

# South Sutter Charter School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

#### 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.

## About This School

#### Contact Information (Most Recent Year)

School Contact Information	
School Name	South Sutter Charter School
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, Ca, 95667
Phone Number	530-295-3566
Principal	Cynthia Rachel
E-mail Address	crachel@ieminc.org
Web Site	<a href="http://www.sscs.cc">http://www.sscs.cc</a>
Grades Served	K-12
CDS Code	51714070109793

District Contact Information	
District Name	Marcum-Illinois Union
Phone Number	(530) 656-2407
Superintendent	Sharon McIntosh
E-mail Address	sharonm@sutter.k12.ca.us
Web Site	<a href="http://www.marcum-illinois.org/">http://www.marcum-illinois.org/</a>

#### School Description and Mission Statement (Most Recent Year)

##### About South Sutter Charter School:

South Sutter Charter School (SSCS) opened in the fall of the 2005/2006 school year. South Sutter values the role of the parent in the education of their children. SSCS believes in programs that offer individual learning plans for each student, and takes pride in modeling these principles. SSCS is an independent Charter School sponsored by the Marcum Illinois School District in Sutter County. SSCS Educational Specialists (ESs) are California credentialed general education teachers who work closely with the families to serve the assigned student's educational needs as determined by a written student agreement between the parent and the ES. The parent and ES work together toward student accomplishment and completion toward individual growth and state standards. They also work diligently to meet the major deadlines on the yearly paperwork timetable, as well as the paperwork deadlines for each student. ESs serve their share of required proctor duties each school year, and attend required professional growth trainings. Every ES must possess and maintain a valid teaching credential for every day they serve a student. South Sutter Charter School was granted WASC accreditation in 2007 and the school received a six year renewal in 2010.

##### Mission Statement:

We believe in educating each of our students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice and involvement in curricula offered in personalized learning environments.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	197
Grade 1	140
Grade 2	185
Grade 3	187
Grade 4	182
Grade 5	191
Grade 6	172
Grade 7	167
Grade 8	173
Grade 9	116
Grade 10	126
Grade 11	126
Grade 12	150
Total Enrollment	2,112

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.2
Asian	1.9
Filipino	0.6
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.4
White	66.7
Two or More Races	6.3
Socioeconomically Disadvantaged	29.5
English Learners	2.2
Students with Disabilities	7.1
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	104	107	113	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.6	1.5
All Schools in District	98.6	1.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	98.6	1.5

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	New textbooks and materials available each year for each student.		0
Mathematics	New textbooks and materials available each year for each student.		0
Science	New textbooks and materials available each year for each student.		0
History-Social Science	New textbooks and materials available each year for each student.		0
Foreign Language	New textbooks and materials available each year for each student.		0
Health	New textbooks and materials available each year for each student.		0
Visual and Performing Arts	New textbooks and materials available each year for each student.		0
Science Laboratory Equipment (grades 9-12)	New textbooks and materials available each year for each student.		0

## 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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	50	44
Mathematics	20	45	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	189	170	89.9	46	21	22	10
	4	192	178	92.7	45	28	18	8
	5	199	184	92.5	41	20	27	12
	6	173	154	89.0	28	27	31	14
	7	176	168	95.5	24	35	33	7
	8	183	169	92.3	27	28	31	12
	11	124	105	84.7	21	25	34	19
Male	3		70	37.0	53	17	21	9
	4		95	49.5	46	27	19	6
	5		89	44.7	43	21	25	11
	6		68	39.3	40	24	29	6
	7		82	46.6	32	38	27	4
	8		73	39.9	38	27	25	5
	11		52	41.9	33	21	27	17
Female	3		100	52.9	41	24	23	11
	4		83	43.2	43	29	17	11
	5		95	47.7	40	19	28	13
	6		86	49.7	19	29	33	20
	7		86	48.9	17	33	40	10
	8		96	52.5	18	28	36	18
	11		53	42.7	9	28	42	21
Black or African American	3		4	2.1	--	--	--	--
	4		6	3.1	--	--	--	--
	5		5	2.5	--	--	--	--
	6		5	2.9	--	--	--	--
	7		4	2.3	--	--	--	--
	8		8	4.4	--	--	--	--
	11		8	6.5	--	--	--	--
American Indian or Alaska Native	3		3	1.6	--	--	--	--
	4		2	1.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		2	1.0	--	--	--	--
	6		4	2.3	--	--	--	--
	7		1	0.6	--	--	--	--
	8		4	2.2	--	--	--	--
	11		2	1.6	--	--	--	--
Asian	3		4	2.1	--	--	--	--
	4		5	2.6	--	--	--	--
	5		1	0.5	--	--	--	--
	6		7	4.0	--	--	--	--
	7		5	2.8	--	--	--	--
	8		3	1.6	--	--	--	--
	11		2	1.6	--	--	--	--
Filipino	3		2	1.1	--	--	--	--
	4		2	1.0	--	--	--	--
	5		1	0.5	--	--	--	--
	7		1	0.6	--	--	--	--
	11		0	0.0	--	--	--	--
Hispanic or Latino	3		19	10.1	47	0	26	26
	4		27	14.1	56	30	11	4
	5		26	13.1	31	46	23	0
	6		21	12.1	29	38	29	5
	7		24	13.6	25	25	42	8
	8		17	9.3	35	29	24	12
	11		16	12.9	6	19	50	25
Native Hawaiian or Pacific Islander	3		2	1.1	--	--	--	--
	4		1	0.5	--	--	--	--
	5		2	1.0	--	--	--	--
	6		1	0.6	--	--	--	--
	7		1	0.6	--	--	--	--
White	3		111	58.7	48	22	23	8
	4		119	62.0	42	26	20	11
	5		121	60.8	43	16	26	15
	6		101	58.4	28	25	33	14
	7		115	65.3	22	39	32	7
	8		125	68.3	26	28	34	12
	11		73	58.9	22	26	33	18
Two or More Races	3		13	6.9	31	38	23	0
	4		10	5.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		18	9.0	50	22	22	6
	6		10	5.8	--	--	--	--
	7		8	4.5	--	--	--	--
	8		7	3.8	--	--	--	--
	11		3	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		51	27.0	41	18	29	10
	4		41	21.4	39	37	17	7
	5		42	21.1	50	17	26	7
	6		35	20.2	49	20	29	3
	7		42	23.9	38	31	26	5
	8		54	29.5	37	26	28	6
	11		47	37.9	30	30	26	15
English Learners	3		2	1.1	--	--	--	--
	4		4	2.1	--	--	--	--
	5		4	2.0	--	--	--	--
	6		2	1.2	--	--	--	--
	7		5	2.8	--	--	--	--
	8		2	1.1	--	--	--	--
	11		1	0.8	--	--	--	--
Students with Disabilities	3		13	6.9	69	31	0	0
	4		19	9.9	63	21	16	0
	5		12	6.0	75	0	17	8
	6		12	6.9	58	33	0	0
	7		17	9.7	59	24	18	0
	8		14	7.7	50	36	7	0
	11		8	6.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	189	170	89.9	63	21	14	2
	4	192	176	91.7	55	27	14	5
	5	199	183	92.0	56	27	12	5
	6	173	154	89.0	49	27	17	7
	7	176	167	94.9	45	31	12	12
	8	183	164	89.6	53	24	14	8
	11	124	109	87.9	62	22	9	6
Male	3		70	37.0	64	23	10	3
	4		95	49.5	48	33	14	5
	5		89	44.7	49	27	19	4
	6		68	39.3	50	29	12	9
	7		82	46.6	41	35	10	13
	8		71	38.8	66	15	13	6
	11		55	44.4	64	20	11	5
Female	3		100	52.9	62	20	16	2
	4		81	42.2	62	20	14	4
	5		94	47.2	63	27	5	5
	6		86	49.7	49	24	21	6
	7		85	48.3	48	26	14	11
	8		93	50.8	43	31	15	10
	11		54	43.5	61	24	7	7
Black or African American	3		4	2.1	--	--	--	--
	4		6	3.1	--	--	--	--
	5		5	2.5	--	--	--	--
	6		5	2.9	--	--	--	--
	7		4	2.3	--	--	--	--
	8		8	4.4	--	--	--	--
	11		8	6.5	--	--	--	--
American Indian or Alaska Native	3		3	1.6	--	--	--	--
	4		1	0.5	--	--	--	--
	5		2	1.0	--	--	--	--
	6		4	2.3	--	--	--	--
	7		1	0.6	--	--	--	--
	8		4	2.2	--	--	--	--
	11		2	1.6	--	--	--	--
Asian	3		4	2.1	--	--	--	--
	4		5	2.6	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	0.5	--	--	--	--
	6		7	4.0	--	--	--	--
	7		5	2.8	--	--	--	--
	8		3	1.6	--	--	--	--
	11		2	1.6	--	--	--	--
Filipino	3		2	1.1	--	--	--	--
	4		2	1.0	--	--	--	--
	5		1	0.5	--	--	--	--
	7		1	0.6	--	--	--	--
	11		0	0.0	--	--	--	--
Hispanic or Latino	3		19	10.1	68	5	21	5
	4		27	14.1	81	11	7	0
	5		26	13.1	77	12	12	0
	6		21	12.1	57	24	19	0
	7		24	13.6	46	25	17	13
	8		17	9.3	59	24	18	0
	11		18	14.5	61	28	6	6
Native Hawaiian or Pacific Islander	3		2	1.1	--	--	--	--
	4		1	0.5	--	--	--	--
	5		2	1.0	--	--	--	--
	6		1	0.6	--	--	--	--
	7		1	0.6	--	--	--	--
White	3		111	58.7	61	26	11	2
	4		118	61.5	51	26	16	7
	5		120	60.3	50	30	13	7
	6		101	58.4	50	26	16	8
	7		114	64.8	43	34	12	10
	8		121	66.1	50	26	16	8
	11		75	60.5	63	21	9	7
Two or More Races	3		13	6.9	54	23	23	0
	4		10	5.2	--	--	--	--
	5		18	9.0	72	22	6	0
	6		10	5.8	--	--	--	--
	7		8	4.5	--	--	--	--
	8		7	3.8	--	--	--	--
	11		3	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		51	27.0	69	18	12	2
	4		41	21.4	51	41	5	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		42	21.1	69	17	14	0
	6		35	20.2	54	34	6	6
	7		41	23.3	49	37	12	2
	8		53	29.0	60	26	9	4
	11		49	39.5	76	20	2	2
English Learners	3		2	1.1	--	--	--	--
	4		4	2.1	--	--	--	--
	5		4	2.0	--	--	--	--
	6		2	1.2	--	--	--	--
	7		5	2.8	--	--	--	--
	8		2	1.1	--	--	--	--
	11		2	1.6	--	--	--	--
Students with Disabilities	3		13	6.9	85	15	0	0
	4		19	9.9	74	16	5	0
	5		12	6.0	83	8	0	8
	6		12	6.9	83	17	0	0
	7		17	9.7	71	18	12	0
	8		14	7.7	93	7	0	0
	11		9	7.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	53	44	57	60	72	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	72
All Students at the School	44
Male	51
Female	39
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	--
White	48
Two or More Races	41
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	34
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

N/A South Sutter Charter operates as an independent study school.

Career Technical Education Participation (School Year 2014-15)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	6.91
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	5.41

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	56	72	58	56	72	58	57	56	58
Mathematics	41	59	44	41	59	44	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	42	19	38	56	34	10
All Students at the School	42	19	38	56	34	10
Male	41	26	33	59	32	9
Female	44	14	42	54	35	11
Hispanic or Latino	57	14	29	73	27	
White	39	19	42	51	36	13
Socioeconomically Disadvantaged	56	16	28	60	35	6

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.90	22.90	31.40
7	17.90	26.50	32.50
9	21.40	19.40	21.40

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

SSCS parents receive emails from a parent listserv that provides resources such as classes in our various geographic areas, college scholarship opportunities and deadlines, and Group Educational Activities (GEAs). On a GEA students go to local museums, zoos, aquariums...etc. Students have the opportunity to learn cooperatively in a hands-on environment and complete pre and post learning activities that coincide with the activity. SSCS parents and ESs work together to select vendors that provide physical education classes (such as dance lessons, nutrition classes, swimming lessons... etc.). They also work together to select vendors who will provide group learning experiences such as small group tutoring or classes, music, art, and core subject classes. Parents participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis. Parents meet face to face with their Education Specialists at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period. SSCS Parent Council members meet a minimum of twice per year. The parents are elected to the council and serve as a member for a two year term. Each member of the Parent Council is involved with decisions about the school and its policies. Parent Council members serve on a subcommittee to promote school and student needs. The role of the parent council member is to:

- Uphold the mission of school
- Develop/approve short and long term goals
- Monitor school's performance
- Monitor own performance
- Be involved in the accreditation process
- Serve for a two year term
- Plan to attend all council meetings
- Make suggestions to improve school
- True to school's mission, not personal agenda
- Be positive!

All parents with children enrolled in SSCS have the opportunity to volunteer their time to a council sub-committee.

For Special Education students, there is ongoing parental collaboration and supports provided to the parent to ensure that their students needs are met as part of the Individualized Education Program.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	5.20	6.20	3.70				13.10	11.40	11.50
Graduation Rate	70.37	75.86	78.26				78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	91.36	91.36	84.6
Black or African American	58.33	58.33	76
American Indian or Alaska Native	100	100	78.07
Asian			92.62
Filipino	100	100	96.49
Hispanic or Latino	48.72	48.72	81.28
Native Hawaiian/Pacific Islander			83.58
White	110.64	110.64	89.93
Two or More Races	91.67	91.67	82.8
Socioeconomically Disadvantaged	58.33	58.33	61.28
English Learners	70	70	50.76
Students with Disabilities	70	70	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.11	0.04	0.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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N/A—South Sutter Charter School is operated as an Independent Study school.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	424
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2.7	N/A
Resource Specialist	4.5	N/A
Other	1.682	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,572.82	\$00	\$6,572.82	\$60,425.82
District	N/A	N/A	\$9,668.00	\$44,450
Percent Difference: School Site and District	N/A	N/A	-32.0	35.9
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	22.9	2.1

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

Types of Services Funded (Fiscal Year 2014-15)

Students are assessed with a local assessment twice per year. Students scoring two or more grade levels below their current grade level on any standard, are eligible for intervention curriculum and classes. Our students and their teachers have different print and online curriculum to choose from. Our intervention students also take online classes with an online tutor, focusing on ELA or Math standards.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,141	\$39,948
Mid-Range Teacher Salary	\$46,471	\$57,401
Highest Teacher Salary	\$68,545	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$100,000	\$112,657
Percent of Budget for Teacher Salaries	18%	35%
Percent of Budget for Administrative Salaries	4%	7%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science	3	N/A
All courses	6	.0

\* Cells with N/A values do not require data. Where there are student course enrollments.



## Professional Development (Most Recent Three Years)

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New Educational Specialists (ESs) are guided through an initial training process which covers all aspects of the job including administrative reporting and procedures, educational philosophies, all assessments required of students, and how to select curriculum that fits individual needs of their students. The ESs demonstrate their knowledge and understanding of these topics by completing training tests within the required time, and by passing those tests with 100% accuracy. The new ES also attends individual one-on-one trainings with their advisor and observes veteran ESs at learning record meetings. An advisor is assigned to each Educational Specialist to interact with them as a mentor and supervisor. The advisor explains the procedures and requirements in further detail, oversees their paperwork, and ensures that they are following set policies and procedures correctly.

All ES's attend required monthly professional development meetings with other ESs in their geographical area. Each meeting has a set agenda that informs the ESs of important information, reviews procedures and policies, new and current curriculum choices, teaching strategies and techniques, high school training, and conflict resolution strategies. The agenda also allows for networking time amongst the group on a variety of topics and procedures. Additionally each ES must complete monthly professional development hours on a topic of their choice that relates to their annual goals. These are reported upon at the monthly meetings.

There are two all day professional development days that are required for the ES to attend where further trainings on various aspects of the job are presented. Throughout the year, additional trainings are provided that are specific to policies, procedures, curriculum, and high school issues which are presented over a web based media. This policy allows the school and ES's to respond to needs as they arise with appropriate trainings as needed.

Special Education teachers engage in monthly department trainings with a wide variety of topics ranging from specific types of strategies for specific disabilities to training on legal issues to ensure compliance with federal and state laws. Special Education teachers attend the all staff meetings provided twice a year as well as participate in an 8 hour training in August to ensure that they are continuing to develop as Special Education teachers.