

# CIRCLE OF INDEPENDENT LEARNING

4700 Calaveras Ave. • Fremont, CA 94538 • 510.797.0100 • Grades K-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Circle of Independent Learning

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#### District Governing Board

Larry Sweeney, President

Dianne Jones, Vice President

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#### District Administration

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**Superintendent**

Marcus Battle

**Associate Superintendent**

Leticia Salinas

**Assistant Superintendent,  
Instruction**

Raul M. Zamora, Ed.D.

**Assistant Superintendent,  
Human Resources**

Beginning in mid-March 2020, teaching and learning has been delivered in a remote learning environment. This is continuing in the 2020-21 school year.

### About the SARC

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.

### School Description

The Circle of Independent Learning (COIL), a publicly funded charter school for students in grades K-12 and specializing in a personalized learning approach, has been chartered since 1998. COIL provides students with successful educational options through a Blended Learning model. At COIL, learning is primarily done with learning taking place outside of the classroom and directly interacting with a credentialed supervising teacher and in collaboration with the parent/guardian, referred to as the "Home Educator." The Home Educator collaborates with an assigned credentialed teacher and the student to develop a personalized plan, utilizing multiple state-approved curricula designed for all the students to learn in the best method for their learning model.

COIL, a WASC Accredited school, authorized by the Fremont Unified School District, assigns credentialed teachers to each student as the student's advisory teacher. This advisory teacher facilitates a personalized learning plan that offers a wide variety of curriculum choices for students. Students then return at regularly scheduled intervals throughout the school year for their COIL teacher to evaluate and assess their learning. This learning model provides for immediate intervention and acceleration depending upon each student's needs. Although a non-classroom, personalized learning charter school, COIL has four classrooms where a variety of classes are offered in a "hybrid" model by credentialed teachers providing a combined approach with direct instruction and independent study. Our vision is to "reach the unique bent of genius in each of our students." It is through this instructional vision that COIL builds a culture for life-long achievement. COIL's instructional vision is to develop strategies to allow students to become empowered to create and obtain personal and academic goals through active thinking, perseverance, and a growth mindset utilizing a blended collaborative learning environment. The blended learning environment allows for both independent and group learning. Both these environments allow for a collaboration between the student, home educator, and teachers. COIL's School-wide Student Goals provide an accountability system where we monitor students' progress towards becoming effective communicators, self-directed learners, and productive, responsible contributors to society.

COIL school meets the needs of all students by offering a complete University of California/California State University a-g course list, on-line courses, a split-day opportunity with Fremont Unified School District (FUSD) for junior and senior high students, a partnership with the Mission Valley Regional Occupation Program, and concurrent enrollment in local community colleges. COIL partners with the El Dorado Charter SELPA and provides special education instruction and related services following IDEA, Education Code requirements, and applicable policies and practices. To compliment student learning, COIL offers the following classes/labs and support: Leadership and Student Government, Pre-Algebra, Algebra, Algebra 2, Geometry, French, German, Literature & Language Arts, Science Labs in Biology, Chemistry & Physics, Middle School Science Labs, Elementary grade level enrichment labs, 6-12 Math & Science Tutoring, Art, Writing, and Public Speaking. Also, COIL provides a therapist for student therapeutic services and a full-time school counselor.

Please visit our website, where we have more information about our school, classes, and activities, how you can contact teachers, and more at [www.coilk12.net](http://www.coilk12.net).

#### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	7
Grade 2	5
Grade 3	10
Grade 4	9
Grade 5	15
Grade 6	28
Grade 7	28
Grade 8	48
Grade 9	43
Grade 10	48
Grade 11	70
Grade 12	69
<b>Total Enrollment</b>	<b>385</b>

#### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.5
Asian	42.1
Filipino	3.9
Hispanic or Latino	22.9
Native Hawaiian or Pacific Islander	1.8
White	20.3
Two or More Races	4.9
Socioeconomically Disadvantaged	38.7
English Learners	10.6
Students with Disabilities	20.5
Foster Youth	0.3
Homeless	0.5

### 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

For the School	18-19	19-20	20-21
With Full Credential	20	18	
Without Full Credential	0	4	
Teaching Outside Subject Area of Competence	0	0	

For the District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

#### Teacher Misassignments and Vacant Teacher Positions

For the School	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Notes:

- 1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- 2) Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: 11/09/2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>California Treasures, Macmillan/McGraw-Hill Adopted 2012</p> <p>Reach into Phonics, National Geographic Society Adopted 2012</p> <p>The Language of Literature, McDougal Littell Adopted 2012</p> <p>Elements of Literature, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>Progress Common Core ELA 1-8, Sadlier School Adopted 2014</p> <p>Collections, Houghton, Mifflin, Harcourt Adopted 2015</p> <p>APEX Learning Online Adopted 2015</p> <p>Odysseyware Online Adopted 2016</p> <p>Connections, Perfection Learning Adopted 2017</p> <p>Interactive Reader, Holt, McDougal, Literature Adopted 2016</p> <p>SuperKids, Zane Bloser, K-2 Comprehensive English Language Arts Adopted 2018</p> <p>Apex Learning Digital Curriculum Adopted 2018</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook: 0</b></p>
<p><b>Mathematics</b></p>	<p>Math-U-See, Math-U-See, Inc. Adopted 2012</p> <p>Geometry, Holt, Rinehart &amp; Winston Adopted 2014</p> <p>Progress Common Core Math 1- 8, Sadlier School Adopted 2014</p> <p>Algebra 1, Algebra 2, Pre-Calculus, Glencoe/McGraw-Hill</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 2015</p> <p>California Math, McGraw Hill, Course 1,2 &amp; 3 Adopted 2015</p> <p>Blitzer Precalculus, Pearson Adopted 2016</p> <p>Big Ideas Math California Edition, Course 1, Course 2, Course 3, Advanced 1, Algebra 1, Algebra 2, Geometry, Houghton Mifflin/Harcourt Adopted 2016</p> <p>GoMath, Houghton Mifflin/Harcourt Adopted 2016</p> <p>TouchMath, K-2 Adopted 2016</p> <p>Big Ideas Math Accelerated Course 2 Adopted 2018</p> <p>Calculus for AP, Cengage Adopted 2018</p> <p>Financial Algebra, Cengage Adopted 2018</p> <p>APEX Learning Online Adopted 2015</p> <p>Odysseyware Online Adopted 2016</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Science, Houghton Mifflin Adopted 2012</p> <p>Earth Science, Globe Fearon Adopted 2012</p> <p>Life Science, Globe Fearon Adopted 2012</p> <p>Physical Science, Globe Fearon Adopted 2012</p> <p>Earth Science, Pearson Adopted 2012</p> <p>Physics, Glencoe Adopted 2012</p> <p>Physics, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>Chemistry, Holt, Rinehart &amp; Winston Adopted 2012</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Chemistry, Prentice Hall Adopted 2012</p> <p>Biology, An Everyday Experience, Glencoe Adopted 2012</p> <p>Biology, Pearson Adopted 2017</p> <p>Chemistry, Pearson Adopted 2018</p> <p>Conceptual Physics, Prentice Hall Adopted 2018</p> <p>Marine Science, AMSCO Adopted 2017</p> <p>Exploring Science, Cengage Adopted 2017</p> <p>APEX Learning Online Adopted 2015</p> <p>Odysseyware Online Adopted 2016</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Reflections, The United States: Making a New Nation, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>California, a Changing State, Harcourt, Rinehart &amp; Winston Adopted 2012</p> <p>World History, Medieval to Early Modern Times, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>World History, Ancient Civilizations, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>United States History, Independence to 1914, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>American Anthem, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>American Nation, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>World History, Human Legacy, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>American Vision, Glencoe Adopted 2012</p> <p>World History, Holt, Rinehart &amp; Winston</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Adopted 2012</p> <p>American Government, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>Economics, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>Civics Today, Glencoe Adopted 2012</p> <p>Economics, Glencoe Adopted 2012</p> <p>APEX Learning Online Adopted 2015</p> <p>Odysseyware Online Adopted 2016</p> <p>Essential World History, AMSCO Adopted 2017</p> <p>Global History and Geography, AMSCO Adopted 2017</p> <p>Voyages in World History AP, Cengage Adopted 2017</p> <p>World History, Houghton, Mifflin &amp; Hartcourt Adopted 2017</p> <p>American Pageant AP, Cengage Adopted 2017</p> <p>American Government, Pearson Adopted 2017</p> <p>Economics, Pearson Adopted 2017</p> <p>Civics in Practice, Holt McDougal Adopted 2017</p> <p>United States History, Houghton, Mifflin &amp; Hartcourt Adopted 2017</p> <p>US History 1865 - Present, AMSCO Adopted 2017</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>French 1 - Discovering French Today (Bleu), Holt McDougal Adopted 2015</p> <p>French 2, Discovering French Today (Blanc), Holt McDougal Adopted 2017</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>French 3, Discovering French Today (Rouge), Holt McDougal Adopted 2018</p> <p>Spanish, Apex Learning</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Lifetime Health, Holt, Rinehart &amp; Winston Adopted 2012</p> <p>Glencoe Health, McCraw Hill Adopted 2016</p> <p>BYU Online Curriculum Adopted 2018</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>The Visual Experience, Davis Adopted 2017</p> <p>Edgenuity Online Curriculum Adopted 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>Labs provided on-site by credential COIL Teachers</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Our main site includes a front office with a welcoming reception area, administration offices, a small student computer lab and staff/teacher work spaces. The back office includes a small kitchen space and houses six teacher meeting cubicles. Located in the back of the building is a COIL portable building (CP2) where seven teacher offices are located to accommodate 7 teacher to meet with their students and families. Located at the front of the Fremont Adult School campus, is a COIL portable building that houses a speech pathologist, 2 special education teachers, 2 para educators and a school psychologist. In addition, a classroom has been converted to office space to accommodate 3 teachers work areas. Our remaining 4 class/conference facilities are close to the main facility, with 1 class being leased from Fremont Adult School for classroom instruction. COIL is housed on the Fremont Adult School site and also utilizes shared rooms such as a multi-purpose room, kitchen and rooms for annual state testing.

COIL has 2 separate student gathering areas with tables and benches to encourage mingling and a safe area for students to wait for their next onsite class and/or parent pickup. Additionally, COIL has added benches at the front of the main office area allowing places for students to sit and visit while waiting for parent/guardian pickup. Throughout the 2018-2019 school year, 2 young men seeking their respective eagle scout awards, completed their eagle scout project by doing 2 separate beautification projects at the COIL/FACE campus. One of the projects focused on enhancement of a student gathering area by covering an awning and painting hop scotch and four square courts. The other eagle scout project focused on the front of the school and planters throughout the FACE campus by weeding and spreading mulch in all planter areas throughout the campus.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

### School Facility Good Repair Status (Most Recent Year)

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 in which data were collected: 10/29/2020**

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



## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	62	N/A	78	N/A	50	N/A
Math	56	N/A	74	N/A	39	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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.
- 3) 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.
- 4) 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 Science for All Students

#### Grades Five, Eight, and High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	39	N/A	58	N/A	30	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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.

**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
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

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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 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

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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
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

Notes:

- 1) Cells with N/A values do not require data.
- 2) 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.

### 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 2020-21)**

At the Circle of Independent of Independent Learning (COIL) Charter School parents are an integral part of our school. The parent is the primary home educator for their child and operates as an equal member of their child's educational team. COIL provides workshops for parent education, invites parents to attend classes to learn strategies for effective teaching, and provides for mentoring opportunities when working with their child's Advisory Teacher. We honor requests for specific class and field trip opportunities indicated on annual surveys, and parents serve on the COIL Governance Council and the parent, teacher, student council (PTSC). In addition to the annual survey, COIL parents have a regular presence upon our campus providing the COIL staff with input used for planning and implementing programs all year long. Annually, parents along with students participate in an all stakeholders collaboration meeting where overall goals, needs, and action plans are reviewed, discussed and vital input is captured. Quarterly parent meetings are held to inform, train and receive input from parents on new curriculum, student social, and emotional needs, tips on being an effective home educator, and review of COIL school goals and student learning outcomes.

**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.

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

The Circle of Independent Learning's (COIL's) Safety Committee is made up of the school Director, staff, and teachers. This committee annually reviews the COIL's Safety Plan and Procedures at the beginning of every school year. COIL staff is trained on safety protocol and the Safety Plan staff assignments are updated at the first Staff Development Day in August of each school year. COIL's comprehensive Safety Plan was updated and finalized on February 28, 2020. All emergency procedures are followed according to law, public school code, and our annually updated Safety Plan. Key elements of COIL's Safety Plan include disaster kit, AED, EPI pens, and site communication information, staff and family preparation, emergency procedures and disaster plan, COIL site chain of command responsibilities, and a COIL Safety/Disaster Incident Report Form. The COIL office is equipped with a mobile safety kit and AED. Each classroom has a first aid kit and emergency supplies. COIL is housed on the Fremont Adult School campus and is maintained by the FUSD Grounds and Operations and custodial staff on a regular basis. The limited size of both our population and facility provides a controlled environment in which strangers can be immediately identified. All visitors sign in upon entering the COIL office and students and parents sign in with their teachers housed in the COIL office and back portable (CP2) and when staying to attend classes. Phone lists are also kept in emergency kits located in each classroom. The COIL annual family surveys indicate that we have successfully provided a safe, comfortable, stimulating learning place for our students. COIL regularly participates in the California ShakeOut along with regular fire and lockdown drills.

**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	0.2	0.0	1.7	1.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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.

**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.

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

Title	Number of Students per Counselor
Academic Counselor	385

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.5
Other	

Note: 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.

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

Grade Level	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+	2019-20 Average Class Size	2019-20 # of Classes Size 1-20	2019-20 # of Classes Size 21-32	2019-20 # of Classes Size 33+
K	26		1									
5									1	9		
6	7	1							3	31		
Other									7	35	5	

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

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

Subject	2017-18 Average Class Size	2017-18 # of Classes Size 1-20	2017-18 # of Classes Size 21-32	2017-18 # of Classes Size 33+	2018-19 Average Class Size	2018-19 # of Classes Size 1-20	2018-19 # of Classes Size 21-32	2018-19 # of Classes Size 33+	2019-20 Average Class Size	2019-20 # of Classes Size 1-20	2019-20 # of Classes Size 21-32	2019-20 # of Classes Size 33+
English	9	29	6	1	10	25	4	2	11	24	4	3
Mathematics	10	21	2	1	11	18	2	2	15	16	2	5
Science	12	13	3	1	12	14	2	2	15	11	1	3
Social Science	8	30	6		11	22	1	4	12	21	2	3

Note: 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.

### Professional Development (Most Recent Three Years)

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2018-2019: 3 days

2019-2020: 3 days

2020-2021: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$68,068	\$50,029
Mid-Range Teacher Salary	\$91,195	\$77,680
Highest Teacher Salary	\$118,530	\$102,143
Average Principal Salary (ES)	\$142,461	\$128,526
Average Principal Salary (MS)	\$163,204	\$133,574
Average Principal Salary (HS)	\$179,222	\$147,006
Superintendent Salary	\$295,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44.0	33.0
Administrative Salaries	5.0	5.0

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

### 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)

Rate for the School	2016-17	2017-18	2018-19
Dropout Rate	16.3	5.4	8.6
Graduation Rate	69.4	77	84.3

Rate for the District	2016-17	2017-18	2018-19
Dropout Rate	4.1	2.1	5.5
Graduation Rate	91.4	93.5	92.9

Rate for the State	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10057	677	9380	90906
District	N/A	N/A	8032	\$92,747
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	15.5	-2.0
School Site/ State	19.0	9.0

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

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	12
% of pupils completing a CTE program and earning a high school diploma	50
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83.3

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	90.04
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	14.49

## 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	0.9

Note: Where there are student course enrollments of at least one student.

## Career Technical Education Programs

Students have access to Career Technical Education (CTE) programs at our secondary sites throughout Fremont Unified School District and through the Mission Valley Regional Occupational Program (MVROP).

Courses and programs offered by our comprehensive high schools:

- Business Ownership and Management
- Computer Operations
- AP Computer Science
- Introduction to Design
- Principles of Engineering
- Digital Electronics
- AP Computer Science Principles
- Media Arts/IT Wheel
- Web Design Technology
- Marketing
- Introduction to Computer Science
- Digital Imaging 1 and 2
- Photo 1 and 2
- Marketing 1 and 2

Middle College courses in conjunction with Fremont Unified and Ohlone Community College for 12th grade students:

- You and the Law
- Literature, Justice, and Society
- Humanities 12

Sequenced courses:

- Culinary Arts 1 and 2
- Digital Imaging 1 and 2
- Photo 1 and 2
- Marketing 1 and 2
- Project Lead the Way

The primary representatives of the FUSD CTE Advisory Committee are: Maile Ferreira, Kenneth Beebe, Lesley Buehler, Bob Bradshaw, Cliff Adams-Hart, Abhi Brar, Thomas Hanson, Jason Cain, Michael Jan, and Nathania Chaney-Aiello.

Industries on the committee are: Bay Area Rapid Transit (BART), Tesla, and Fremont Bank.

**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.