Sutter Peak Charter Academy
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Sutter Peak Charter Academy
Street	3934 Broadway
City, State, Zip	Live Oak, Ca 95953
Phone Number	8669929033
Principal	Heather Marshall
Email Address	heather.marshall@pacificcharters.org
School Website	www.pacificcharters.org
County-District-School (CDS) Code	51-71423

2021-22 District Contact Information

District Name	Sutter Peak Charter Academy
Phone Number	530 822 5100
Superintendent	Dr. Bal Dhillon
Email Address	baldhillon@sutter.k12.ca.us
District Website Address	sutter.k12.ca.us

2021-22 School Overview

Sutter Peak Charter Academy (SPCA) opened in the fall of 2015 as an independent charter school. SPCA was founded by the Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute's Board of Directors governs four public charter schools serving a total of approximately 3000 students.

Sutter Peak Charter Academy offers TK-12 students a personalized learning program. Every SPCA student has access to one-to-one teaching through student-tailored, standards-based curriculum. Sutter Peak was founded on the principle that education works best when it is tailored to student's individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student's greatest potential. We leverage the flexibility of the independent study model to empower SPCA students to meet their educational goals. Sutter Peak Charter Academy has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - "SPCA is developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."

Mission - "Sutter Peak Charter Academy empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners."

Central to Sutter Peak Charter Academy's vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the mission statement and vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school's commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Sutter Peak Charter Academy work in concert to ensure that the school continues to strive for high

2021-22 School Overview

academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development is organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support school-wide learner outcomes.

Academic Standards are central to school-wide learner outcomes. SPCA implements and uses appropriate California State Standards based curriculum along with standards based supplemental supports for all students. We also utilize a variety of online support programs that are aligned to Common Core Standards and are California specific. Additionally, SPCA addresses its school-wide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our mission and vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self- motivated students who develop an appreciation for lifelong learning.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	55
Grade 2	46
Grade 3	57
Grade 4	61
Grade 5	36
Grade 6	45
Grade 7	48
Grade 8	49
Grade 9	39
Grade 10	28
Grade 11	35
Grade 12	28
Total Enrollment	576

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	1.4
Asian	6.1
Black or African American	3.5
Filipino	1.4
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.4
White	66.5
English Learners	2.8
Homeless	1
Socioeconomically Disadvantaged	33.7
Students with Disabilities	8.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.7
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	18.7

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the 2020-2021 school year, our instructional materials include Inspire Science/McGraw Hill 2020, Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 which complement adoptions made in previous years including, but not limited to Carolina Science in Spring of 2019, Journeys 2016 English Language Arts and Go Math Houghton Mifflin in the Fall of 2017.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys 2020 Study Sync McGraw Hill 2016, Journeys Houghton Mifflin 2016	Yes	0
Mathematics	Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Cyber High 2017	Yes	0
Science	Inspire Science 2020 ,Carolina Science 2019, Cyber High 2017	Yes	0
History-Social Science	Impact Social Studies 2020,Cyber High 2017	Yes	0
Foreign Language	PLATO 2015, Rosetta Stone 2012, Cyber High 2017	Yes	0
Health	McGraw Hill Health 2020, Glencoe 2006, Cyber High 2017	Yes	0
Visual and Performing Arts	PLATO 2015 Fine Arts, Edmentum 2015, Cyber High 2017	Yes	0
Science Laboratory Equipment (grades 9-12)	School Sourced NGSS Kits 2020	Yes	0

School Facility Conditions and Planned Improvements

Sutter Peak Charter Academy is a non site based school consequently there are no facilities to report on.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces				N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A
Electrical				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A
Safety: Fire Safety, Hazardous Materials				N/A
Structural: Structural Damage, Roofs				N/A
External:				N/A

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

* Aligned with CA CCSS for ELA and mathematics;
* Available to students in grades 3 through 8, and grade 11; and
* Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

* Smarter Balanced ELA and mathematics summative assessments;
* Other assessments meeting the SBE criteria; or
* Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	2	0.62	99.38	--
Female	169	1	0.59	99.41	--
Male	155	1	0.65	99.35	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	0	0	100	--
Black or African American	13	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	0	0	100	--
White	218	2	0.92	99.08	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	2	1.94	98.06	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	0	0	100	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	3	0.93	99.07	--
Female	169	2	1.18	98.82	--
Male	155	1	0.65	99.35	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	0	0.00	100.00	--
Black or African American	13	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	0	0.00	100.00	--
White	218	3	1.38	98.62	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	2	1.94	98.06	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	1	3.23	96.77	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Student Groups	Local Assessment Total Enrollment	Local Assessment Number Tested	Local Assessment Percent Tested	Local Assessment Percent Not Tested	Local Assessment Percent At or Above Grade Level
All Students	322	313	97	3	79
Female	169	166	98	2	79
Male	153	147	96	4	78
American Indian or Alaska Native	3	3	100	0	66

Asian	22	20	91	9	90
Black or African American	14	14	100	0	86
Filipino	5	5	100	0	100
Hispanic or Latino	45	44	98	2	68
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	13	13	100	0	69
White	218	212	97	3	79
English Learners	8	7	88	12	38
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	100
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	95	93	7	74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94	6	52

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Student Groups	Local Assessment Total Enrollment	Local Assessment Number Tested	Local Assessment Percent Tested	Local Assessment Percent Not Tested	Local Assessment Percent At or Above Grade Level
All Students	322	314	98	2	71
Female	169	167	98	2	61
Male	153	147	96	4	73
American Indian or Alaska Native	3	3	100	0	66
Asian	22	21	95	5	90
Black or African American	14	14	100	0	57
Filipino	5	5	100	0	80
Hispanic or Latino	45	44	98	0	57
Native Hawaiian or Pacific Islander	2	2	100	0	100
Two or More Races	13	13	100	0	77
White	218	212	97	3	72
English Learners	8	7	88	12	14
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	100
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	96	94	6	67

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94	6	42

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	26.47	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	1	0.76	99.24	--
Female	71	0	0.00	100.00	--
Male	60	1	1.67	98.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	94	1	1.06	98.94	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	1	2.17	97.83	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

The primary representatives of Sutter Peak Charter Academy CTE committee are Dan McLaughlin
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(916) 616-3976

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SPCA prepares students for college and career paths by using standards-based curriculum, interest assessments (Xello) to identify engaging courses and develop personalized learning plans for high school students. Sutter Peak's CTE (Career Technical Education) online certificate program (icevonline.org) is embedded into elective coursework to guide post-graduation plans for navigating college and CTE pathways. Students earn industry certifications which are developed by industry leaders, reflect the needs of real-world career expectations and distinguish students from their peers when applying for jobs. Certifications reflect real-world scenarios, preparing students for not only post-secondary education but also the workforce. Our goal is for our high school graduates to have either taken a minimum of two college level courses (typically at a local community college) and/or will have completed an industry sponsored certificate by using our online CTE curriculum. Courses are easily accessed online and teachers, school counselors and PCI/district monitors their progress. Students can choose from 15 CTE courses:

Fundamentals of Animal Science
Equine Management & Evaluation
Veterinary Medical Applications
Plant Science
Principles of Floral Design
Principles of Livestock Selection & Evaluation
Principles of Small Engine Technology
Business Office Technology
Personal Financial Literacy
Career Preparedness
Culinary Meat Selection & Cookery
Food Safety & Science
Meat Evaluation
Professional Communications
Ecology Conservation & Management

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.92
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	17

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Sutter Peak Charter Academy uses a range of methods to consult with and receive parental input. This includes but is not limited to parent, student, and teacher Academic Triangle collaboration, email and phone communication, TEAMS meetings, social media platforms, parent and student surveys, parent participation in school activities, and parent contributions to school protocols development.

The Academic Triangle is a powerful and unique feature to Sutter Peak in which the three major stakeholders; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Academic Triangle is best able to determine the intensity of the educational experience and the right combination of opportunities.

Parents and students are surveyed annually to determine their satisfaction with Sutter Peak Charter Academy. This reflective survey helps the school make program modifications to better serve the students. The faculty, administration, and the board review the results of the surveys.

2021-22 Opportunities for Parental Involvement

Parents are physically involved in school activities through a variety of events. Every parent is invited to attend and participate in school events, meetings and activities. This group of parents, teachers and director, provides input for school spending, activities and academics. Parents attend all fieldtrips with their children. Fieldtrips include, but not limited to: Local plays and performances, and local museums. Parents are also invited to attend co-operatives that provide enrichment for students through classes such as art, math and language enrichment. Due to the restrictions of COVID-19, field trips and school events have been restructured to meet local safety guidelines.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	4.2	0.0	0.0	4.2	0.0	9.0	8.9	9.4
Graduation Rate	100.0	95.8	96.9	100.0	95.8	96.9	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	31	96.9
Female	18	18	100.0
Male	14	13	92.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	26	25	96.2
English Learners	--	--	--
Foster Youth	--	--	--

Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	19	18	94.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	604	0	0.0
Female	319	318	0	0.0
Male	291	286	0	0.0
American Indian or Alaska Native	9	9	0	0.0
Asian	37	37	0	0.0
Black or African American	20	20	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	115	111	0	0.0
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	18	17	0	0.0
White	398	397	0	0.0
English Learners	19	18	0	0.0
Foster Youth	0	0	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	203	203	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	0	0.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.00	0.12	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The comprehensive safety plan was updated and reviewed at a PCI public board meeting in September 2021 and approved by the PCI Board of Directors on September 9, 2021. Below is the table of contents of the safety plan highlighting the content.
Key elements include:
Mission Statement and School Description,
Child Abuse Reporting Procedures,
Disaster Response Procedures,
Suspension & Expulsion Policies,
Procedures for Notifying Teachers of Dangerous Pupils,
Discrimination & Harassment Policy,
School-wide Dress Code Prohibiting Gang Attire,
Safe and Orderly Environment,
Rules and Procedures on School Discipline,
Emergency Response Guide,
Emergency Actions*,
Emergency Responses,
Site Specific Procedures and Emergency Guide,
Site Safety Team Checklist,
Incident Command Post,
Situational Communication Plans,
Site Emergency Procedures for Special Needs Students,
Site Emergency Drill Report,
PCI Administration/Site Leader Phone Numbers,
Staff Phone List,
Site Evacuation Map,
Valve Shut-Off Location Map,
Activity /Documentation Log,
Student Emergency Evacuation Absence List, and
Student Release Sign Out Sheet.

* For security reasons, Sections J and K are confidential and will not be shared publicly.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	46	61	
1				
2				
3				
4				
5				
6				
Other	9	9		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	174		
1	3	120		
2	2	126		
3	3	120		
4	2	102		
5	2	120		
6	3	107		
Other	2	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	150		
1	3	132		
2	2	120		
3	3	126		
4	3	126		
5	2	108		
6	2	126		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	75		
Mathematics	2	86		
Science	2	62		
Social Science	2	81		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	79		
Mathematics	2	89		
Science	2	71		
Social Science	2	96		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	85		
Mathematics	2	88		
Science	3	71		
Social Science	2	111		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	576

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,724	$681	$8,043	57,565.52
District	N/A	N/A	$8,043	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	-4.9	-22.8

2020-21 Types of Services Funded

Sutter Peak Charter Academy's goal is to provide quality instruction for all students. Teacher and administrative training is focused on 'Best Practice's' Instruction techniques for all staff members. In addition to improving instructional practice, staff development has also focused on developing an understanding with lesson planning associated to specific contents and Common Core State Standards. This includes textbook adoptions for Math and program shifts for our English Language Arts. Our school offers tutoring supports to all students with the availability of additional tech lab times. Our school provides on-line and direct instruction. We support students that are identified as needing Special Education, Language supports or additional interventions to ensure success both academically and socio-behaviorally. All students at Sutter Peak Charter Academy have access to a laptop, Surface or Chromebook and use of the internet. In addition to traditional textbook curriculum, students have access to virtual classes, online classes, and online academic support. Below is a comprehensive list of online academic services offered to every student at SPCA.
Study Island (2-8)
Reading Eggs (K-3)
Math Seeds (K-3)
Discovery Education (6-12)
Plato (9-12)
Lexia (3-7)
Learning Ally (K-12)
Cyber High (6-12)
iCEV 9-12l a g Electives
Edmentum
Exact Path

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$47,265
Mid-Range Teacher Salary		$69,813
Highest Teacher Salary		$91,237
Average Principal Salary (Elementary)		$113,466
Average Principal Salary (Middle)		$115,186
Average Principal Salary (High)		$0
Superintendent Salary		$131,359
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	8%	7%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Professional Development at Sutter Peak Charter Academy provides both breadth and depth on current topics in education. We continue to focus on teaching strategies and mental health. These topics are chosen from the student learning plans as identified by the student's master course list, benchmark and cumulative testing and/or counselor recommendations to support student mental health.

We are continuing to embrace the Common Core State Standards and implementing them in core, supplemental curriculum, and interventions. Our commitment is to make professional development relevant and timely so that our students benefit from what the teachers learn.

- Sutter Peak conducts 5 days of in-service training at the beginning of each school year. However, an ongoing professional development plan is in place for our staff based on a three-tiered model. District Wide, Site-Wide and Individual growth model. This allows our instructional staff to achieve competency in multiple paths. With the use of our LCAP monies in addition to our general fund, the following focuses were developed with input from all staff members via a district-wide survey: Common Core Professional Development which included the following: Beginning Teacher Induction as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities. Additional Online Learning Programs and Supports as a result of use of a hybrid model of online learning platforms for student and teacher use. Using Data to Support Learning and Instruction Using Technology to Support Learning

In the most recent year, teachers received training on NWEA/MAP, Exact Path intervention programs and curriculum support. Teachers have access to additional monthly training from the district EL support provider to focus on the best practices and supports for our English learners. Finally, all teachers are invited to attend monthly Early Literacy support trainings.

All areas of PD are designed to support staff while they support students with the greatest academic need. Our CAASPP indicates that the majority of our students need help with reading and mathematics, grades 3-8 & 11. Staff meets weekly either in person or online. It is during these meetings that staff are provided training for online academic support programs, data-based instruction and the use of technology for instruction and intervention. Trainings that exceed two hours are done in person at a conference or community facility, district office or county offices. Follow up training is supported through mentoring by a lead or expert teacher, trainers or school director. Student data is frequently reviewed to support teacher implementation as well as to define the need for additional supports or program adjustments.

In addition to program planning aligned to Local Control Accountability Planning, the following are also provided to staff based on instructional content, job requirements, or focused on professional growth to support advanced student achievement:
- Annual Mandated Training (Ex. Mandated Reporting, CPR)
- Technology and Productivity (Ex. PowerSchool University, Cal-Pads, U-C Doorways, CASSPP, MSOffice 365)
- Annual Conferences that support School Mission and Vision (Ex. California Charter Schools Association, Charter Schools Development Center, California Educators Technology Association, State or National Title 1 Conference, National Association for Foster-Homeless Youth, NWEA Fusion)
- Curriculum (District-wide Writing Improvement Initiative, New Adoptions Training)

Individual teacher goals are discussed and modified as necessary three times each year with the teacher's direct supervisor. With the use of our Common Core monies in addition to our general fund, the following Professional Development opportunities were developed with input from all staff members via a district-wide survey:
- New teacher induction (as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities)
- Additional Online Learning Programs and Supports resulting from the use of a hybrid model of online learning platforms for student-teacher use
- Instructional Practices with an emphasis on EL strategy instruction
- Using Data to Support Learning and Instruction (Exact Path Diagnostic and Learning Path)
- Content specialization for individual career goals

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	6