

South Sutter Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	South Sutter Charter School
Street	4535 Missouri Flat Rd., Ste. 1A
City, State, Zip	Placerville, CA 95667
Phone Number	800-979-4436
Principal	Burke Wallace, Executive Director of Academics
Email Address	bwallace@ieminc.org
Website	https://southsuttercs.org
County-District-School (CDS) Code	51714070109793

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	South Sutter Charter School
Phone Number	(530) 656-2407
Superintendent	Jimmie Eggers
Email Address	jimmiee@sutter.k12.ca.us
Website	http://www.marcum-illinois.org/

School Description and Mission Statement (School Year 2020-2021)

About South Sutter Charter School:

South Sutter Charter School (SSCS) opened in the fall of 2005 when many families were looking for a more personalized alternative to a traditional public school setting. SSCS is a WASC accredited, independent charter school authorized by the Marcum Illinois School District in Sutter County and serves approximately 2,600 students TK-12th grade. South Sutter values the role of the parent in the education of their children, and we develop a personalized learning plan for every student. We strive to create a positive learning experience by fostering a student's natural interests and strengthening their capacity to learn that preserves one's innate passion for learning.

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 achievement 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 training. 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 2016.

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 2019-2020)

Grade Level	Number of Students
Kindergarten	161
Grade 1	128
Grade 2	152
Grade 3	137
Grade 4	140
Grade 5	147
Grade 6	171
Grade 7	179
Grade 8	185
Grade 9	173
Grade 10	159
Grade 11	196
Grade 12	157
Total Enrollment	2,085

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	0.7
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.8
White	62.4
Two or More Races	7.7
Socioeconomically Disadvantaged	38.9
English Learners	6
Students with Disabilities	7.8
Homeless	1.9

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	119	95	112	10
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	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

New textbooks and materials are available each year for every student.

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

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

School Facility Conditions and Planned Improvements

South Sutter constructed a Learning Center on our authorizing school district property in East Nicolaus, CA. The building opened in November of 2020. The facility consists of two separate buildings totaling approximately 5,000 square feet. Building 'A' is the main library that allows enrolled students to check out used curriculum and educational supplies. Building 'B' is made up of a single classroom with a partition and also includes two Study Rooms. It is used intermittently by students. The facility is in good repair. Any maintenance or repair requests are submitted to the facilities department. The Library staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe learning center.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	40	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	22	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

As an independent study charter school, it is challenging to offer CTE programs in our schools, and our CTE program is still under development. In 2018-19, we partnered with Brighton College, a private, online CTE college, to offer 11 career pathways with certification exams at the end of the pathway. Additionally, we have IEM written courses in child development and fashion design. Further, we work with 7 additional online curriculum vendors to offer CTE courses (not a full pathway). These vendors are Accelerate, APEX, K12, Advanced Academics (Connections), Silicon Valley High, and Schmoop. Finally, we offer a wide variety of career exploration (pre-CTE) courses through eDynamic Learning. These courses have been very popular with our students. Finally, we are working with our local community colleges to complete pathways begun at the high school level.

Our Brighton College and other online courses support academic learning as many pathways have math and science components. All have reading and writing components, and some pathways also include math and economics courses as well. In Brighton's case, students are paired with a learning success coach who identifies academic issues and helps create an academic success plan for each student. Edynamic Learning also has academic courses within its pathways, including English and science classes. Additionally, we are working on CTE graduation pathways for students who want to focus on CTE certification as part of their graduation process.

Some of our most popular courses are with eDynamic Learning. These courses are generally 1 semester in length and the introductory courses introduce the student to a specific career. We presently offer courses that introduce 14 career clusters and 64 separate careers. When a student is interested, they may, in many cases, continue their study on a career pathway through their local community college, Brighton, eDynamic Learning, or one of our other online vendors. Students of all abilities have proven successful with our eDynamic courses.

In our independent study charter school, we offer a broad variety of courses, each with its own set of measurable outcomes. In general, we evaluate the program and class effectiveness by reviewing: the course student learning surveys, CAASPP results, and parent and student satisfaction surveys (we review the needs of our students via a student and parent survey annually at a minimum.) We also calculate the number of students passing certification exams once they finish their course or course pathway. Our CTE program is still under development, and we do not yet have a CTE advisory committee.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	316
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	<1%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	36.64
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	9.46

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

At South Sutter Charter School, parents are involved in the daily learning of their children. Parental involvement is strong in our model of education. Additionally, parents receive regular emails from a parent listserv group that provides information on available resources, training, opportunities, etc. Parents and credentialed teachers work together to select community partners who will provide academic support and supplemental learning opportunities, including but not limited to small group tutoring or classes, music, art, PE, and core subject classes. Parents participate with the credentialed teacher in the development of the student’s educational plan. Parents meet with their credentialed teacher at least once every 20 school days to review and document attendance and the student learning that occurs during that learning period.

All parents have the opportunity to be on our Parent Council or to attend the meetings. Parent Council members are elected for a two-year term and meet via teleconference a minimum of twice per year. The function of the Parent Council is two-fold: to provide feedback and advice to IEM regarding students’ and parents’ home-based independent study experiences and concerns, as well as suggestions and ideas for improving the parents’ and the school’s educational programs; and to uphold the mission of the school and contribute to the success of the school.

In addition, the school has a Governing Board consisting of five members of the Parent Council, which were appointed by IEM and approved by the Parent Council. All vacant seats on the Governing Board are filled by Parent Council members appointed by IEM and serve until permanent members are approved by the Parent Council. The function of the Governing Board is to review and approve all policies or other matters that require Governing Board approval, or any other matter as directed or requested by IEM. The term of office for Governing Board members is one year pursuant to bylaws consistent with the charter.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student’s needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration. Parents of EL students have access to an EL Coordinator and are able to provide input into decisions related to English language acquisition. Parents are invited to participate in the ELAC, where ongoing parental collaboration and support to help their children acquire English takes place.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	5.1	5.8	4.5	5.1	5.8	4.5	9.1	9.6	9
Graduation Rate	83.3	77.6	82.6	83.3	77.6	82.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.1	0.0	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2	1	n/a
Expulsions	0	0	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The school safety plan was completed by March 1, 2019, as required by law. It can be found on our website at: <https://sscs.cc/ss-about/ss-schooldocuments/ss-schoolpolicyinfo#safety>

The safety plan was last reviewed and updated in February 2020 with only minor updates. As a non-site based charter school with no school-owned buildings that students attend, the school safety plan was completed appropriately for our setting. The safety plan is primarily composed of school policies which the school already had in place to ensure student safety. Community resources and general emergency disaster procedures are included in the safety plan.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									1	161		
1									1	128		
2									1	152		
3									1	137		
4									1	140		
5									1	147		
6									1	171		
Other**									--	--		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	2	354			2	352			2	341	2	
Mathematics	1	352			2	367			2	328		
Science	1	262			2	254			2	249	2	
Social Science	2	360			2	344			2	342	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	458 to 1

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.85
Library Media Teacher (Librarian)	1

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	7.5
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,195	\$959	\$8,236	\$57,580
District	N/A	N/A	\$12,747.70	\$49,875
Percent Difference - School Site and District	N/A	N/A	-43.0	14.3
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	6.1	-21.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Students are assessed with a local assessment twice per year. In 2019-20, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention tutoring. Our intervention students may also work with an online tutoring vendor or work with an in-person tutor, focusing on ELA or Math standards. In addition, using instruction funds, our students and their teachers have a variety of print and online intervention curriculum options to choose from. During the 2019-20 school year, students had access to BrainPop, iReady, Enchanted Learning, and Discovery Education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,578	\$46,965
Mid-Range Teacher Salary	\$53,273	\$67,638
Highest Teacher Salary	\$69,813	\$88,785
Average Principal Salary (Elementary)	---	\$112,524
Average Principal Salary (Middle)	---	\$117,471
Average Principal Salary (High)	---	---
Superintendent Salary	\$122,004	\$128,853
Percent of Budget for Teacher Salaries	21.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	--	N/A
English	2	N/A
Fine and Performing Arts	--	N/A
Foreign Language	--	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	9	N/A
All courses	16	1%

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	9	12

Every year starts out with an educator training that occurs before the start of the school year. All certificated staff must attend this training where the theme for the year as well as updates are provided. Prior years' student achievement data is discussed.

In 2018-2019 ESs attended four partial-day in-person professional development trainings presented on a variety of relevant topics from each academic department pertaining to the identified school-wide area of focus. Additionally, they attended three partial-day online professional development trainings with the same cohort of teachers. These seven cohort meetings allow the school and ESs to receive timely and relevant training in areas of need as they arise throughout the year. Additionally, staff attended monthly online staff meetings where they discuss important duties, procedures, and trainings. Title II Funding was used to provide professional development conferences to certificated staff based on their employee goals for the year.

In 2019-2020, due to the COVID-19 pandemic, ESs attended two in-person cohort meetings and five online staff meetings. Each of these times had been lengthened from the previous year, and they were spread out so that one professional development training occurred each month of the school year. This allowed for ongoing and timely support and training to our educational staff. Additionally, each educator was required to fulfill 17 hours of personalized professional development training based on their employee goals for the year.

In 2020-2021, due to the COVID-19 pandemic, all professional development is virtual. General education certificated staff are required to complete 31 hours of school-sponsored professional development and 12 hours of self-selected professional development based upon the individual staff member's goals. Goals are developed in conjunction with their supervisor and based upon areas identified in the annual evaluation. Professional development is primarily synchronous over Zoom with supervisors and other content area experts, but some training is prerecorded to be done asynchronously.

The primary areas of focus for professional development are selected annually after reviewing several sources of data collected focusing on student achievement, including CAASPP test results and i-Ready testing results. As part of the LCAP stakeholder feedback process, an annual Academic Support Survey is completed by staff and families to gather information about the needs of our students and results in key school initiatives.

New Educational Specialists (ESs) are guided through a year-long training process covering all aspects of their job as personalized learning independent study teachers. They also observe a learning record meeting of a veteran ES. 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.

Special Education teachers engage in monthly department training opportunities 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” meeting and participate in an 8-hour training in August to ensure that they are continuing to develop as Special Education teachers. For the 19-20 school year, special education staff was trained on a new high school student progress monitoring curriculum.