



Pacific Charter Institute

Board of Directors

John Brennan

Alpana Carey Rex Fortune, Ph.D.

Martha Melendez-Quadros

Judy Miller

Joshua Modlin

Jean-Paul Prentice

Special Meeting of the Board of Directors

Date & Time: Thursday, January 27, 2022, 9:30 a.m.

Location: Teleconference via Zoom

Members of the public are encouraged to participate in the meeting by submitting written comments by email to: leanna.comer@pacificcharters.org. Additionally, during the meeting any questions or comments may be submitted via the Q&A or chat features on Zoom or a participant may use the “raise hand” tool. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English, and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on PCI’s website along with this agenda following the posting of the special meeting agenda at least 24 hours in advance of this special board meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 866-992-9033, ext. 3000. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

To access the PCI Board Meeting go to:

<https://zoom.us/j/97076546765>

OR

Primary Number: (669) 900-6833 Secondary Number: (346) 248-7799

Enter the Webinar ID: 970 7654 6765



Pacific Charter Institute

AGENDA

1. Call to Order & Roll Call

2. Approval of Emergency Findings to Conduct Meeting Virtually to Comply with the Sacramento County Health Officer

1. ORDER: UNDER THE AUTHORITY OF CALIFORNIA HEALTH AND SAFETY CODE SECTIONS 101040, 101085, 120175, AND 120220, THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO (“HEALTH OFFICER”) HEREBY ORDERS AS FOLLOWS:

1. This Order shall become effective January 6, 2022, at 8:00 a.m. and will continue to be in effect until rescinded or amended in writing by the Health Officer.

2. All public boards, councils, commissions, and other similar bodies shall suspend in-person public meetings and conduct all meetings virtually. Affected bodies shall ensure opportunities for virtual public participation and compliance with the Brown Act and all other relevant statutes.

3. Adoption of Agenda

4. Hearing of Parties Desiring to Address the Board and/or Present Petition

Anyone may address the board regarding any item that is within the board’s subject matter jurisdiction. At this point on the agenda, opportunity is provided for any individual or representative of a group to make statements to the board regarding an item(s) not listed on the agenda. The board, by law, may not take action on an item introduced during this portion of the agenda.

5. Business Items

1. School Accountability Report Card (SARC)- Heritage Peak Charter School, Mr. Scott Stack, Director, Rio Valley Charter School, Ms. Leslie Leedy, Director, Valley View Charter Prep, Mr. John Mittan, Director, Sutter Peak Charter Academy, Ms. Heather Marshall, Director. This item will be presented by Dr. Paul Keefer.

6. Future Meetings: March 10, 2022

7. Adjournment



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: January 27, 2022

AGENDA ITEM: #2.1- Approval of Emergency Findings to Conduct Meeting Virtually to Comply with the Sacramento County Health Officer

Background:

ORDER: UNDER THE AUTHORITY OF CALIFORNIA HEALTH AND SAFETY CODE SECTIONS 101040, 101085, 120175, AND 120220, THE HEALTH OFFICER OF THE COUNTY OF SACRAMENTO (“HEALTH OFFICER”) HEREBY ORDERS AS FOLLOWS:

1. This Order shall become effective January 6, 2022, at 8:00 a.m. and will continue to be in effect until rescinded or amended in writing by the Health Officer.
2. All public boards, councils, commissions, and other similar bodies shall suspend in-person public meetings and conduct all meetings virtually. Affected bodies shall ensure opportunities for virtual public participation and compliance with the Brown Act and all other relevant statutes.

After roll call on the agenda the board of directors will vote to approve to meet virtually to comply with the Sacramento County Health Officer’s directive for all public agencies.

RECOMMENDED ACTION:

The Board of Directors approve to meet virtually.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: January 27, 2022

AGENDA ITEM: #5.1- Approval of the School Accountability Report Card (SARC) for Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy

Background:

New this school year, every school in the state of California is expected to provide the School Accountability Report Card (SARC) for board approval as part of the Federal Government's Every Student Succeeds Act. The new SARC report template is not complete and CDE, through email stated additional downloads will be required after the February 1, 2022, due date. In addition, the data input by CDE on January 14, 2022, does not correspond to individual school actual student outcomes. The attached SARCs represent agreeable data that demonstrates alignment between CDE and each of the schools.

The PCI team will resolve the issues identified below and provide the requisite data to the PCI Board of Directors as soon as possible. The team will also work with CDE and CalPADS to correct errors that currently exist in their systems.

B. Pupil Outcomes: CAASPP or Local Test Results

A small number of PCI students participated in CAASPP testing before the state provided LEAs an option for local assessment due to the pandemic and school closures. In addition, the schools and PCI Information Technology did not have the appropriate amount of time to input the local assessment results into the template due to the late delivery by CDE.

B. Pupil Outcomes: CTE and UC/CSU Course

Data points not included due to inconsistencies between CDE data and PCI school's actual student outcomes. This is being resolved between PCI Information Technology and School Services with CDE and CalPADS. PCI will seek resolution on this error.

D. Other SARC Information: Class Size for Elementary Schools

Data Points regarding class sizes for elementary classes do not accurately reflect actual class size and enrollment at the individual schools in 20189-2019 school year. This will also be addressed between PCI Information Technology and School Services with CDE and CalPADS.

RECOMMENDED ACTION: The Board of Directors approve the SARC.

Heritage Peak Charter School

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 | Heritage Peak Charter School |
| Street | 631 L St. |
| City, State, Zip | Rio Linda, CA 95673-3718 |
| Phone Number | (866) 992-9033 |
| Principal | Scott Stack |
| Email Address | scott.stack@pacificcharters.org |
| School Website | https://pacificcharters.org |
| County-District-School (CDS) Code | 34765050108415 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Heritage Peak Charter School |
| Phone Number | (916) 566-1600 |
| Superintendent | Dr. Steven Martinez |
| Email Address | steve.martinez@twinriversusd.org |
| District Website Address | www.twinriversusd.org |

2021-22 School Overview

Heritage Peak Charter School (HPCS) operates a college preparatory public charter school. The school was founded by Pacific Charter Institute (PCI), a non-profit 501(c) 3 public benefit corporation, incorporated in 2004. Currently, Pacific Charter Institute's Board of Directors governs four public charter schools serving a total of over 3,000 students in the Greater Sacramento Area.

HPCS utilizes an Independent Study/Home school model which offers a personalized learning method of instruction for all students in grades TK-12. Every HPCS student has access to one-to-one teaching through student-tailored, standards-based curriculum. Heritage Peak was founded on the core principle that education works best when it is tailored to student's individual strengths and specific needs. HPCS works cooperatively with students, parents, and the community at large to develop each student to his or her greatest potential. HPCS leverages the characteristics of the independent study model to allow teachers the flexibility to tailor student learning paths to meet the unique educational goals of each student.

The vision and mission of HPCS clearly align with specific student needs, are based on current educational research, and support the belief that all students can achieve the highest academic standards.

Vision

Developing self-motivated educated individuals in the Sacramento region who will spread the wealth of knowledge worldwide in a meaningful way.

Mission

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

At the root of HPCS's vision and mission is the Academic Triangle, which establishes at its base the parent and teacher roles, both supporting the student at the apex. The image indicates the inter-related relationship between the student, parent/educator, and teacher. The geometry of the image provides proof that all three elements are necessary for success. The teacher develops, guides or provides curricular and instructional supports to the parent/educator and student. The parent provides additional daily instruction and support to the student. The student engages in the curriculum through the learning

2021-22 School Overview

model, utilizes the support structure, and maximizes their individual educational goals and objectives. This includes students who are socioeconomically disadvantaged, English learners, foster/homeless youth, credit deficient or are academically challenged. As indicated in the Vision and Mission statements, HPCS is committed to producing self-motivated students who develop an appreciation for life-long learning.

Both the Mission and Vision statements present clear expectations that students become active participants in their own education, as well as the process of preparing for their future. The strength of the Academic Triangle lies in its essential ability to support students who may not present to HPCS with adequate or sufficient academic stamina or self-motivation at the time of enrollment. The teacher and parent take on the greater support role until the student establishes the habits and practice of academic success. HPCS further commits to individualized learning paths as evidenced by the variety of curricular options and choices afforded to the student and family designed to match student ability and interests.

HPCS works diligently to strive for high academic results for every student by regularly reviewing student educational data to determine student need and alignment of student learning with our vision and mission statements. Professional development is identified and organized as a result of the review of student educational data. The Board of Directors also reviews these data and approves policies that support school-wide learner outcomes.

Academic standards are central to school-wide learner outcomes. HPCS implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all students. Additionally, HPCS utilizes a wide variety of online support programs that are aligned to Common Core Standards, as well as California specific standards.

Accreditation

HPCS is accredited by the Western Association of Schools and Colleges (WASC) through June 30, 2022, and completed and submitted a Self-Study report in October 2021 which will extend our accreditation. Further, HPCS is an active member in California Charter Schools Association, Charter School Development Center and A Plus+.

Goals

The following strategic focuses align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity and development of programs to meet all students' academic needs.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 82 |
| Grade 1 | 66 |
| Grade 2 | 75 |
| Grade 3 | 60 |
| Grade 4 | 90 |
| Grade 5 | 74 |
| Grade 6 | 69 |
| Grade 7 | 82 |
| Grade 8 | 77 |
| Grade 9 | 90 |
| Grade 10 | 96 |
| Grade 11 | 100 |
| Grade 12 | 100 |
| Total Enrollment | 1,061 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49 |
| Male | 51 |
| American Indian or Alaska Native | 1.4 |
| Asian | 3.6 |
| Black or African American | 7.3 |
| Filipino | 2.4 |
| Hispanic or Latino | 23.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 3 |
| White | 58.1 |
| English Learners | 7.9 |
| Foster Youth | 0.1 |
| Homeless | 3.4 |
| Socioeconomically Disadvantaged | 53.4 |
| Students with Disabilities | 13.9 |

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) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 | |
| Misassignments | |
| Vacant Positions | |
| 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 | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

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) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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

All textbooks and instructional materials for the core subjects were selected from the most recent list of standards-based materials adopted by the State Board of Education or in conjunction with the Sacramento County Office of Education. For the 2020-2021 school year, we adopted Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to 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 | Study Sync (McGraw -Hill Education) 2016 Journeys Houghton-Mifflin 2016 | Yes | 0% |
| Mathematics | Houghton-Mifflin Integrated Math Series 2016, Math in Focus 2016, Go Math! 2016 | Yes | 0% |
| Science | Glencoe/Holt 2013/PLTW (K-12th) Annually, Carolina 3-D K-5 2019 | Yes | 0% |
| History-Social Science | Impact, McGraw-Hill Education 2020 | Yes | 0% |
| Foreign Language | PLATO 2016/Rosetta Stone (Annually)/Glencoe (9-12th) 2012 | Yes | 0% |
| Health | McGraw-Hill Education (2020)/PLATO(2016) | Yes | 0% |
| Visual and Performing Arts | Plato Fine Arts, Edmentum 2015 | No | n/a |
| Science Laboratory Equipment (grades 9-12) | PLTW (9-12th) Annually, School Sourced NGSS-Aligned Kits | No | 0% |

School Facility Conditions and Planned Improvements

Our primary facility is located at 631 L St. in Rio Linda California. This site is shared, owned, and maintained by the Twin Rivers School District, our authorizing district. Site inspections and repair requests are processed through the Twin Rivers School District Maintenance Department. TRUSD also provides outside maintenance and upkeep at our primary facility. The site was inspected in January of 2022, and a FIT report completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all rated at 100% which resulted in an overall rating of exemplary. Our school's insurance provider ensures that all civil and local safety codes are kept in accordance with local and county agencies standards.

Year and month of the most recent FIT report 1/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|------------------|-----------|-----------|-----------|---|
| | | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Missing drainage grate in quad, covered, waiting for replacement part. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

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 | 552 | NT | NT | NT | NT |
| Female | 275 | NT | NT | NT | NT |
| Male | 277 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 23 | NT | NT | NT | NT |
| Black or African American | 40 | NT | NT | NT | NT |
| Filipino | 14 | NT | NT | NT | NT |
| Hispanic or Latino | 129 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | 323 | NT | NT | NT | NT |
| English Learners | 37 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 34 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 259 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 78 | NT | NT | NT | NT |

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 | 552 | NT | NT | NT | NT |
| Female | 275 | NT | NT | NT | NT |
| Male | 277 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 23 | NT | NT | NT | NT |
| Black or African American | 40 | NT | NT | NT | NT |
| Filipino | 14 | NT | NT | NT | NT |
| Hispanic or Latino | 129 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 14 | NT | NT | NT | NT |
| White | 323 | NT | NT | NT | NT |
| English Learners | 37 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 34 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 259 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 78 | NT | NT | NT | NT |

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.

*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.

*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 | NT | N/A | 6.45 | 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 | 230 | NT | NT | NT | NT |
| Female | 114 | NT | NT | | |
| Male | 116 | NT | NT | | |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 14 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 61 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 135 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 22 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 125 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

The primary representatives of Heritage Peak Charter Schools CTE committee are Dan McLaughlin
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

Jessie Nguyen
 Jessie.Nguyen@pacificcharters.org
 (916) 335-5954

HPCS began offering internal CTE options in 2014-15. Those classes are articulated with American River College and include Medical Terminology. HPCS also offers a Medical Assisting program and an EKG Technician program. Upon completion of these courses, students participate in a local externship and are given the opportunity to take the NCCT exam. HPCS has expanded CTE options to include an option to complete industry certifications through the iCEV program. The industry certifications allow students to explore CTE courses that match their interests. These courses give students real-world examples of career possibilities and enhance their career training. HPCS established an ongoing partnership with American River College and Solano Community College to offer dual enrollment classes. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 119 |
| 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 | 18.2 |

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 | 96.63 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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

Heritage Peak Charter School uses a range of methods to provide and seek input from parents regarding the development of our academic programs, our Local Control Accountability Plan, and our efforts to assist a parent's ability to be their student's primary educator.

The Academic Triangle (c) is a powerful and unique feature to Heritage Peak Charter School in which the three major stakeholders, which includes 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 (c) is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff have cellular phones and email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher reinforces the one-on-one connection with the teacher that the Academic Triangle © is modeled after.

The use of a Site Council that meets regularly increases the opportunities for collaboration with parents to be actively involved in the decision-making process of students' learning and our programs associated to student learning.

Our Academic Counseling team holds annual parent academic and financial planning nights to review college-career planning, scholarship opportunities and financial assistance opportunities. Post-secondary options, scholarship information and academic progress are reviewed with all attending parents.

Parents and students are surveyed annually to determine their satisfaction with Heritage Peak Charter School. This reflective survey is used to assist the school in making and aligning program modifications to better serve our students. The faculty, administration, and the board review the results of the surveys to determine how Heritage Peak Charter School compares to other schools in the region. We then use this critical information in developing and aligning our Local Control Accountability Plan in accordance with the Local Control Funding Formula that is required of the state in assuring that our 8 Basic State Priorities are addressed, implemented, and revisited annually.

2021-22 Opportunities for Parental Involvement

Our parents participate in daily activities with their children, which can include events at the school site or academic-focused field trips. These are often directed by the parents in coordination with instructional faculty at Heritage Peak Charter School.

Overall, we highly value our parents and outside stakeholders and work diligently to make parents an essential part of the success of our program.

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 | 5.1 | 8.5 | 6.3 | 21.9 | 20.4 | 30.9 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 92.3 | 91.5 | 92.8 | 69.7 | 72.1 | 61.8 | 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 | 111 | 103 | 92.8 |
| Female | 59 | 55 | 93.2 |
| Male | 52 | 48 | 92.3 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 30 | 26 | 86.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 70 | 67 | 95.7 |
| English Learners | 19 | 18 | 94.7 |
| Foster Youth | 0.0 | 0.0 | 0.0 |

| | | | |
|---|-----|-----|------|
| Homeless | 14 | 11 | 78.6 |
| Socioeconomically Disadvantaged | 85 | 77 | 90.6 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 18 | 16 | 88.9 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1115 | 1091 | 0 | 0.0 |
| Female | 547 | 535 | 0 | 0.0 |
| Male | 568 | 556 | 0 | 0.0 |
| American Indian or Alaska Native | 14 | 14 | 0 | 0.0 |
| Asian | 39 | 39 | 0 | 0.0 |
| Black or African American | 78 | 76 | 0 | 0.0 |
| Filipino | 25 | 25 | 0 | 0.0 |
| Hispanic or Latino | 271 | 266 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 32 | 31 | 0 | 0.0 |
| White | 652 | 636 | 0 | 0.0 |
| English Learners | 105 | 102 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 39 | 39 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 600 | 588 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 167 | 164 | 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 | 6.11 | 0.06 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.11 | 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 | 4.68 | 2.45 |
| Expulsions | 0.00 | 0.01 | 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 | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

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 | 19 | 65 | 70 | 2 |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | 1 | 5 | | |
| 6 | 3 | 12 | | |
| Other | 11 | 2 | | |

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 | 231 | | |
| 1 | 3 | 174 | | |
| 2 | 2 | 144 | | |
| 3 | 3 | 192 | | |
| 4 | 3 | 144 | | |
| 5 | 2 | 173 | | |
| 6 | 2 | 195 | | |
| Other | 4 | 4 | | |

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 | 246 | | |
| 1 | 2 | 180 | | |
| 2 | 3 | 168 | | |
| 3 | 2 | 162 | | |
| 4 | 3 | 192 | | |
| 5 | 3 | 175 | | |
| 6 | 2 | 185 | | |

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 | 4 | 154 | 1 | |
| Mathematics | 4 | 127 | 2 | 1 |
| Science | 4 | 102 | 1 | 1 |
| Social Science | 3 | 175 | 1 | |

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 | 165 | | |
| Mathematics | 3 | 133 | 1 | 1 |
| Science | 3 | 129 | 2 | |
| Social Science | 3 | 206 | | |

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 | 3 | 178 | | |
| Mathematics | 3 | 130 | 1 | |
| Science | 3 | 114 | 1 | |
| Social Science | 3 | 220 | | |

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 | 176.8 |

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) | 6 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1.5 |
| Social Worker | 0 |
| Nurse | 0.4 |
| Speech/Language/Hearing Specialist | 1.3 |
| Resource Specialist (non-teaching) | 0.4 |
| Other | 4.5 |

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 | \$11,167 | \$2,333 | \$8,833 | \$60,800 |
| District | N/A | N/A | N/A | \$79,406 |
| Percent Difference - School Site and District | N/A | N/A | N/A | -26.5 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | 4.5 | -32.8 |

2020-21 Types of Services Funded

Heritage Peak Charter School's goal is to provide quality instruction for all students. Teacher and administrative training was 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.

HPCS supports students that are identified as needing Special Education, Language supports or additional interventions to ensure success academically and socio-behaviorally.

Heritage Peak Charter School receives state and federal funding to provide additional services for our students. The 2020-21 budget utilizes the Local Control Funding Formula model. Heritage Peak Charter School will continue to utilize all available funding it receives to help our students achieve academic success. Those students that are identified as Title 1 or designated as Limited English Proficient receive a variety of instructional supports that include 1-1, small group instruction, additional curricular supports and tutoring. Federal or State revenues associated to these students have a specific budget coupled to academic supports. All budgets and academic plans are reviewed and must meet approval of the school's site council.

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 | \$49,131 | \$50,897 |
| Mid-Range Teacher Salary | \$73,811 | \$78,461 |
| Highest Teacher Salary | \$101,734 | \$104,322 |
| Average Principal Salary (Elementary) | \$120,231 | \$131,863 |
| Average Principal Salary (Middle) | \$126,701 | \$137,086 |
| Average Principal Salary (High) | \$134,111 | \$151,143 |
| Superintendent Salary | \$322,844 | \$297,037 |
| Percent of Budget for Teacher Salaries | 29% | 32% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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 Heritage Peak Charter School 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.

- Heritage 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 are available 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 one of Heritage Peak's three sites or the district office. Follow up training is supported through mentoring by a lead or expert teacher, trainers, Academic Dean 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, APlus+, 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 |
|---------|---------|---------|---------|
|---------|---------|---------|---------|

Professional Development

| | | | |
|--|---|----|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 10 | 7 |
|--|---|----|---|

Rio Valley Charter

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 | Rio Valley Charter |
| Street | 1110 Kettlemen Ln, Ste. 10 |
| City, State, Zip | Lodi, CA 95240 |
| Phone Number | (209) 368-4934 |
| Principal | Leslie Leedy |
| Email Address | leslie.leedy@pacificcharters.org |
| School Website | pacificcharters.org |
| County-District-School (CDS) Code | 39685850122580 |

2021-22 District Contact Information

| | |
|---------------------------------|---------------------------|
| District Name | Rio Valley Charter School |
| Phone Number | (209) 331-7000 |
| Superintendent | Washer, Cathy |
| Email Address | Cwasher@lodiUSD.net |
| District Website Address | www.lodiUSD.net |

2021-22 School Overview

Rio Valley Charter School is an independent charter school founded by 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 over 3,000 students.

Rio Valley Charter School offers K-12 students a personalized learning program. Every RVCS student has access to one-to-one teaching through student-tailored, standards-based curriculum. Rio Valley was founded on the principle that education works best when it is tailored to students' 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 RVCS students to meet their educational goals.

Rio Valley 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 - "Developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."

Mission - "Rio Valley Charter School 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 Rio Valley'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.

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. The school's commitment to the educational pursuits of each student is consistently evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Rio Valley Charter School work in concert to ensure that the school continues to strive for high 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 organized in concert with, and as a result of, review of student educational data. The governing board additionally reviews student educational data and approves policies that support schoolwide learner outcomes.

2021-22 School Overview

Academic Standards are central to schoolwide learner outcomes. RVCS implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all 9-12th grade students. We also utilize a variety of online support programs that are now aligned to Common Core Standards and are California specific. Additionally, RVCS addresses its schoolwide 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. To accomplish this goal RVCS offers four different programs at three sites.

Independent Study: Rio Valley Charter School is an independent Study charter school. A majority of curriculum is provided to students through a mentor teacher with the expectation that assigned work is completed at home and returned for review at a pre-determined weekly meeting. However, our Lodi Learning Center offers a wide range of courses on-site including science labs, math support, ELA classes, and more. Students participating in the independent study model rely on their teachers to choose and assign curriculum and have full access to our on-site courses and student assistance.

Home School: Rio Valley Charter School offers homeschooling for families seeking the option to be the primary teacher for their students. Families are supported with curriculum assistance, outside curriculum and enrichment vendors, and online courses to allow for a robust set of educational options. Our families may utilize on-site core and enrichment classes as well as online or text-based curriculum, all with the support of a credentialed teacher.

Hybrid Model: Rio Valley Elk Grove offers a hybrid model for K-12 students in the Elk Grove area. Students attend academic classes on-site twice per week, and work at home with their parents on the other three days. ELA, math, and science classes are all offered on-site.

Rio Valley Broadway: The Broadway site offers credit recovery classes for credit deficient 11th and 12th graders, as well as more traditional, college prep classes for 7th-12th graders. Students meet with their teachers on-site twice weekly to work on curriculum or participate in tutoring sessions. Elective workshops such as Art are also offered as additional enrichment courses.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 51 |
| Grade 1 | 45 |
| Grade 2 | 58 |
| Grade 3 | 46 |
| Grade 4 | 54 |
| Grade 5 | 47 |
| Grade 6 | 59 |
| Grade 7 | 68 |
| Grade 8 | 62 |
| Grade 9 | 85 |
| Grade 10 | 77 |
| Grade 11 | 90 |
| Grade 12 | 95 |
| Total Enrollment | 837 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.9 |
| Male | 48.1 |
| American Indian or Alaska Native | 2.3 |
| Asian | 5.5 |
| Black or African American | 8.2 |
| Filipino | 1.7 |
| Hispanic or Latino | 33.3 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 2.9 |
| White | 45.6 |
| English Learners | 4.4 |
| Foster Youth | 0.4 |
| Homeless | 3.1 |
| Socioeconomically Disadvantaged | 58.5 |
| Students with Disabilities | 13.9 |

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) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 | |
| Misassignments | |
| Vacant Positions | |
| 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 | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

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) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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

All textbooks and instructional materials for the core subjects were selected from the most recent list of standards-based materials adopted by the State Board of Education or in conjunction with the Sacramento County Office of Education. For the 2020-2021 school year, we adopted Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to 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 | Study Sync McGraw Hill 2016, Journeys Houghton Mifflin 2016, Edmentum 2015 | Yes | 0% |
| Mathematics | Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Edmentum 2015 | Yes | 0% |
| Science | Glencoe/Holt/ 2013, Carolina Science, Edmentum 2015 | Yes | 0% |
| History-Social Science | Impact Social Studies 2020, Edmentum 2015 | Yes | 0% |
| Foreign Language | PLATO 2015, Rosetta Stone 2012, Edmentum 2015 | Yes | 0% |
| Health | McGraw Hill Health 2020, Edmentum 2015 | Yes | 0% |
| Visual and Performing Arts | PLATO 2015 Fine Arts, Edmentum 2015 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | 2020 School Sourced NGSS Kits, Edmentum 2015 | Yes | 0% |

School Facility Conditions and Planned Improvements

Rio Valley Charter School leases learning centers in Lodi, our authorizing district. Site inspections and repairs are performed in conjunction with the current property management company. The site was inspected in January of 2022, and a FIT reports completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all rated at 100% which resulted in an overall rating of exemplary. Our school's insurance provider ensures that all civil and local safety codes are kept in accordance with local and county agencies standards.

Year and month of the most recent FIT report

January 2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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 | 434 | 6 | 1.38 | 98.62 | -- |
| Female | 234 | 2 | 0.85 | 99.15 | -- |
| Male | 200 | 4 | 2 | 98 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 0 | 0 | 100 | -- |
| Black or African American | 35 | 0 | 0 | 100 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 136 | 4 | 2.94 | 97.06 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 0 | 0 | 100 | -- |
| White | 210 | 2 | 0.95 | 99.05 | -- |
| English Learners | 15 | 2 | 13.33 | 86.67 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 0 | 0 | 100 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 228 | 5 | 2.19 | 97.81 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 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 | 434 | 7 | 1.61 | 98.39 | -- |
| Female | 234 | 2 | 0.85 | 99.15 | -- |
| Male | 200 | 5 | 2.50 | 97.50 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 35 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 136 | 4 | 2.94 | 97.06 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 0 | 0.00 | 100.00 | -- |
| White | 210 | 3 | 1.43 | 98.57 | -- |
| English Learners | 15 | 2 | 13.33 | 86.67 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 22 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 228 | 6 | 2.63 | 97.37 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 66 | 0 | 0.00 | 100.00 | -- |

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.

*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.

*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 | NT | N/A | 21.45 | 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 | 239 | NT | NT | NT | NT |
| Female | 136 | NT | NT | NT | NT |
| Male | 103 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 27 | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 87 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 94 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 22 | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 150 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

The primary representatives of Rio Valley Charter Schools CTE committee are Dan McLaughlin
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

Jessie Nguyen
 Jessie.Nguyen@pacificcharters.org
 (916) 335-5954

RVCS students interested in taking CTE courses have access to local programs through Lodi Unified School District's Lincoln Tech Academy (CTE) program. In addition RVCS began offering internal CTE options in 2014-15. Those classes are articulated with American River College and include Medical Terminology. RVCS also offers a Medical Assisting program and an EKG Technician program. Upon completion of these courses, students participate in a local externships and are given the opportunity to take the NCCT exam. RVCS has expanded CTE options to include an option to complete industry certifications through the iCEV program. The industry certifications allow students to explore CTE courses that match their interests. These courses give students real-world examples of career possibilities and enhance their career training. RVCS established an ongoing partnership with Delta Community College, to offer dual enrollment classes starting fall of the 2019-2020 school year. These are Delta College classes, taught by Delta College professors at the RVCS campus or utilizing Delta's online platform for RVCS only students. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 104 |
| 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 |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 88.08 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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

Rio Valley Charter uses a range of methods to provide and seek input from parents regarding the development of our academic programs, our Local Control Accountability Plan, and our efforts to assist a parent's ability to be their student's primary educator.

The Academic Triangle (c) is a powerful and unique feature to Rio Valley Charter in which the three major stakeholders, which includes 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 (c) is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff have cellular phones and email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher reinforces the one-on-one connection with the teacher that the Academic Triangle © is modeled after.

The use of a Site Council that meets regularly increases the opportunities for collaboration with parents to be actively involved in the decision-making process of students' learning and our programs associated to student learning.

Our Academic Counseling team holds annual parent academic and financial planning nights to review college-career planning, scholarship opportunities and financial assistance opportunities. Post-secondary options, scholarship information and academic progress are reviewed with all attending parents.

Parents and students are surveyed annually to determine their satisfaction with Rio Valley Charter. This reflective survey is used to assist the school in making and aligning program modifications to better serve our students. The faculty, administration, and the board review the results of the surveys to determine how Rio Valley Charter compares to other schools in the region. We then use this critical information in developing and aligning our Local Control Accountability Plan in accordance with the Local Control Funding Formula that is required of the state in assuring that our 8 Basic State Priorities are addressed, implemented, and revisited annually.

2021-22 Opportunities for Parental Involvement

Our parents participate in daily activities with their children, which can include events at the school site or academic-focused field trips. These are often directed by the parents in coordination with instructional faculty at Rio Valley Charter.

Overall, we highly value our parents and outside stakeholders and work diligently to make parents an essential part of the success of our program.

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 | 7.7 | 5.6 | 7.5 | 5.3 | 6.1 | 6.3 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 90.8 | 90.8 | 89.6 | 89.4 | 87.6 | 86.4 | 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 | 106 | 95 | 89.6 |
| Female | 55 | 52 | 94.5 |
| Male | 51 | 43 | 84.3 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 14 | 13 | 92.9 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 44 | 42 | 95.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | -- | -- | -- |
| White | 28 | 23 | 82.1 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |

| | | | |
|---|-----|-----|------|
| Homeless | 11 | 9 | 81.8 |
| Socioeconomically Disadvantaged | 90 | 80 | 88.9 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 21 | 15 | 71.4 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 872 | 870 | 0 | 0.0 |
| Female | 451 | 449 | 0 | 0.0 |
| Male | 421 | 421 | 0 | 0.0 |
| American Indian or Alaska Native | 19 | 19 | 0 | 0.0 |
| Asian | 48 | 47 | 0 | 0.0 |
| Black or African American | 70 | 70 | 0 | 0.0 |
| Filipino | 14 | 14 | 0 | 0.0 |
| Hispanic or Latino | 293 | 293 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 25 | 25 | 0 | 0.0 |
| White | 399 | 398 | 0 | 0.0 |
| English Learners | 39 | 39 | 0 | 0.0 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 31 | 31 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 509 | 508 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 133 | 133 | 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 | 5.05 | 0.94 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.15 | 0.01 | 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 | 4.45 | 2.45 |
| Expulsions | 0.00 | 0.12 | 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 a 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 | 17 | 57 | 20 | 6 |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | 12 | 1 | | |
| 5 | | | | |
| 6 | 18 | 3 | | |

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 | 143 | | |
| 1 | 2 | 104 | | |
| 2 | 3 | 101 | | |
| 3 | 2 | 126 | | |
| 4 | 2 | 98 | | |
| 5 | 3 | 108 | | |
| 6 | 2 | 127 | | |
| Other | 11 | 4 | | |

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 | 136 | | |
| 1 | 3 | 104 | | |
| 2 | 3 | 120 | | |
| 3 | 3 | 108 | | |
| 4 | 3 | 124 | | |
| 5 | 3 | 111 | | |
| 6 | 3 | 119 | | |

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 | 5 | 104 | 3 | 1 |
| Mathematics | 5 | 75 | | 2 |
| Science | 4 | 68 | 1 | |
| Social Science | 4 | 114 | 1 | |

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 | 4 | 118 | 1 | |
| Mathematics | 4 | 108 | | 2 |
| Science | 3 | 96 | 2 | |
| Social Science | 3 | 161 | | |

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 | 4 | 125 | 1 | |
| Mathematics | 4 | 99 | 2 | 1 |
| Science | 4 | 84 | 3 | |
| Social Science | 3 | 170 | | |

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 | 209.3 |

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) | 4 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0.3 |
| 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 | \$11,131 | \$2089 | \$9042 | \$60,800 |
| District | N/A | N/A | \$5,656.49 | \$76,073 |
| Percent Difference - School Site and District | N/A | N/A | 46.1 | -22.3 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | 6.8 | -32.8 |

2020-21 Types of Services Funded

Rio Valley Charter School'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.

Rio Valley Charter School receives state and federal funding to provide additional services for our students. RVCS utilizes the Local Control Funding Formula model. Rio Valley Charter School will continue to utilize all available funding it receives to help our students achieve academic success. Those students that are identified as Title 1 or designated as Limited English Proficient receive a variety of instructional supports that include 1-1, small group instruction and tutoring. Federal or State revenues associated to these students have a specific budget coupled to academic supports. All budgets and academic plans are reviewed and must meet approval of the school's site council.

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 | \$43,999 | \$50,897 |
| Mid-Range Teacher Salary | \$69,903 | \$78,461 |
| Highest Teacher Salary | \$97,861 | \$104,322 |
| Average Principal Salary (Elementary) | \$124,825 | \$131,863 |
| Average Principal Salary (Middle) | \$139,252 | \$137,086 |
| Average Principal Salary (High) | \$128,359 | \$151,143 |
| Superintendent Salary | \$268,296 | \$297,037 |
| Percent of Budget for Teacher Salaries | 34% | 32% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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 Rio Valley Charter School 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.

- Rio Valley 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 are available 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 one of Rio Valley's three sites or the district office. 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 |

Valley View Charter Prep

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 | Valley View Charter Prep |
| Street | 31400 S Koster Rd |
| City, State, Zip | Tracy, CA 95304 |
| Phone Number | (866) 992-9033 |
| Principal | John Mittan |
| Email Address | jmittan@valleyviewcharter.org |
| School Website | pacificcharters.org |
| County-District-School (CDS) Code | 39686270129916 |

2021-22 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | Valley View Charter Prep |
| Phone Number | (209) 830-6363 |
| Superintendent | David Thoming |
| Email Address | dthoming@njes.org |
| District Website Address | www.njesd.net |

2021-22 School Overview

Valley View Charter Prep opened in the fall of 2014 as an independent charter school. VVCP was founded by 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 nearly 3,000 students.

Valley View Charter Prep offers K-12 students a personalized learning program. Every VVCP student has access to one-to-one teaching through student-tailored, standards-based curriculum. Valley View 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 VVCP students to meet their educational goals.

Valley View Charter Prep 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 - "VVCP develops self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."

Mission - "Valley View Charter Prep 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 Valley View Charter Prep'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

2021-22 School Overview

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 Valley View Charter Prep work in concert to ensure that the school continues to strive for high 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 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 schoolwide learner outcomes.

Academic Standards are central to schoolwide learner outcomes. VVCP implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all 9-12th grade students. We also utilize a variety of online support programs that are now aligned to Common Core Standards and are California specific.

Additionally, VVCP addresses its schoolwide 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 | 51 |
| Grade 1 | 53 |
| Grade 2 | 51 |
| Grade 3 | 63 |
| Grade 4 | 56 |
| Grade 5 | 60 |
| Grade 6 | 57 |
| Grade 7 | 50 |
| Grade 8 | 55 |
| Grade 9 | 35 |
| Grade 10 | 29 |
| Grade 11 | 21 |
| Grade 12 | 24 |
| Total Enrollment | 605 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 46.6 |
| Male | 53.4 |
| American Indian or Alaska Native | 1.2 |
| Asian | 14.2 |
| Black or African American | 5.6 |
| Filipino | 2.3 |
| Hispanic or Latino | 16.5 |
| Native Hawaiian or Pacific Islander | 1 |
| Two or More Races | 4.1 |
| White | 55 |
| English Learners | 1.8 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 26.8 |
| Students with Disabilities | 8.1 |

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) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 | |
| Misassignments | |
| Vacant Positions | |
| 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 | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

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) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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

For the 2020-2021 school year, we adopted Inspire Science/McGraw Hill 2020, Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to 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, 2020

| 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, Edmentum 2015 | Yes | 0% |
| Mathematics | Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Edmentum 2015 | Yes | 0% |
| Science | Inspire Science 2020, Carolina Science 2019, Edmentum 2015 | Yes | 0% |
| History-Social Science | Impact Social Studies, Edmentum 2015 | Yes | 0% |
| Foreign Language | PLATO 2015, Rosetta Stone 2012, Edmentum 2015 | Yes | 0% |
| Health | McGraw Hill Health 2020, Glencoe 2006, Edmentum 2015 | Yes | 0% |
| Visual and Performing Arts | PLATO 2015 Fine Arts, Edmentum 2015 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | School Sourced NGSS Kits 2020 | Yes | 0% |

School Facility Conditions and Planned Improvements

Valley View Charter Prep is a non-site based school. Consequently, there are no classroom facilities in which to report.

Year and month of the most recent FIT report

non-site based school

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

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 | 364 | 6 | 1.65 | 98.35 | -- |
| Female | 154 | 4 | 2.6 | 97.4 | -- |
| Male | 210 | 2 | 0.95 | 99.05 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 51 | 1 | 1.96 | 98.04 | -- |
| Black or African American | 24 | 0 | 0 | 100 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 68 | 1 | 1.47 | 98.53 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 1 | 6.67 | 93.33 | -- |
| White | 196 | 3 | 1.53 | 98.47 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 100 | 2 | 2 | 98 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 1 | 2.56 | 97.44 | -- |

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 | 364 | 5 | 1.37 | 98.63 | -- |
| Female | 154 | 3 | 1.95 | 98.05 | -- |
| Male | 210 | 2 | 0.95 | 99.05 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 51 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 24 | 0 | 0.00 | 100.00 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 68 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 1 | 6.67 | 93.33 | -- |
| White | 196 | 4 | 2.04 | 97.96 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 100 | 2 | 2.00 | 98.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 1 | 2.56 | 97.44 | -- |

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.

| Exact Path Diagnostic Student Groups | Exact Path Diagnostic Total Enrollment | Exact Path Diagnostic Number Tested | Exact Path Diagnostic Percent Tested | Exact Path Diagnostic Percent Not Tested | Exact Path Diagnostic Percent At or Above Grade Level |
|--------------------------------------|--|-------------------------------------|--------------------------------------|--|---|
|--------------------------------------|--|-------------------------------------|--------------------------------------|--|---|

*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.

| Exact Path Diagnostic Student Groups | Exact Path Diagnostic Total Enrollment | Exact Path Diagnostic Number Tested | Exact Path Diagnostic Percent Tested | Exact Path Diagnostic Percent Not Tested | Exact Path Diagnostic Percent At or Above Grade Level |
|--------------------------------------|--|-------------------------------------|--------------------------------------|--|---|
|--------------------------------------|--|-------------------------------------|--------------------------------------|--|---|

*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 | NT | 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 | 154 | 1 | 0.65 | 99.35 | -- |
| Female | 62 | 0 | 0.00 | 100.00 | -- |
| Male | 92 | 1 | 1.09 | 98.91 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 22 | 0 | 0.00 | 100.00 | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 0 | 0.00 | 100.00 | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 82 | 1 | 1.22 | 98.78 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 42 | 0 | 0.00 | 100.00 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 0 | 0.00 | 100.00 | -- |

2020-21 Career Technical Education Programs

Valley View Charter Prep supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals. Additionally, Valley View has a broad offering of a-g aligned coursework.

VVCP prepares students for college and career paths by using ICEV certificated courses and interest assessments to identify engaging courses and develop personalized learning plans for high school students. The online certificate program is embedded into elective coursework to guide post-graduation plans for navigating college and CTE pathways. 11th and 12th grade high school students have learning plans with a portfolio of Xello Skills/ICEV courses and Interest assessments. Additionally, 12th grade learning plans contain an Action Plan for one of three paths: Direct Entry to College, Community College Transfer or CTE program, Direct Entry into Career Path. Industry certifications, tested for on iCEV, are developed by industry leaders, reflect the needs of real-world career expectations and distinguish individuals from their peers when applying for jobs.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 21 |
| 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 |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 94.5 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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

Valley View Charter Prep uses a range of methods to consult with and receive parental input. These methods are currently in use for parents that are attending VVCP. This includes but is not limited to parent, student, and teacher Academic Triangle collaboration, email and phone communication, parent and student surveys, parent participation in school activities, and parent

2021-22 Opportunities for Parental Involvement

contributions to school protocols development. Contact information pertaining to organized opportunities for parent involvement can be obtained through our monthly online newsletter or by calling our administrative office.

The Academic Triangle is a powerful and unique feature to Valley View 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 at least annually to determine their satisfaction with Valley View Charter Prep. This reflective survey will help the school make program modifications to better serve the students. The faculty and administration will review the results of the surveys to determine how VVCP compares to other schools in the region.

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 | 7.7 | 0.0 | 20.0 | 11.4 | 18.9 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 84.6 | 92.3 | 92.6 | 73.0 | 77.1 | 78.1 | 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 | 27 | 25 | 92.6 |
| Female | 13 | 13 | 100.0 |
| Male | 14 | 12 | 85.7 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |

| | | | |
|---|-----|-----|-------|
| White | 17 | 16 | 94.1 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.0 |
| 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 | 639 | 630 | 0 | 0.0 |
| Female | 293 | 290 | 0 | 0.0 |
| Male | 346 | 340 | 0 | 0.0 |
| American Indian or Alaska Native | 7 | 7 | 0 | 0.0 |
| Asian | 92 | 90 | 0 | 0.0 |
| Black or African American | 34 | 34 | 0 | 0.0 |
| Filipino | 14 | 14 | 0 | 0.0 |
| Hispanic or Latino | 106 | 104 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 0 | 0.0 |
| Two or More Races | 28 | 28 | 0 | 0.0 |
| White | 352 | 347 | 0 | 0.0 |
| English Learners | 11 | 11 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 5 | 4 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 171 | 169 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 56 | 56 | 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 | 1.49 | 0.25 | 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 | 0.75 | 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

Valley View Charter Prep has a comprehensive safety plan. This plan was last reviewed, updated, and discussed in September 2021.

Key elements of the plan include:

- Seismic safety (structural integrity and earthquake preparedness)
- Natural disasters and emergencies
- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and tobacco
- Staff training on emergency and first aid response
- A detailed set of health and safety related policies/procedures

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 | 19 | 47 | 38 | 5 |
| 1 | | | | |
| 2 | 1 | 6 | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 5 | 9 | | |
| Other | 11 | 14 | 1 | |

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 | 150 | | |
| 1 | 3 | 102 | | |
| 2 | 3 | 114 | | |
| 3 | 3 | 120 | | |
| 4 | 3 | 126 | | |
| 5 | 3 | 120 | | |
| 6 | 3 | 124 | | |
| Other | 3 | 18 | | |

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 | 156 | | |
| 1 | 3 | 108 | | |
| 2 | 3 | 108 | | |
| 3 | 3 | 114 | | |
| 4 | 3 | 114 | | |
| 5 | 3 | 121 | | |
| 6 | 3 | 119 | | |
| Other | 3 | 1 | | |

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 | 70 | | |
| Mathematics | 2 | 63 | | |
| Science | 3 | 50 | | |
| Social Science | 2 | 67 | | |

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 | 72 | | |
| Mathematics | 2 | 71 | | |
| Science | 2 | 68 | | |
| Social Science | 2 | 91 | | |

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 | 3 | 76 | | |
| Mathematics | 2 | 80 | | |
| Science | 3 | 56 | | |
| Social Science | 2 | 96 | | |

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 | 605 |

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 | 0.2 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| 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 | 10,046 | 1,388 | 8,504 | \$60,800 |
| District | N/A | N/A | \$14,665 | \$62,385 |
| Percent Difference - School Site and District | N/A | N/A | -53.2 | -2.6 |
| State | | | \$8,444 | \$72,352 |
| Percent Difference - School Site and State | N/A | N/A | 0.7 | -17.4 |

2020-21 Types of Services Funded

Supplemental educational services/programs include:

- Project Lead the Way
- Virtual/hybrid classes
- Reading Eggs
- Math Seeds
- Discovery Education
- Plato
- Edmentum

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 | \$43,743 | \$47,265 |
| Mid-Range Teacher Salary | \$63,678 | \$69,813 |
| Highest Teacher Salary | \$77,945 | \$91,237 |
| Average Principal Salary (Elementary) | \$119,100 | \$113,466 |
| Average Principal Salary (Middle) | \$0 | \$115,186 |
| Average Principal Salary (High) | \$0 | \$0 |
| Superintendent Salary | \$199,588 | \$131,359 |
| Percent of Budget for Teacher Salaries | 3% | 30% |
| Percent of Budget for Administrative Salaries | 10% | 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 VVCP provides both breadth and depth on current topics in education. During the year we focus extensively on teaching strategies, data dialogues and student learning plans. We have taken these topic areas and have delved even deeper so that all teachers can apply their professional development learning to improve student achievement. A total of 9 professional development and continuous professional growth days were offered in 2019-2020, 2020-2021, and 2021-2022, respectively for each school year.

We will continue to move forward with Professional Development. We embrace the Common Core State Standards. Our commitment is to make Professional Development relevant and timely so that our students benefit from what the teachers learn.

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. The following focuses were developed with input from all staff members via a district-wide survey:

- Common Core Professional Development which includes the following:
- Induction Program as well as the opportunity for teachers to access County Office of Education Professional Development Opportunities.
- Training on and the use of Common Core Standards for writing across grade levels.
- Additional online learning programs and supports as a result of use of a hybrid model of online learning platforms for student-teacher use.
- Instructional practices with an emphasis on early literacy.
- Using data to support learning and instruction
- Using technology to support learning

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 | 9 | 9 | 7 |

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) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 | |
| Misassignments | |
| Vacant Positions | |
| 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 | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

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) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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.

*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.

*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
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

Jessie Nguyen
 Jessie.Nguyen@pacificcharters.org
 (916) 335-5954

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 | |
| 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 |
|---|---------|
| 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 | |

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 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 | \$8,724 | \$681 | \$8,043 | 60,800 |
| 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 | -17.4 |

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 9-12 | 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 |

