

South Sutter Charter

Mr. Eric Schoffstall, Director

Principal, South Sutter Charter

About Our School

South Sutter is an Independent Study Charter School that is managed by Innovative Education Management, a no-profit public benefit corporation. SCS serves students in seven county areas which includes Colusa, Yolo, Sutter, Sacramento, Placer, Yuba and Butte. SCS was first granted WASC accreditation in 2007 and received a six year renewal in 2010.

Our Mission:

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 .

Contact

2452 El Centro Blvd.
East Nicolaus, CA
95659-9748

Phone: 530-295-3583
E-mail: eschoffstall@ieminc.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	South Sutter Charter
Street	2452 El Centro Blvd.
City, State, Zip	East Nicolaus, Ca, 95659-9748
Phone Number	530-295-3583
Principal	Mr. Eric Schoffstall, Director
E-mail Address	eschoffstall@ieminc.org
County-District-School (CDS) Code	51714070109793

District	
District Name	Marcum-Illinois Union Elementary
Phone Number	(530) 656-2407
Web Site	http://www.marcum-illinois.org
Superintendent First Name	Sharon
Superintendent Last Name	McIntosh
E-mail Address	sharonm@sutter.k12.ca.us

Last updated: 1/27/2014

School Description and Mission Statement (School Year 2012-13)

Mission Statement

We believe in educating each of our students for the 21st 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.

Last updated: 1/27/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 an 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 SSCS 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 SSCS
- 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 SSCS 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 SSCS parents.

Last updated: 1/27/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **Alternate Performance Assessment (CAPA)**, includes ELA and 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.

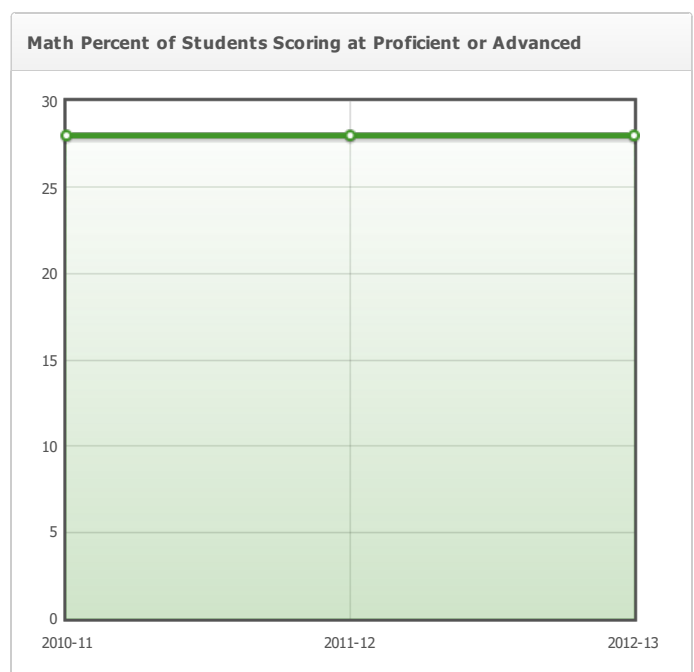
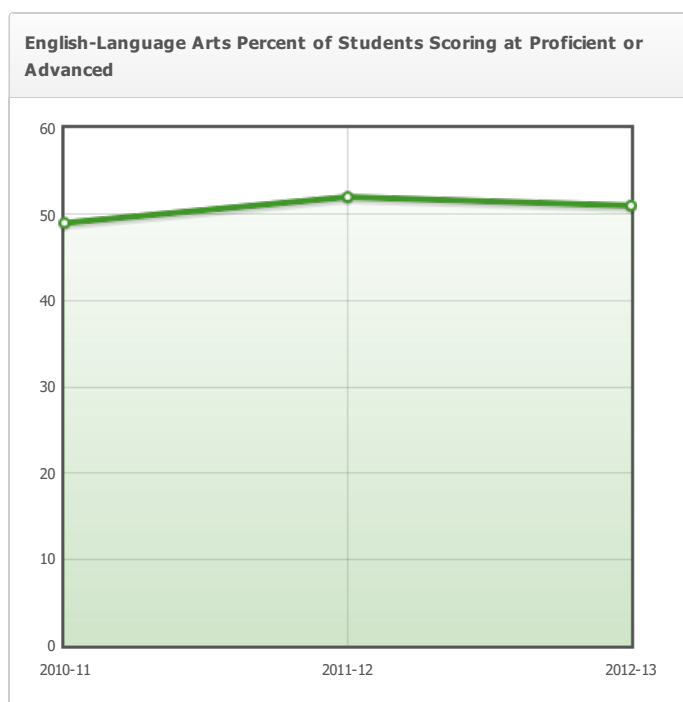
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

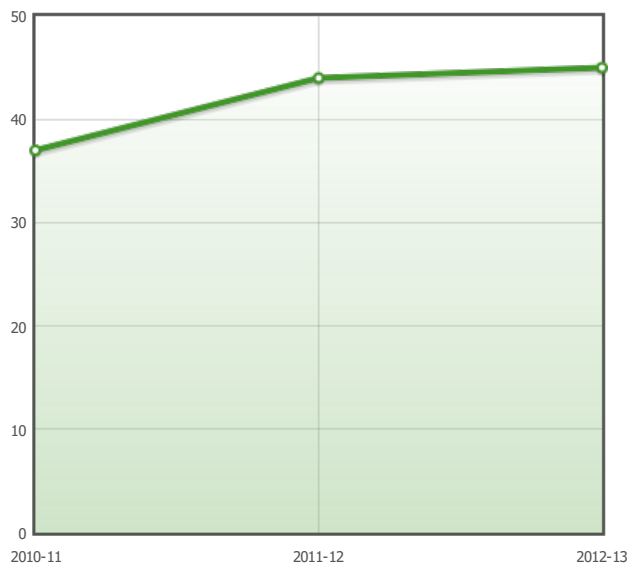
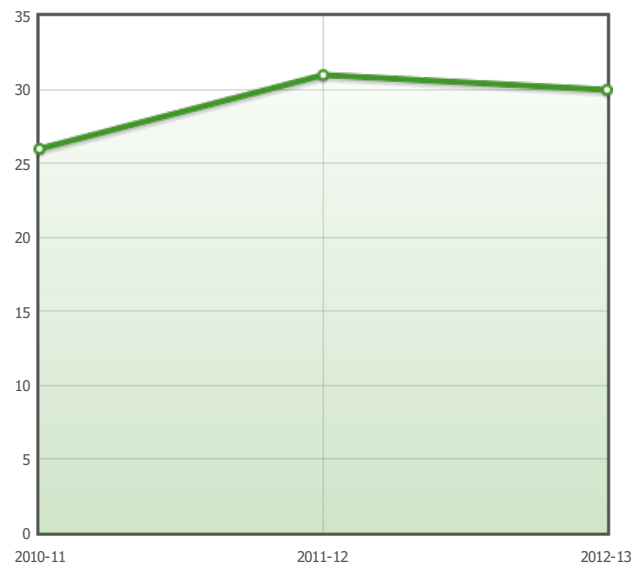
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	52%	51%	50%	53%	52%	54%	56%	55%
Mathematics	28%	28%	28%	30%	30%	31%	49%	50%	50%
Science	37%	44%	45%	38%	46%	46%	57%	60%	59%
History-Social Science	26%	31%	30%	27%	32%	30%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/27/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52%	31%	46%	30%
All Students at the School	51%	28%	45%	30%
Male	47%	29%	48%	36%
Female	55%	28%	42%	24%
Black or African American	35%	16%	27%	29%
American Indian or Alaska Native	40%	11%	N/A	N/A
Asian	56%	58%	N/A	N/A
Filipino	55%	N/A	N/A	N/A
Hispanic or Latino	39%	21%	29%	16%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	54%	29%	48%	31%
Two or More Races	47%	29%	52%	38%
Socioeconomically Disadvantaged	42%	20%	37%	21%
English Learners	8%	9%	N/A	5%
Students with Disabilities	27%	14%	14%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

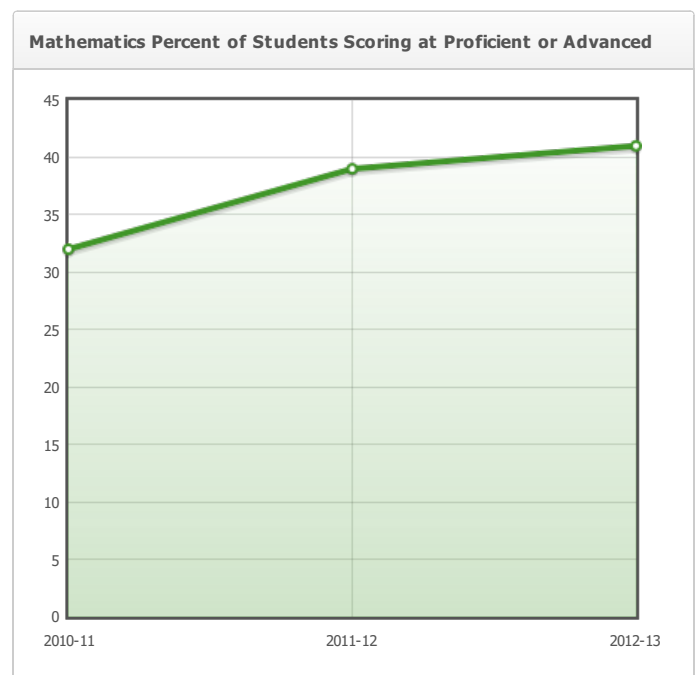
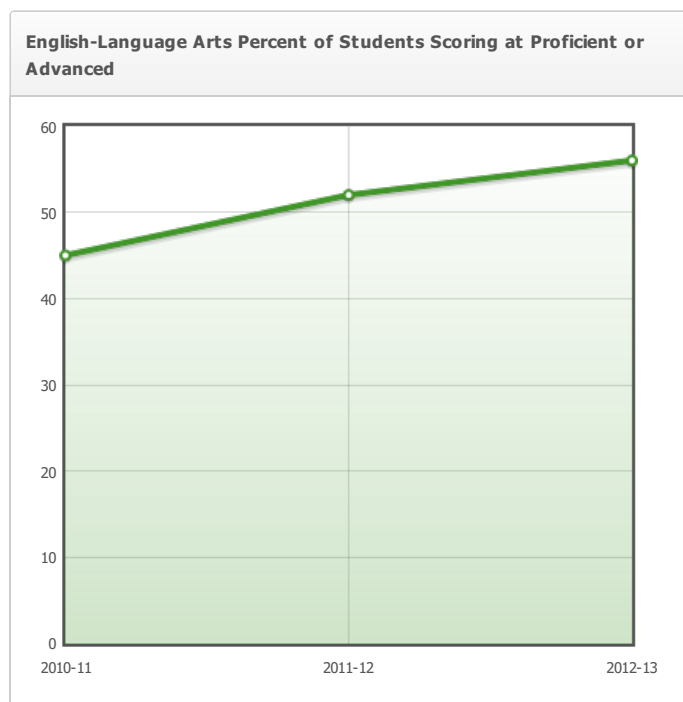
Last updated: 1/27/2014

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	52%	56%	45%	52%	56%	59%	56%	57%
Mathematics	32%	39%	41%	32%	39%	41%	56%	58%	60%

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.



Last updated: 1/27/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44%	24%	32%	59%	32%	9%
All Students at the School	44%	24%	32%	59%	32%	9%
Male	46%	23%	31%	59%	31%	10%
Female	42%	24%	34%	59%	33%	8%
Black or African American	55%	9%	36%	64%	36%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	84%	4%	12%	88%	8%	4%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	36%	28%	36%	51%	37%	12%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	58%	18%	25%	69%	22%	9%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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.

Last updated: 1/27/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.9%	28.4%	33.0%
7	14.7%	27.5%	38.2%
9	21.7%	28.3%	31.5%

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.

Last updated: 1/27/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	2	1

Last updated: 1/27/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	18	16	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	30	-1
Native Hawaiian or Pacific Islander			
White	17	15	-4
Two or More Races			
Socioeconomically Disadvantaged	40	9	14
English Learners			22
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,516	722	124	864	4,655,989	790
Black or African American	55	644	1		296,463	708
American Indian or Alaska Native	20	628	0		30,394	743
Asian	33	860	3		406,527	906
Filipino	11	673	1		121,054	867
Hispanic or Latino	197	657	23	849	2,438,951	744
Native Hawaiian or Pacific Islander	5		0		25,351	774
White	1,087	737	92	872	1,200,127	853
Two or More Races	88	704	4		125,025	824
Socioeconomically Disadvantaged	814	685	75	840	2,774,640	743
English Learners	107	631	9		1,482,316	721
Students with Disabilities	111	549	14	698	527,476	615

Last updated: 1/27/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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

Last updated: 1/27/2014

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

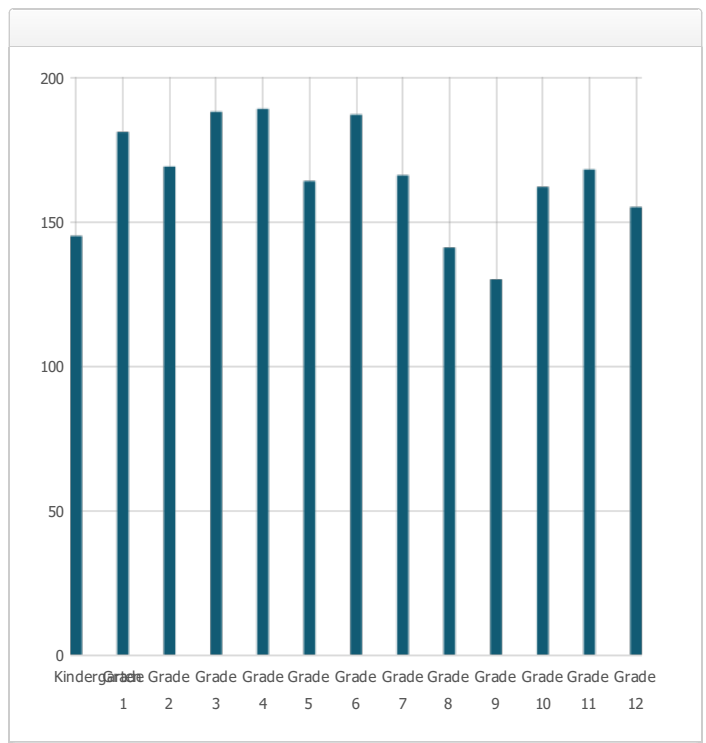
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/27/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

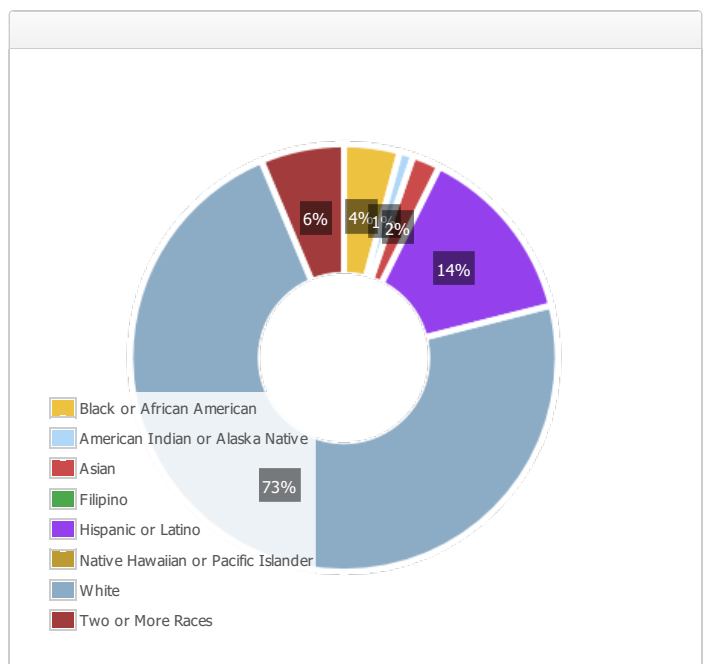
Grade Level	Number of Students
Kindergarten	145
Grade 1	181
Grade 2	169
Grade 3	188
Grade 4	189
Grade 5	164
Grade 6	187
Grade 7	166
Grade 8	141
Grade 9	130
Grade 10	162
Grade 11	168
Grade 12	155
Total Enrollment	2145



Last updated: 1/27/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	1.1
Asian	2.3
Filipino	0.6
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.4
White	69.2
Two or More Races	6.6
Socioeconomically Disadvantaged	53.1
English Learners	7.1
Students with Disabilities	6.7



Last updated: 1/27/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15.7	3	0	0	16.2	5	0	0	2.0	69		
1	15.7	9	1	0	12.5	6	0	0	2.0	80		
2	16.5	1	1	0	17.8	8	1	0	2.0	78		
3	17.5	2	0	0	17.5	4	0	0	2.0	82		
4	15.7	6	1	0	17.3	6	2	0	2.0	83		
5	13.5	8	0	0	16.8	5	0	0	2.0	87		
6	10.0	2	0	0	14.0	5	1	0	2.0	85		
Other												

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

Last updated: 1/27/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	1.9	284	0	0	1.7	361	0	0	2.0	348		
Mathematics	1.7	282	0	0	1.6	334	0	0	2.0	323	1	
Science	2.6	123	1	1	2.0	198	0	0	2.0	216		
Social Science	1.9	293	0	0	1.6	356	0	0	2.0	382		

* 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.

Last updated: 1/27/2014

School Safety Plan (School Year 2012-13)

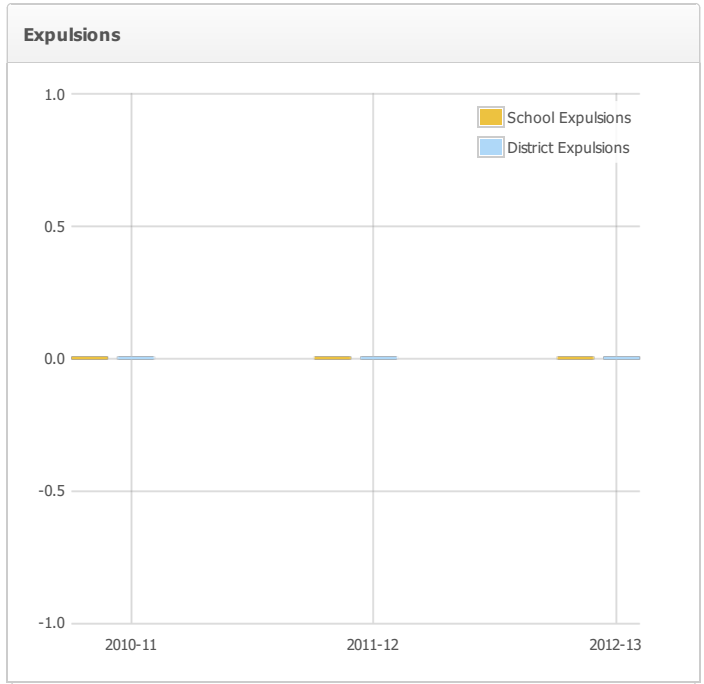
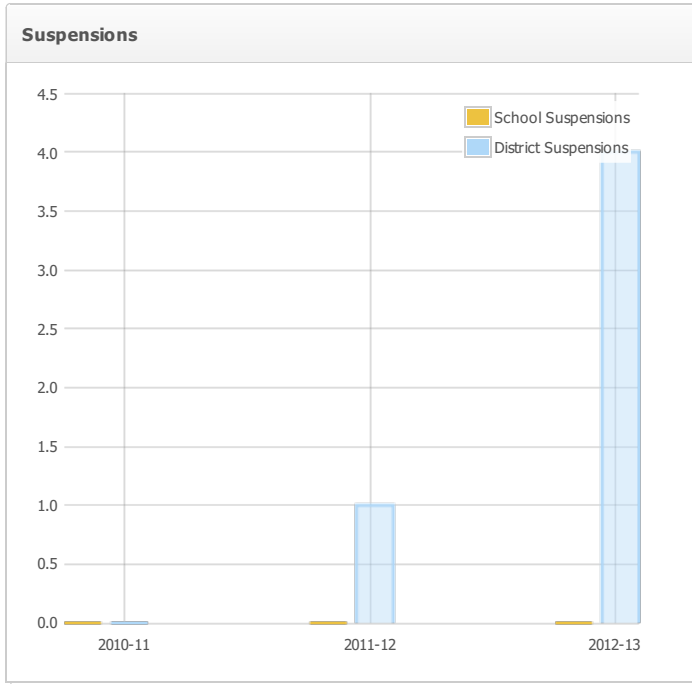
N/A—South Sutter Charter School is operated as an Independent Study school.

Last updated: 1/27/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.00	0.00	0.00	0.30	1.85	4.43
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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

Last updated: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Interior: Interior Surfaces		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Electrical: Electrical		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Safety: Fire Safety, Hazardous Materials		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
Structural: Structural Damage, Roofs		SSCS has no school owned facilities where students attend, as we are independent study, and do not operate any school learning centers.
External: Playground/School		

Grounds, Windows/
Doors/Gates/Fences

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

Overall Facility Rate (School Year 2012-13)

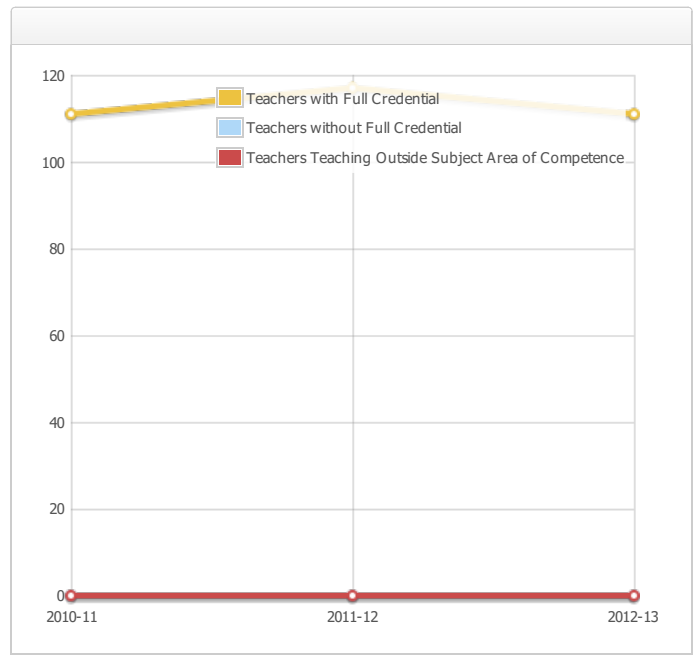
Overall Rating

Last updated: 1/31/2014

Teachers

Teacher Credentials

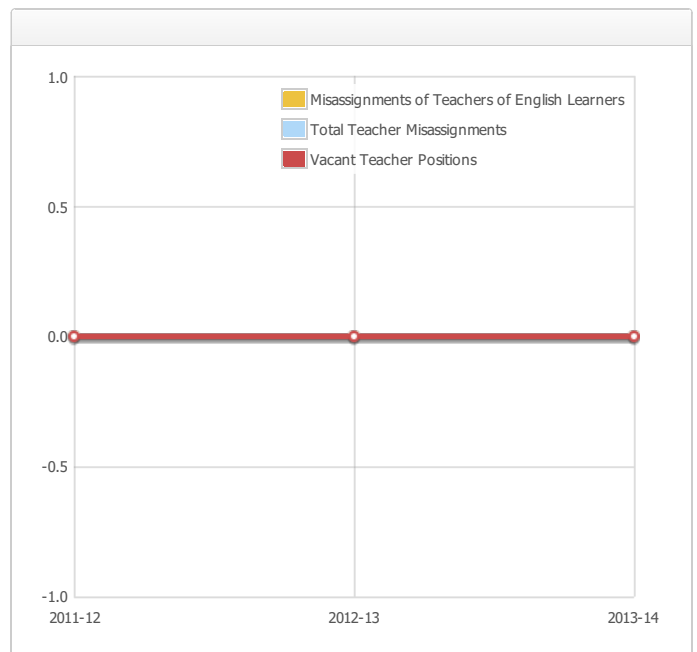
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	111	117	111	10
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 1/31/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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.

Last updated: 1/31/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	307.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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.

Last updated: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	New Textbooks and Materials available each year for each student		0.0
Mathematics	New Textbooks and Materials available each year for each student		0.0
Science	New Textbooks and Materials available each year for each student		0.0
History-Social Science	New Textbooks and Materials available each year for each student		0.0
Foreign Language	New Textbooks and Materials available each year for each student		0.0
Health	New Textbooks and Materials available each year for each student		0.0
Visual and Performing Arts	New Textbooks and Materials available each year for each student		0.0
Science Laboratory Equipment (grades 9-12)	New Textbooks and Materials available each year for each student		0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,870	\$00	\$5,870	\$56,962
District	N/A	N/A	\$6,684	\$45,843
Percent Difference – School Site and District	N/A	N/A	-12.17%	24.25%
State	N/A	N/A	\$5,537	\$57,720
Percent Difference – School Site and State	N/A	N/A	6.01%	-1.31%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

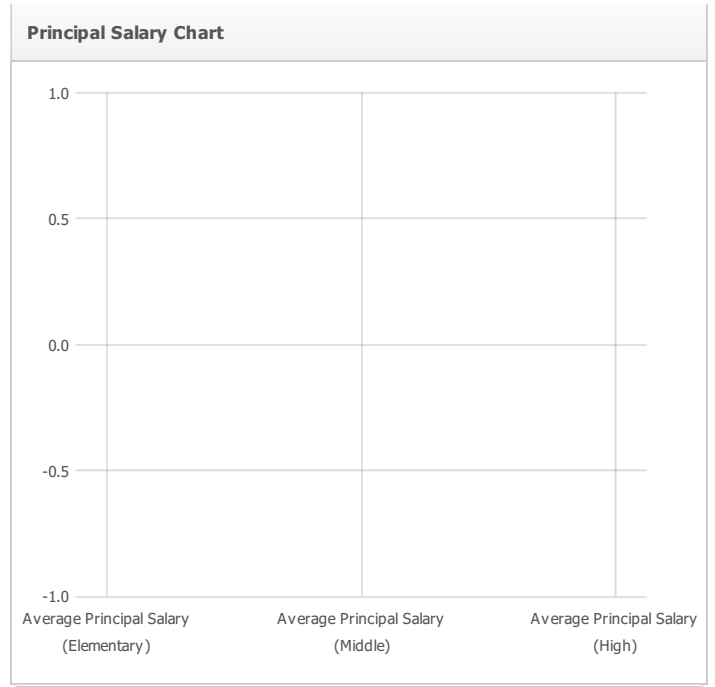
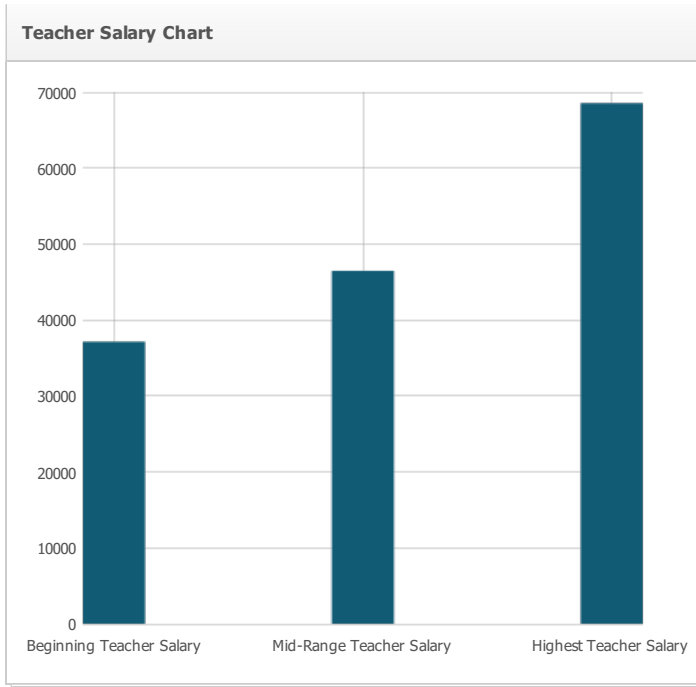
Independent Study Program

Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,141	\$38,719
Mid-Range Teacher Salary	\$46,471	\$55,637
Highest Teacher Salary	\$68,545	\$70,797
Average Principal Salary (Elementary)	\$00	\$90,284
Average Principal Salary (Middle)	\$00	\$94,675
Average Principal Salary (High)	\$00	\$85,183
Superintendent Salary	\$100,000	\$104,272
Percent of Budget for Teacher Salaries	19.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

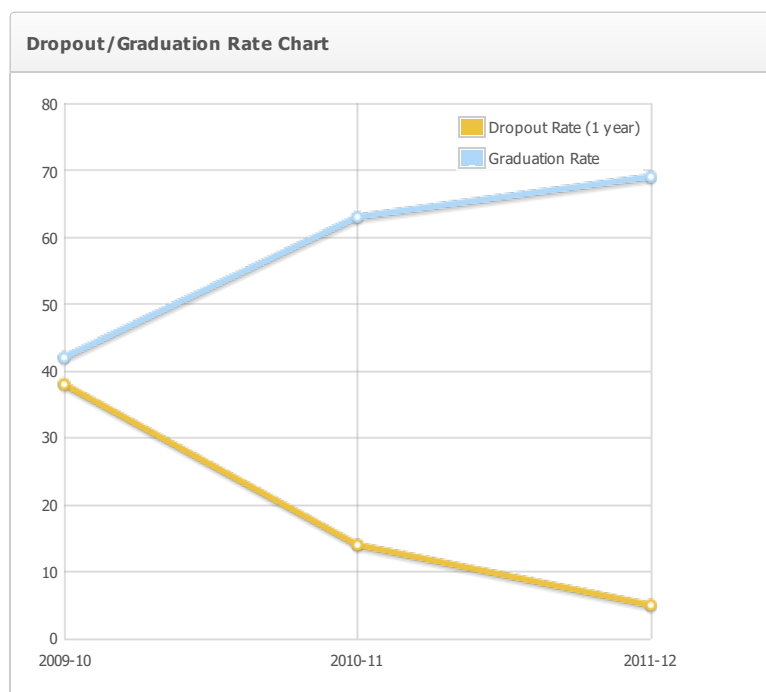
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	38.8	14.9	5.1				16.6	14.7	13.1
Graduation Rate	42.86	63.35	69.85				74.72	77.14	78.73



Last updated: 1/31/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	137	137	418,598
Black or African American	8	8	28,078
American Indian or Alaska Native	1	1	3,123
Asian	1	1	41,700
Filipino	1	1	12,745
Hispanic or Latino	26	26	193,516
Native Hawaiian or Pacific Islander	1	1	2,585
White	86	86	127,801
Two or More Races	7	7	6,790
Socioeconomically Disadvantaged	97	97	217,915
English Learners	29	29	93,297
Students with Disabilities	4	4	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/31/2014

Career Technical Education Programs (School Year 2012-13)

N/A

Last updated: 1/31/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/31/2014

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

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission	32.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	4.4

Last updated: 1/31/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2014

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.

Last updated: 1/27/2014