

# South Sutter Charter School

## School Accountability Report Card Reported for School Year 2008-09

*Published During 2009-10*



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	South Sutter Charter	District Name	Marcum-Illinois Union Elementary
Street	1166 Broadway, Suite Q	Phone Number	530-656-2407
City, State, Zip	Placerville, CA 95667	Web Site	<a href="http://www.marcum-illinois.org">www.marcum-illinois.org</a>
Phone Number	(530) 295-3566	Superintendent	Sharon McIntosh
Principal	Janet Marsh Becky Cote	E-mail Address	<a href="mailto:sharonM@sutter.k12.ca.us">sharonM@sutter.k12.ca.us</a>
E-mail	<a href="mailto:jmarsh@ieminc.org">jmarsh@ieminc.org</a> <a href="mailto:bcote@ieminc.org">bcote@ieminc.org</a>	CDS Code	51-71407-0109793

### School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

### **Mission Statement**

We believe in educating each of our students for the 21<sup>st</sup> century by providing individualized learning opportunities in small learning communities that incorporate increased parental participation and involvement.

### **Educational Philosophy**

SSCS will operate on the understanding that all students have different learning styles, abilities and background experiences. As important as "what" students learn is "how" they learn. The former may be viewed as the end goal of education while the latter is the road leading to it. SSCS will utilize learning and assessment modalities that, based on current research, identify best practices regarding how students learn.

SSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind, has an understanding of United States political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own unique educational interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of this charter school to help students become educated individuals who are intrinsically motivated to learn, who have diverse yet well-developed interests, and are becoming competent lifelong learners.

Each minor student and at least one parent, and each adult student, with the assistance of SSCS Education Specialists(ES) and ES Advisors, shall design, consistent with SSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign a [written agreement](#) (see Addenda, "Student Agreement") with SSCS that clearly describes the student's individual educational goals and curriculum for each school year the student is enrolled with SSCS. The written agreement shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

## **Opportunities for Parental Involvement (School Year 2008-09)**

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#### **Parent Participation Opportunities**

A. If enrollment at SSCS is chosen for their children, the parents will:

- Understand that attendance at this charter school is entirely voluntary on the part of the students who enroll.
- Participate with the credentialed teacher in the development of the student's educational plan, initially and on an ongoing basis.

- Supervise the student's daily work (unless and AESS contract is signed) while following the student's educational plan as the student is working on assignments.
    - Select appropriate curriculum, other educational materials, cp courses and activities in consultation with the Education Specialists.
    - 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.
    - Transport their student to each school or state mandated assessment location.
    - Under the direction of the credentialed teacher, will assume responsibility for supplied school owned books, materials, supplies, and equipment, will return them to the school when work is completed, or the student disenrolls from the school, and will reimburse the school for lost or willfully damaged items.
- B. We encourage all parents of enrolled students to apply for open positions on the 29 member SCS School Council. The Role of the Council Member is to:
- Uphold the mission of school
  - Develop/approve short and long term goals
  - Monitor school's performance
  - Monitor own board's performance
  - Be involved in the WASC accreditation process
  - Serve for a two year term, as long as their children remain enrolled at SCS
  - Plan to attend all council meetings, in person or by phone conference
  - Make suggestions to improve the school
  - Establish and/or chair parent sub-committees for a variety of purposes, such as graduation planning, developing a school yearbook, planning group educational activities, grant application, volunteer coordination, etc.
  - Be true to school's mission, not a personal agenda
  - Be positive!
- C. All parents with children enrolled in SCS have the opportunity to volunteer their time to a Council sub-committee to plan educational school events and activities.
- D. From time to time parent training opportunities may be available for SCS parents.

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	79	Grade 8	91
Grade 1	81	Ungraded Elementary	0
Grade 2	75	Grade 9	88
Grade 3	84	Grade 10	100
Grade 4	74	Grade 11	104
Grade 5	77	Grade 12	112
Grade 6	83	Ungraded Secondary	0

<b>Grade 7</b>	<b>83</b>	<b>Total Enrollment</b>	<b>1131</b>
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### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	<b>5.84%</b>	<b>White (not Hispanic)</b>	<b>72.94%</b>
<b>American Indian or Alaska Native</b>	<b>1.33%</b>	<b>Multiple or No Response</b>	<b>3.54%</b>
<b>Asian</b>	<b>2.65%</b>	<b>Socioeconomically Disadvantaged</b>	<b>45.00%</b>
<b>Filipino</b>	<b>1.50%</b>	<b>English Learners</b>	<b>12.00%</b>
<b>Hispanic or Latino</b>	<b>11.67%</b>	<b>Students with Disabilities</b>	<b>2.00%</b>
<b>Pacific Islander</b>	<b>0.53%</b>	<b>---</b>	<b>---</b>

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

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

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

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

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions				1.6	0.2	0.8
Expulsions				0.0	0.0	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.

### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				n/a
Interior: Interior Surfaces				n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				n/a

Electrical: Electrical (interior and exterior)				n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains				n/a
Safety: Fire Safety, Hazardous Materials				n/a
Structural: Structural Damage, Roofs				n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences				n/a
Overall Rating				n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	38	57	67	76
Without Full Credential	8	1	1	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	n/a	0	0
Total Teacher Misassignments	n/a	0	0
Vacant Teacher Positions	n/a	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	0.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	463
Library Media Teacher (Librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist	0.2	n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	1.0	n/a
Other	0.5	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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 Lab Equipment and Materials available each year for each student	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state

levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,387	\$400		\$49,082.51
District	---	---		\$42,129
Percent Difference - School Site and District	---	---		0.16%
State	---	---	\$5,512	\$56,284
Percent Difference - School Site and State	---	---		-0.11%

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Independent Study Program
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### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$35,700	\$38,481
Mid-Range Teacher Salary	\$46,471	\$55,789

Highest Teacher Salary	\$68,545	\$70,849
Average Principal Salary (Elementary)	\$0	\$88,862
Average Principal Salary (Middle)	\$0	\$94,015
Average Principal Salary (High)	\$0	\$97,594
Superintendent Salary	\$83,000	\$110,994
Percent of Budget for Teacher Salaries	24.70%	37.20%
Percent of Budget for Administrative Salaries	5.60%	6.60%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	20	31	43	23	33	44	43	46	50
Mathematics	11	17	22	17	23	27	40	43	46
Science	9	19	31	12	24	34	38	46	50
History-Social Science	5	12	17	6	13	18	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results by Student Group - (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	49	15	21	14
American Indian or Alaska Native	*	*	*	*
Asian	47	50	*	*
Filipino	78	69	*	*
Hispanic or Latino	20	11	14	7
Pacific Islander	*	*	*	*
White (not Hispanic)	45	21	34	19
Male	43	25	36	19
Female	43	19	28	15
Economically Disadvantaged	28	10	21	11
English Learners	6	4	3	0
Students with Disabilities	25	25	*	*
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results by Performance Level for Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	67.6	31.0	1.4	78.3	17.4	4.3
Male	66.7	31.0	2.4	71.1	23.7	5.3
Female	69.0	31.0	0.0	87.1	9.7	3.2
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	77.8	22.2	0.0	76.5	17.6	5.9
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	63.2	34.2	2.6	78.4	18.9	2.7
English Learners	95.7	4.3	0.0	86.4	9.1	4.5
Socioeconomically Disadvantaged	72.9	25.0	2.1	75.0	18.2	6.8

Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.4%	24.7%	19.8%
7	25.3%	30.5%	17.9%
9	28.4%	16.8%	14.7%

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

**SCANTRON ASSESSMENT** is required for all 2<sup>nd</sup> to 12<sup>th</sup> grade students yearly.

GRADE	Total # Students Took Math Test	Total # Students Met Math Req.	% Met Req.	Total # Students Took Reading	Total # Students Met Reading	% Met Req.
2nd	50	45	90%	50	50	100%
3rd	84	61	73%	84	76	90%
4th	71	55	77%	70	64	91%
5th	84	74	88%	84	82	98%
6th	83	65	78%	84	80	95%
7th	88	64	73%	88	82	93%
8th	95	64	67%	95	86	91%
9th	91	53	58%	90	68	76%
10th	109	44	44%	106	78	74%
11th	111	29	26%	109	83	76%
12th	114	27	24%	113	77	68%

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1*	1	1

Similar Schools	N/A	1	1
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"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"\*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-66	66	56	661
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)		-1	45	668
Socioeconomically Disadvantaged			33	581
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	No	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed

information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at

the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Dropout Rate (1-year)</b>	125.0	25.2	24.6	125.0	25.2	24.6	3.3	4.2	3.9
<b>Graduation Rate</b>	38.9	64.4	55.7				83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2008		
	School	District	State
<b>All Students</b>		(K-8 only)	N/A
<b>African American</b>		(K-8 only)	N/A
<b>American Indian or Alaska Native</b>		(K-8 only)	N/A
<b>Asian</b>		(K-8 only)	N/A
<b>Filipino</b>		(K-8 only)	N/A
<b>Hispanic or Latino</b>		(K-8 only)	N/A
<b>Pacific Islander</b>		(K-8 only)	N/A
<b>White (not Hispanic)</b>		(K-8 only)	N/A
<b>Socioeconomically Disadvantaged</b>		(K-8 only)	N/A
<b>English Learners</b>		(K-8 only)	N/A
<b>Students with Disabilities</b>		(K-8 only)	N/A

### Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.5
Graduates Who Completed All Courses Required for UC/CSU Admission	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the orientation and training process as a new Education Specialist for South Sutter Charter School, our teachers (ESs) participate in an initial training that focuses on administrative processes and reporting, the various philosophies of education, the Expected School-wide Learning Results (Growth Area goals), assessment of students, and the selection of appropriate curriculum in support of the students' educational goals.

Once the initial training has been completed, the ES contacts their ES Advisor and one-on-one, on-the-job training begins. The ES Advisor works with all ESs to explain and review each process the ESs must complete. ES/Advisor interaction may include job shadowing, coaching, observing, and/or mentoring depending upon the individual needs of each ES. In addition to the ES Advisor ongoing training, every ES attends monthly required professional development training meetings. Our Staff Development meetings are meant to be a time when the school communicates to the ES on issues regarding teaching strategies, conflict resolution, assessment, and curriculum (as dictated by the staff development guidelines given by the state). In addition to our local training meetings, teachers are provided with information regarding and are encouraged to attend workshops that will enhance their professional growth and benefit their students and other teachers.

The school educational administration attend various trainings and seminars focusing on charter legislative, assessment, guidance, personnel required trainings, and informational issues each year.

N/A—SSCS operates as an Independent Study school.

### **XIII. National Assessment of Educational Progress**

#### **National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than

the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level - All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	282	59	23	5

### National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level - All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2007) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners

<b>Reading 2007, Grade 4</b>	<b>74.25</b>	<b>93.29</b>	<b>65.60</b>	<b>80.00</b>
<b>Reading 2007, Grade 8</b>	<b>77.66</b>	<b>92.10</b>	<b>65.60</b>	<b>77.30</b>
<b>Mathematics 2007, Grade 4</b>	<b>79.00</b>	<b>96.00</b>	<b>84.00</b>	<b>94.00</b>
<b>Mathematics 2007, Grade 8</b>	<b>85.00</b>	<b>96.00</b>	<b>78.00</b>	<b>92.00</b>