

Sutter Peak Charter Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|-------------------------------------|
| School Name | Sutter Peak Charter Academy |
| Street | 3934 Broadway |
| City, State, Zip | Live Oak, Ca 95953 |
| Phone Number | 8669929033 |
| Principal | Suzanne Marczak |
| Email Address | suzanne.marczak@pacificcharters.org |
| School Website | www.pacificcharters.org |
| Grade Span | K-12 |
| County-District-School (CDS) Code | 51-71423 |

2024-25 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 | sutter.k12.ca.us |

2024-25 School Description and Mission Statement

Sutter Peak Charter Academy (SPCA) was established in the autumn of 2015 as an independent charter school under the auspices of the Pacific Charter Institute (PCI), a 501(c)(3) tax-exempt non-profit organization. Currently overseeing six public charter schools, the Pacific Charter Institute's Board of Directors collectively serves approximately 3500 students. Dedicated to delivering a personalized learning program for students in grades TK-12, SPCA ensures that each student benefits from one-to-one teaching through a curriculum tailored to individual needs and aligned with established standards. The foundational philosophy of Sutter Peak rests on the premise that education is most effective when tailored to the unique strengths and requirements of each student. Our objective is to collaboratively engage with students, parents, and the broader

2024-25 School Description and Mission Statement

community to unlock each student's fullest potential. Leveraging the flexibility of the independent study model, SPCA empowers students to realize their educational goals.

The SPCA's mission and vision statements are grounded in student needs, contemporary educational research, and the conviction that all students can attain the highest academic standards.

Mission: "To develop a joyful and rigorous learning environment which opens doors to student success in college, career, community, and life."

Vision: "Empowering collaborative partnerships with teachers, parent educators, students, and community partners to connect students' individual needs and interests to a rigorous personalized learning plan implemented with integrity and focused on increasing student achievement."

Central to the Academy's vision and mission is the Academic Triangle, symbolizing the interdependent relationship among the teacher, student, and parent. This dynamic framework ensures a shared understanding of overarching goals, with the teacher developing personalized learning tools to navigate the curriculum successfully. The Academic Triangle embodies the expectation that each participant takes charge of the educational plan, irrespective of the stability of all its components.

SPCA maintains a commitment to high academic standards for every student. Regular reviews of student educational data by school administration inform professional development initiatives, ensuring alignment with the institution's goals. The governing board, in turn, approves policies supporting school-wide learner outcomes based on the examination of student educational data.

At the core of school-wide learner outcomes are Academic Standards, implemented through California State Standards-based curriculum and supplemented with appropriate support structures. SPCA utilizes various online programs aligned with Common Core Standards and specific to California, ensuring comprehensive coverage. The Academic Triangle model further reinforces the fidelity of SPCA's mission and vision, accommodating students facing various challenges, including socio-economic disadvantage, English learners, foster/homeless youth, credit deficiency, or academic struggles. Our unwavering commitment is to produce self-motivated students who cultivate an enduring appreciation for lifelong learning.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 82 |
| Grade 1 | 37 |
| Grade 2 | 52 |
| Grade 3 | 48 |
| Grade 4 | 60 |
| Grade 5 | 49 |
| Grade 6 | 57 |
| Grade 7 | 62 |
| Grade 8 | 43 |
| Grade 9 | 33 |
| Grade 10 | 35 |
| Grade 11 | 45 |
| Grade 12 | 39 |
| Total Enrollment | 642 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.1 |
| Male | 48.9 |
| American Indian or Alaska Native | 1.4 |
| Asian | 5.8 |
| Black or African American | 2.6 |
| Filipino | 2.3 |
| Hispanic or Latino | 20.2 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 3.7 |
| White | 63.2 |
| English Learners | 4.2 |
| Foster Youth | 0.5 |
| Homeless | 1.6 |
| Socioeconomically Disadvantaged | 49.1 |
| Students with Disabilities | 8.6 |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.20 | 15.73 | 12.20 | 41.30 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.68 | 0.10 | 0.47 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 17.20 | 83.49 | 17.20 | 58.16 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.60 | 100.00 | 29.60 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.20 | 15.74 | 11.20 | 38.00 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.63 | 1.10 | 3.82 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 14.70 | 71.48 | 14.70 | 49.73 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 2.40 | 12.05 | 2.40 | 8.38 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.50 | 100.00 | 29.50 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.60 | 16.06 | 9.60 | 30.39 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.20 | 1.01 | 0.20 | 0.72 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.66 | 2.10 | 6.76 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 18.70 | 82.19 | 19.70 | 62.06 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 14303.80 | 5.15 |
| Total Teaching Positions | 22.70 | 100.00 | 31.70 | 100.00 | 277698 | 100 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.10 | 0.10 | 0.1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.10 | 0.10 | 0.1 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 17.20 | 14.60 | 18.7 |
| Total Out-of-Field Teachers | 17.20 | 14.70 | 18.7 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.30 | 5.4 | 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) | 0.30 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials for core subjects at Sutter Peak Charter Academy are chosen in accordance with the most recent list of standards-based materials approved by the State Board of Education, often in collaboration with the County Office of Education. During the current school year Wonders 2023 from McGraw Hill has been added for K-6 ELA. In previous years Sutter Peak adopted MyAccess for language arts and Reveal Math for mathematics. In the 2020-2021 school year, SP added Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020, complementing our prior adoptions, including but not limited to Carolina Science. These latest adoptions are in addition to Journeys 2016 for English Language Arts, added in spring of 2019, and Go Math Houghton Mifflin added in the fall of 2017. Our commitment to staying current with educational resources is integral to our dedication to delivering a high-quality education to our students.

Year and month in which the data were collected

December 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| Reading/Language Arts | My Access 2022, Journeys 2020, Wonders McGraw Hill 2023 | Yes | 0 |
| Mathematics | K-12 Reveal Math Mc Grow Hill 2022 Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Cyber High 2017 | Yes | 0 |
| Science | Inspire Science 2020 , 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 |

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

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: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | N/A |

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 58 | 58 | 52 | 53 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 39 | 44 | 37 | 41 | 34 | 35 |

2023-24 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.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 366 | 364 | 99.45 | 0.55 | 57.69 |
| Female | 199 | 198 | 99.50 | 0.50 | 60.61 |
| Male | 167 | 166 | 99.40 | 0.60 | 54.22 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 27 | 100.00 | 0.00 | 59.26 |
| Black or African American | 12 | 11 | 91.67 | 8.33 | 45.45 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 73 | 100.00 | 0.00 | 53.42 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 69.23 |
| White | 229 | 228 | 99.56 | 0.44 | 57.46 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 177 | 176 | 99.44 | 0.56 | 52.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 33.33 |

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 366 | 364 | 99.45 | 0.55 | 44.23 |
| Female | 199 | 198 | 99.50 | 0.50 | 37.88 |
| Male | 167 | 166 | 99.40 | 0.60 | 51.81 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 27 | 100.00 | 0.00 | 66.67 |
| Black or African American | 12 | 11 | 91.67 | 8.33 | 18.18 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 73 | 100.00 | 0.00 | 45.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 13 | 13 | 100.00 | 0.00 | 53.85 |
| White | 229 | 228 | 99.56 | 0.44 | 40.35 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 177 | 176 | 99.44 | 0.56 | 37.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 46.15 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 44.00 | 53.11 | 25.00 | 23.81 | 30.29 | 30.73 |

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 180 | 179 | 99.44 | 0.56 | 53.07 |
| Female | 101 | 100 | 99.01 | 0.99 | 47.00 |
| Male | 79 | 79 | 100.00 | 0.00 | 60.76 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 100.00 | 0.00 | 46.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 58.33 |
| White | 119 | 118 | 99.16 | 0.84 | 50.85 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 83 | 82 | 98.80 | 1.20 | 42.68 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 23.08 |

2023-24 Career Technical Education Programs

The primary representatives of Sutter Peak Charter Academy CTE committee is Dan McLaughlin
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

In regard to career and technical education, SPCA adopted curriculum through iCEV. iCEV offers state-aligned courses and industry certifications to prepare students for college and career success. The industry certifications allow students to explore CTE courses that match their interests. Sample clusters include Family & Consumer Sciences, Law, Public Safety, Corrections & Security, Business, Marketing, Finance & Media.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 33 |
| 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 | |

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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 95.39 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 63.16 |

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 98 | 98 | 98 | 98 | 98 |
| Grade 7 | 97 | 97 | 97 | 97 | 100 |
| Grade 9 | 100 | 100 | 100 | 100 | 100 |

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.

2024-25 Opportunities for Parental Involvement

Sutter Peak Charter Academy employs a diverse array of methodologies to engage in productive consultation and receive valuable input from parents. These mechanisms encompass, but are not confined to, collaborative efforts within the Academic Triangle involving parents, students, and teachers, as well as communication through email, telephone correspondence, TEAMS and/or ZOOM meetings, interactions on social media platforms, comprehensive parent and student surveys, active parental participation in school events, and contributions to the development of school protocols.

The Academic Triangle stands as a distinctive and potent feature at Sutter Peak Charter Academy, fostering collaboration among the three principal stakeholders—the teacher, the student, and the parent. Together, they formulate robust academic plans tailored to individual students, incorporating diverse criteria such as the student's academic history, educational aspirations, home and personal life, affiliations, relationships, and current status.

An annual survey is conducted among parents and students to assess their satisfaction with Sutter Peak Charter Academy. This reflective survey serves as a critical tool for the school to make informed program modifications aimed at enhancing the student experience. The outcomes of these surveys are rigorously reviewed by the faculty, administration, and the board, contributing to continuous improvement initiatives.

Parents play an active role in school activities through various events. Every parent is extended an invitation to attend and actively participate in school events, meetings, and activities. This collaborative group of parents, teachers, and administration provides valuable input on matters such as school spending, activity planning, and academic considerations. Additionally, parents accompany their children on all field trips, including but not limited to local plays, performances, and visits to local museums. Furthermore, parents are invited to participate in co-operatives offering enrichment opportunities for students through specialized classes such as art, math, and language enrichment. This multifaceted approach underscores our commitment to creating a robust and inclusive educational community at Sutter Peak Charter Academy.

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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0 | 0.0 | 0.0 | 0 | 0.0 | 0.0 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 97.1 | 100.0 | 100.0 | 97.1 | 100.0 | 100.0 | 87 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 41 | 41 | 100.0 |
| Female | 22 | 22 | 100.0 |
| Male | 19 | 19 | 100.0 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 23 | 23 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 22 | 22 | 100.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 677 | 662 | 3 | 0.5 |
| Female | 342 | 336 | 0 | 0.0 |
| Male | 335 | 326 | 3 | 0.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 40 | 38 | 0 | 0.0 |
| Black or African American | 17 | 17 | 0 | 0.0 |
| Filipino | 16 | 16 | 0 | 0.0 |
| Hispanic or Latino | 137 | 137 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 29 | 25 | 2 | 8.0 |
| White | 425 | 416 | 1 | 0.2 |
| English Learners | 30 | 30 | 0 | 0.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 12 | 12 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 336 | 332 | 0 | 0.0 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 63 | 63 | 1 | 1.6 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 1.3 | 0.35 | 0 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 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 |
| Non-Binary | 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 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The comprehensive safety plan was updated in the fall of 2024. The plan was reviewed and approved by the PCI Board of Directors on December 12, 2024 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

2024-25 School Safety Plan

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
 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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 156 | | |
| 1 | 2 | 114 | | |
| 2 | 3 | 114 | | |
| 3 | 2 | 108 | | |
| 4 | 2 | 114 | | |
| 5 | 3 | 108 | | |
| 6 | 2 | 91 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 186 | | |
| 1 | 3 | 120 | | |
| 2 | 2 | 126 | | |
| 3 | 3 | 120 | | |
| 4 | 3 | 120 | | |
| 5 | 2 | 120 | | |
| 6 | 3 | 135 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 3 | 114 | | |
| 1 | 2 | 114 | | |
| 2 | 3 | 114 | | |
| 3 | 2 | 126 | | |
| 4 | 3 | 120 | | |
| 5 | 3 | 114 | | |
| 6 | 3 | 132 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 80 | | |
| Mathematics | 2 | 89 | | |
| Science | 3 | 69 | | |
| Social Science | 2 | 103 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 91 | | |
| Mathematics | 2 | 101 | | |
| Science | 3 | 67 | | |
| Social Science | 2 | 112 | | |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 96 | | |
| Mathematics | 2 | 86 | | |
| Science | 2 | 69 | | |
| Social Science | 2 | 126 | | |

2023-24 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 | 535 |

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 1.7 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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 | \$11,621 | \$2,082 | \$9,539 | 80,609 |
| District | N/A | N/A | \$8,043 | \$64,485 |
| Percent Difference - School Site and District | N/A | N/A | 17.0 | 22.2 |
| State | N/A | N/A | \$10,771 | \$79,413 |
| Percent Difference - School Site and State | N/A | N/A | -12.1 | 1.5 |

Fiscal Year 2023-24 Types of Services Funded

At Sutter Peak Charter Academy students complete local assessments twice annually to gauge their academic progress. In the 2022-2023 academic year, we continued a proactive intervention approach, specifically targeting students who scored at or below 60% on the beginning-of-the-year metrics. Our primary focus was on the lowest-performing students, who received direct instructional support along with access to a range of independent online intervention programs.

Furthermore, we allocate instructional funds to provide students and their teachers with a diverse array of print and online intervention curriculum options. The teacher of record assumes the responsibility of crafting a personalized student success plan, inclusive of academic objectives and tailored support measures, all designed to assist the student in attaining their defined goals. To bolster our students' holistic development, our school also offers access to counselors and a wellness team, catering to their social-emotional well-being. Our comprehensive approach underscores our commitment to nurturing both academic and emotional growth.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$53,988 | \$51,352 |
| Mid-Range Teacher Salary | \$74,732 | \$80,424 |
| Highest Teacher Salary | \$97,508 | \$103,442 |
| Average Principal Salary (Elementary) | \$0 | \$124,852 |
| Average Principal Salary (Middle) | \$0 | \$135,030 |
| Average Principal Salary (High) | \$0 | |
| Superintendent Salary | \$162,319 | \$145,237 |
| Percent of Budget for Teacher Salaries | 26.86 | 26.17 |
| Percent of Budget for Administrative Salaries | 7.09 | 6.29 |

2023-24 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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 Where there are student course enrollments of at least one student. | 0 |

Professional Development

Professional Development at Sutter Peak Charter Academy is designed to provide educators with comprehensive and targeted training on current educational topics, ensuring both breadth and depth of knowledge. Our focus remains on refining teaching strategies and prioritizing mental health considerations. These topics are strategically chosen based on student learning plans, derived from the student's master course list, benchmark and cumulative testing, and counselor recommendations aimed at supporting student mental well-being.

We remain steadfast in our commitment to embrace and implement the Common Core State Standards across core subjects,

Professional Development

supplemental curriculum, and intervention programs. The Professional Development initiatives are tailored to ensure relevance and timeliness, allowing our students to benefit directly from the latest insights and practices acquired by our teaching staff. Sutter Peak conducts an extensive five-day in-service training at the commencement of each academic year. Additionally, a robust ongoing professional development plan is in place, structured around a three-tiered model encompassing District-Wide, Site-Wide, and Individual growth trajectories. This model enables our instructional staff to attain competency through diverse pathways. Utilizing LCAP funds, in conjunction with our general fund, the focus areas are determined collaboratively with input from staff members through a comprehensive district-wide survey. The identified focus areas include:

1. Common Core Professional Development, encompassing Beginning Teacher Induction and access to all County Office of Education Professional Development Opportunities.
2. Additional Online Learning Programs and Supports, aligned with the hybrid model of online learning platforms for both students and teachers.
3. Using Data to Support Learning and Instruction.
4. Using Technology to Support Learning.

In the latest year, teachers received specialized training on MyAccess, Reveal Math, and Amplify (mClass) intervention programs and curriculum support. Furthermore, ongoing support for English learners is provided through access to training sessions facilitated by the district's English Language (EL) support provider, emphasizing best practices and tailored support strategies.

Regular staff meetings, conducted weekly either in person or online, serve as platforms for ongoing training in online academic support programs, data-based instruction, and the effective use of technology for instruction and intervention. Training sessions exceeding two hours are conducted in person at conferences, community facilities, district offices, or county offices. Follow-up training is reinforced through mentoring by lead or expert teachers, trainers, or the school director, with continuous review of student data to inform implementation and identify the need for additional support or program adjustments.

In addition to program planning aligned with Local Control Accountability Planning, Sutter Peak Charter Academy provides staff with essential annual mandated training, technology and productivity sessions, conferences supporting the school's mission and vision, and specialized curriculum training. Individual teacher goals are collaboratively discussed and modified three times annually with the teacher's direct supervisor. Professional Development opportunities, funded by Common Core monies and the general fund, are continually refined based on staff input via district-wide surveys, encompassing new teacher induction, additional online learning programs, instructional practices with an emphasis on EL strategy instruction, data utilization, content specialization aligned with individual career goals, and specific curriculum areas such as MyAccess and Amplify (mClass). These efforts collectively reflect our dedication to advancing student achievement through continuous professional growth and development.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | |