cooperative learning through thematic, interactive group activities addressing multiple learning styles. USA facilitates a family atmosphere through multi-age learning groups and promotion of long-lasting relationships between students and staff. USA supports family values through the emphasis of respect, responsibility, and resourcefulness.

Credentialed teachers and trained instructors offer lessons to multi-age, family-style learning crews for those who participate in classes, and collaborate with parents to offer lessons for those who are on home study. Students study subjects using inquiry-based rather than textbook-based learning, although textbooks are used as one of the resources for information. Common Core standards are addressed and students are assisted in meeting common core performance goals through interactive instruction at the school site as well as the extension of the concepts at home and in the community. Field trips, academic and athletic competitions, educational programs, community activities, and student presentations are also included as part of the complete educational program.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	39
Grade 1	30
Grade 2	29
Grade 3	28
Grade 4	29
Grade 5	21
Grade 6	33
Grade 7	34
Grade 8	30
Grade 9	2
<b>Total Enrollment</b>	<b>275</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	4.7
Asian	1.1
Filipino	0.7
Hispanic or Latino	14.2
White	71.3
Two or More Races	7.6
Socioeconomically Disadvantaged	58.5
English Learners	1.1
Students with Disabilities	9.5
Foster Youth	1.5
Homeless	4.7

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	12	12	
Without Full Credential	2	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

USA uses a wide variety of educational materials to promote an exploratory style of learning. However, the following are the educational products adopted by the educational director for school-wide use in teaching core subjects.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 Reading Program: Superkids by Rowland Reading Company (adopted 2012)	No	0
Mathematics	K-6: Everyday Math by University of Chicago School Mathematics Project (2007); Mathland (2016)	No	0
Science	Delta Science (adopted 2007)	No	0
History-Social Science	Teacher Created Materials (adopted 2007)	No	0

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

### School Facility Conditions and Planned Improvements

School Facility

In the fall of 2012, USA moved into a school facility which was previously used by a parochial school, leasing the building on a year-to-year basis. In January, 2015, USA was able to obtain a ten year lease for the use of the school. The building is now filled to capacity, with 9 classrooms, a homestudy meeting room, a resource office, a principal's office, a main office, a supply room, two custodian closets, a file closet, and a staff kitchen. Additionally, the school has use of a gymnasium, a playground, and an attic storage area on the property. In 2018, the school added an additional facility (our Early Learning Center) which provides education for kindergarten and first grade "Onshore" students in a collaborate open environment. Plans are in place to build a school for grades 2-8 on property owned by the school which is located next to the Early Learning Center.

#### School Facility Condition and Repair Status

The buildings, built in 1951, were in fair condition, and have been repaired to good condition. Prior to moving into the main school building, the hall, office, and main area carpet was replaced, but is showing signs of wear. The classrooms' carpets appeared to still be in fair condition. The roof was replaced for both the gym and the classroom building in 2012. Some ceiling tiles were also replaced at that time. Extensive electrical work was completed to bring the building up to code and enable computer access. The gym restrooms were remodeled and fixtures replaced in 2014. The playground equipment was renovated and the drinking fountain repaired in 2014, but the playground equipment was deemed to be unsafe in 2019, and is no longer used. The exterior of the building was painted in 2015. The gym ceiling and lighting was replaced in September 2016. The gates and some fencing around the parking lot replaced in November 2016. The school lighting was replaced in December 2016. Windows were upgraded in 2017. Solar panels were added in 2018. New acoustic tiles put in the gym in 2019. The entire facility has been kept in good to fair repair.

#### Planned Improvements

At this time, there are a few cosmetic repairs or renovations which are planned for the future, including painting a few interior rooms.

## School Facility Good Repair Status

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** Last updated: 1/12/2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Fair	The heating system in the main building on the main campus was fairly new when USA took occupancy in 2012. However, no heating vents led to room 3 nor the open room at the end of the hall. Vents were placed in room 3 in 2018, but have proved inadequate for heating the room. Space heaters have been used in the room instead. The open room has an oil heater which has never operated well, and is no longer used. Space heaters are used when needed instead. Heating system in the secondary building on the main campus was repaired constantly from its occupancy in 2015 until 2019. It is finally being replaced in the winter of 2020. The heater in the satellite campus on Northcrest was replaced in 2018 at the time of occupancy.
<b>Interior: Interior Surfaces</b>	Fair	Carpet throughout the main building shows signs of wear, and duct tape has been placed over seams to keep it from continually snagging and unraveling. The ELC has brand new flooring and carpet.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Electrical has been updated as needed: wiring for internet and technology installed, new lighting installed in school and gym; solar panels installed on roof. However, the secondary building on the main site has few electrical sockets, and only two three-pronged grounding sockets in the entire building.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Restrooms, sinks, and fountains have been kept in good repair.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural: Structural Damage, Roofs</b>	Good	Roofing in both the gym and main campus school originally was leaking each year, and repairs were only temporary. However, there have been no leaks since both buildings have been re-roofed.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair Poor	Some fencing areas have been repaired, but much of the fencing for the playground and around school are in need of repair. Front entry doors leak air and should be replaced, However, the side entry doors have been replaced and new crashbar hardware installed. Windows have been upgraded. The playground equipment is no longer used due to rusting and broken parts which make it unsafe for the children. Additionally, the substrate is not up to code.
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>		N/A		N/A		N/A
<b>Mathematics (grades 3-8 and 11)</b>		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	31	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

#### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

#### Opportunities for Parental Involvement - Most Recent Year

Parents are an integral part of Uncharted Shores Academy, and parental involvement in the activities, projects, contests, and field trips is expected. Parents take an active part in their child’s education, collaborating with the student’s assigned teacher in the education of the child. Parents are responsible for guiding student home studies, providing their child’s assigned teacher with documentation of educational activities completed by their child at home, guiding the student’s character training, and providing their child with additional educational opportunities in the community and at home. The school believes in partnering with the parent in the education of the child, and strives to be a support for the parent in extending the child’s academic, social, and character education. Additionally, entire families are offered multiple opportunities throughout the year to join in educational activities at the school and in the community.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				91.3	91.4	90.7	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		0.0	4.8	5.8	3.5	3.5
Expulsions		0.0	0.1	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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### Safety Policies & Procedures

#### A. Child Abuse Reporting Procedures

All school staff are fingerprinted for criminal background checks and actively monitor the safety and welfare of all students. Staff understand their responsibility as child care custodians and immediately report all cases of suspected abuse. When a school employee suspects abuse, a verbal and/or a written report is made to the Department of Social Services within the time requirements mandated by law. School staff work closely with law enforcement and Child Protective Services with any follow-up actions that are needed. Uncharted Shores Academy staff treat all parents with utmost respect, in a non-judgmental manner and honor all laws surrounding confidentiality of child abuse reporting. In addition, considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

#### B. Disaster Plan

The scope of this plan encompasses a broad array of potential emergency situations. Protocols are posted at the school site. This plan addresses both the broad safety issues and the specific logistical aspects of preparedness. Uncharted Shores Academy has assigned school personnel roles and responsibilities to execute in case of an emergency. This information will be updated annually. A site map is posted at the school site with the emergency protocols. A First Aid Disaster Kit is maintained in each building. Parents may view the disaster plan at the school office during normal office hours.

#### C. Availability of Health Services

Uncharted Shores Academy does not offer vision, hearing, and scoliosis screening, but these services are available through local health agencies. Information concerning health agencies which may provide these services is available in the school office.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					22	1	1		10	4		
1									5	3		
2									7	3	1	
3									9	2	1	
4					17	1			5	5		
5					18	1			11	2		
6					14	12			12	9	4	
Other**					18	2	2		11	2		

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts					8	7			28		2	
Mathematics					8	7			28		2	
Science					8	7			28		2	
Social Science					7	7			28		2	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	.6
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,720	\$242	\$6,478	\$51,830
District	N/A	N/A		\$69,119
Percent Difference - School Site and District	N/A	N/A	N/A	-28.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-17.9	-37.4

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

### Types of Services Funded (Fiscal Year 2019-2020)

Programs and services offered at Uncharted Shores Academy are available for all students equally. All students are enrolled as independent study students with optional academic or enrichment classes offered if the student is able to benefit from the class and if there is sufficient space in the class for additional students. Students are supplied with instructional services appropriate to the child's abilities and learning style. The school contracts with the district for special education services, and a district resource teacher works alongside the general ed teacher to instruct students needing her expertise, or works individually with students as appropriate. Trained instructional assistants and non-credentialed educational instructors work alongside credentialed teachers in the classroom to meet the needs of students in small groups or individually. Parent training provided by the school assists parents in instructing students at home. Students also receive instruction in non-academic educational activities through the community at large. Besides instructional services, USA funds support other services which benefit the student: tech support, internet services, distance learning services, food services, custodial services, etc.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,093	\$47,145
Mid-Range Teacher Salary	\$71,420	\$74,952
Highest Teacher Salary	\$87,596	\$96,092
Average Principal Salary (Elementary)	\$99,767	\$116,716
Average Principal Salary (Middle)	\$111,239	\$120,813
Average Principal Salary (High)	\$126,753	\$131,905

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$178,935	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	15

#### Professional Development

Administrators annually receive three days of charter school leadership training at the Charter School Development Center leadership seminar. Credentialed teachers receive 10 days of professional development and educational training prior to the beginning of each school year. Additionally, credentialed teachers meet a minimum of two hours weekly for staff development, planning, and implementation of educational objectives. A minimum of 60 hours of professional staff development is provided to all credentialed teachers, and 30 hours is provided to non-credentialed station instructors.

Staff development focuses on exemplary teaching practices and training staff in carrying out the mission of the school. Specific topics are chosen by administration which tie in with the school's mission. Besides workshops provided prior to the opening of the school each year, teachers are mentored throughout the year by the educational director, who has over 40 years of experience in teaching, and lead teachers work with other teachers within their "crew" to assist in continual growth. The educational director's main job is to provide support to the instructional staff. As a mentor, she provides evaluation of teaching, in-class coaching, and critical feedback.