

**Pacific Crest Academy**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	6540 Koki Ln. El Dorado, CA , 95623- 4328	<b>Principal:</b>	Amanda Petersen, Acting Director, Educational Options and Innovations
<b>Phone:</b>	(530) 622-6212	<b>Grade Span:</b>	9-12

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 LCAP, see the CDE LCFF web page 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.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

---

# About This School

## Amanda Petersen, Acting Director, Educational Options and Innovations

📍 Principal, Pacific Crest Academy

### About Our School

---

### Contact

---

Pacific Crest Academy

6540 Koki Ln.

El Dorado, CA 95623-4328

Phone: [\(530\) 622-6212](tel:5306226212)

Email: [APetersen@eduhdsd.net](mailto:APetersen@eduhdsd.net)

## Contact Information (School Year 2023–24)

<b>District Contact Information (School Year 2023–24)</b>	
<b>District Name</b>	El Dorado Union High
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Carruth, Ron
<b>Email Address</b>	<a href="mailto:rcarruth@eduhd.k12.ca.us">rcarruth@eduhd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.eduhd.k12.ca.us">www.eduhd.k12.ca.us</a>

<b>School Contact Information (School Year 2023–24)</b>	
<b>School Name</b>	Pacific Crest Academy
<b>Street</b>	6540 Koki Ln.
<b>City, State, Zip</b>	El Dorado, CA , 95623-4328
<b>Phone Number</b>	(530) 622-6212
<b>Principal</b>	Amanda Petersen, Acting Director, Educational Options and Innovations
<b>Email Address</b>	<a href="mailto:APetersen@eduhd.net">APetersen@eduhd.net</a>
<b>Website</b>	<a href="https://pacificcrest.eduhd.k12.ca.us">https://pacificcrest.eduhd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	09618530930214

*Last updated: 2/7/24*

## School Description and Mission Statement (School Year 2023–24)

Pacific Crest Academy is a dependent charter in the El Dorado Union High School District. Our mission is to prepare students for leadership in 21st century careers through technology infused instruction emphasizing STEM, communication, historical perspectives, quality internships and an early college experience. We empower individuality with adaptable and supportive learning models that meet students where they are and ignite the passion, knowledge, skills and character for lifelong growth and positive impact.

**Mission**

Prepare students for leadership in 21st century careers through a technology infused instruction emphasizing STEM, communication, historical perspectives, quality internships and early college experience. We empower individuality with

adaptable and supportive learning models that meet students where they are and ignite the passion, knowledge, skills and character for lifelong growth and positive impact.

### **Vision**

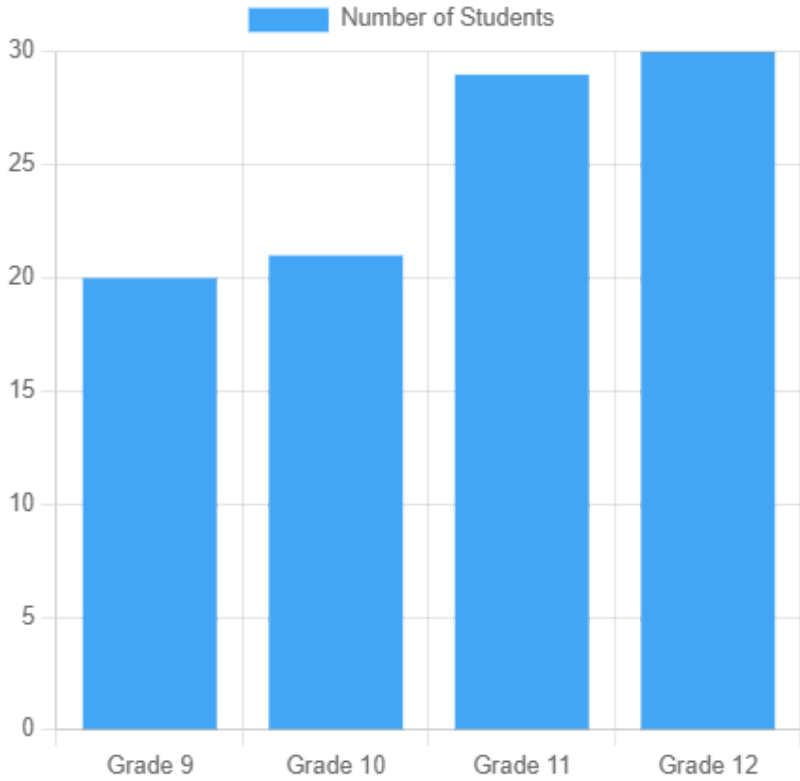
We believe students will become productive citizens when they are challenged and mentored in leadership, problem solving, and critical thinking skills. Our student centered education includes the following:

- Students experience a rigorous blended online learning environment that prepares them for advanced education options, future employment, and post-secondary education.
- Students have meaningful communications through face-to-face interactions, and virtually throughout their school experience.
- Students complete meaningful projects and solve challenging problems while interning in the community by learning and applying academic skills consistent with real world expectations, standards and knowledge.
- Students are aware of what they are expected to learn, know what they have learned, and can identify what they still need to learn.
- Students are aware of their individual interests and talents, and they know how to seek out opportunities to work on relevant projects and curriculum that interests them.
- The staff seeks to continually improve and expand their knowledge of teaching practices, curriculum, and innovative technology.
- The school community embraces the diversity of the school population by fostering a school culture of safety, acceptance, and respect.

*Last updated: 2/7/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Grade 9	20
Grade 10	21
Grade 11	29
Grade 12	30
Total Enrollment	100



Last updated: 2/7/24

**Student Enrollment by Student Group (School Year 2022–23)**

Student Group	Percent of Total Enrollment
Female	54.00%
Male	46.00%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.00%
Homeless	1.00%

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
American Indian or Alaska Native	1.00%
Asian	1.00%
Black or African American	0.00%
Filipino	1.00%
Hispanic or Latino	20.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.00%
White	67.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Migrant	0.00%
Socioeconomically Disadvantaged	17.00%
Students with Disabilities	13.00%

## **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 Preparation and Placement (School Year 2020–21)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.50	73.29%	251.10	87.95%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.50	0.53%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.05%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	26.50%	12.40	4.36%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	17.40	6.10%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>4.80</b>	<b>100.00%</b>	<b>285.50</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/7/24*



## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.70	78.15%	255.50	88.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.35%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.40	1.90%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	21.64%	15.00	5.22%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	11.20	3.90%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>4.70</b>	<b>100.00%</b>	<b>288.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 2/7/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	1.00
Total Out-of-Field Teachers	1.20	1.00

*Last updated: 11/2/23*

## Class Assignments

<b>Indicator</b>	<b>2020– 21 Percent</b>	<b>2021– 22 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.30%	8.8%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2: Holt McDougal Literature-10th Grade, Holt McDougal, 2012, CC, 10th Edition - (5/8/2012 Board Adopted)</p> <p>English 3: Collections-Grade 11, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 4: Elements of Literature, British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted); Literature and Language Arts – UMHS, Holt Rinehart Winston, 2003 (5/20/2003 Board Adopted)</p>	Yes	0
Mathematics	<p>Algebra Foundations: California Big Ideas Math Advanced 1, Big Ideas Learning/ Holt-McDougal, 2015 (6/28/2016 Board Adopted)</p> <p>Algebra 1: Reveal Algebra 1, McGraw Hill, 2020</p>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	<p>(4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)</p> <p>Algebra 2: Algebra 2, Pearson, 2015, CC, CA Edition (5/13/2014 Board Adopted)</p> <p>Advanced Algebra 2: Algebra 2, Pearson, 2012, CC (5/8/2012 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p> <p>Differential Calculus: Calculus I with Precalculus, 2012, 3rd Edition (5/8/2012 Board Adopted)</p> <p>Probability and Statistics: Elementary Statistics- Picturing the World, 2017, 7th Edition (5/8/2018 Board Adopted)</p>		
Science	<p>Earth and Space Science: Earth and Space Science, Houghton Mifflin Harcourt, 2018 (5/8/2018 Board Adopted)</p> <p>Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)</p> <p>AP Biology: Biology In Focus, SAVVAS, 2020, 3<sup>rd</sup> Edition (05/17/2022 Board Adopted)</p> <p>Environmental Science: Environmental Science: Sustaining Your World,</p>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	<p>Cengage, 2017 (05/12/2020 Board Adopted)</p> <p>AP Environmental Science: Exploring Environmental Science AP, Cengage, 2019 (05/07/2019 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p> <p>Advanced Chemistry: Chemistry: Matter and Change, Glencoe/McGraw Hill, 2017, (05/09/2017 Board Adopted)</p> <p>AP Chemistry: Chemistry: A Molecular Approach, AP Edition, Pearson, 2017, (05/09/2017 Board Adopted)</p> <p>Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)</p> <p>AP Physics 1 and 2: College Physics, Cengage, 2018, (06/13/2023 Board Adopted)</p>		
History-Social Science	<p>World History: The Modern Era, Pearson, 2016, (6/28/2016 Board Adopted)</p> <p>U.S. History/Geography: United States History, Pearson, 2016, (5/09/2017 Board Adopted)</p> <p>AP World History: Ways of the World, Bedford, Freeman and Worth, 2020, (05/12/2020 Board Adopted)</p>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	<p>AP US History: AMSCO AP United States History, Perfection Learning, 2022, (05/09/2023)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>AP American Government: American Government: Stories of a Nation, Bedford, Freeman and Worth, 2021, (06/07/2022 Board Adopted)</p> <p>Economics: Economics, Pearson, 2016, (12/08/2015 Board Adopted)</p> <p>Sociology: Sociology: A Down to Earth Approach, Pearson, 2020 (6/08/2021 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>		
Foreign Language	<p>Spanish 1-4: EntreCulturas – Levels 1-4, Wayside Publishing, 2017, (6/08/2021 Board Adopted)</p> <p>AP Spanish: TEMAS AP Spanish Language and Culture, Vista Higher Learning, 2020 (6/08/2021 Board Adopted)</p> <p>German 1-3: Mosaik – Levels 1-3, Vista Higher Learning,</p>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	2018 (4/09/2019 Board Adopted)  German 4: Denk Mal! – Vista Higher Learning, 2020 – 3rd Edition (4/09/2019 Board Adopted)  French 1-4: T'es branché – Levels 1-3, EMC Publishing, 2014 (5/13/2014 Board Adopted)  Italian 1-4: Sentieri 3e, Vista Higher Learning, 2019 (10/27/2020 Board Adopted)  Japanese 1-4: Genki I and II, Japan Times, 2011 (5/09/2023 Board Adopted)		
Health	Health: Pearson Health, Pearson, 2014 (6/28/2016 Board Adopted)	Yes	0
Visual and Performing Arts	VAPA: Miscellaneous Supplemental Instructional Materials	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 2/7/24



## School Facility Conditions and Planned Improvements

The Pacific Crest Academy takes pride in maintaining a safe and clean campus fit for high quality learning. Based on the most recent Facility Inspection (FIT) evaluation conducted in 2022-2023, the school received the highest ratings in all categories and an overall exemplary rating. The district Maintenance and Operations team provided outstanding service in response to site safety and cleanliness needs.

*Last updated: 2/7/24*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 2023

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

**Overall Facility Rate**

Year and month of the most recent FIT report: October 2023

Overall Rating	Exemplary
----------------	-----------

*Last updated: 2/7/24*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	81%	75%	60%	67%	47%	46%
Mathematics (grades 3-8 and 11)	41%	29%	41%	42%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 2/7/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed  
state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	28	28	100.00%	0.00%	75.00%
Female	16	16	100.00%	0.00%	68.75%
Male	12	12	100.00%	0.00%	83.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	77.78%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/7/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	28	28	100.00%	0.00%	28.57%
Female	16	16	100.00%	0.00%	12.50%
Male	12	12	100.00%	0.00%	50.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	33.33%
English Learners	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/7/24*

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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	57.78%	53.85%	39.55%	39.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 2/7/24*



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	60	52	86.67%	13.33%	53.85%
Female	37	30	81.08%	18.92%	53.33%
Male	23	22	95.65%	4.35%	54.55%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	13	11	84.62%	15.38%	45.45%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	39	34	87.18%	12.82%	52.94%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 2/7/24*

### **Career Technical Education (CTE) Programs (School Year 2022–23)**

Students partake in a variety of CTE courses at other sites throughout the district. The EDUHSD Pacific Crest Academy helps support two CTE pathways on our campus, the ROP Cosmetology program and the ROP Dental program. In addition, Pacific Crest Academy students may enroll in any of the following regional occupation program courses offered: Animal Health, Database Design and SQL Programming, Health Careers, Culinary Arts, Law Enforcement, Fire Control Technician, Metal Fabrication, Diesel Engine and Auto Engine.

Pacific Crest Academy also offers other courses and programs that are specifically focused on career preparation. The Internship Program offered on site provides students with the opportunity to participate in any of over 100 internship placements throughout greater El Dorado and Sacramento counties. In many cases, these internships have led to careers for students following graduation.

Students are also afforded the opportunity to take up to two college courses per term at Folsom Lake College, thus furthering their access to CTE coursework.

*Last updated: 2/7/24*

**Career Technical Education (CTE) Participation (School Year 2022–23)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	19
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/7/24*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	96.36%

*Last updated: 2/7/24*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	96%	96%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 2/7/24*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2023–24)

Parent involvement is strongly encouraged at our school. As a charter school we have a Charter Advisory Committee which all parents are welcome to apply to be on or to publicly attend. These public meetings are held once a month. The Charter Advisory Committee votes on how Federal categorical dollars are spent. They are part of the WASC accreditation process and they have input in how the LCAP supplemental money is spent in our school and district. The parents in the Charter Advisory Committee also help to develop and set the school mission and

vision every year. This group also participates in defining the school goals each year. Through direct access to their student's Canvas learning management accounts, parents are afforded opportunities to engage in continual oversight of their students' academic progress as well as communicate easily with teachers. Additionally, the director is available to meet and offers conference time with each grade level's parents and students on college and career planning.

# State Priority: Pupil Engagement

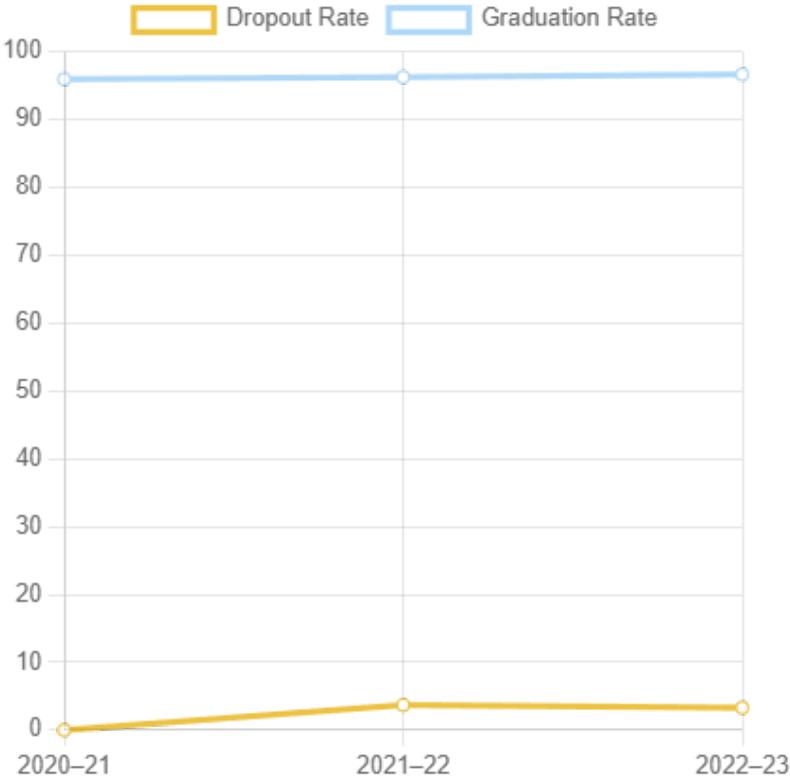
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0.0%	3.7%	3.3%	1.2%	1.3%	1.8%	9.4%	7.8%	8.2%
Graduation Rate	96.0%	96.3%	96.7%	95.0%	96.1%	95.1%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 2/7/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	30	29	96.7%
Female	19	18	94.7%
Male	11	11	100.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	19	19	100.0%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 2/7/24

**Chronic Absenteeism by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	112	108	6	5.6%
Female	63	59	3	5.1%
Male	49	49	3	6.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	1	1	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	21	21	1	4.8%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	10	10	0	0.0%
White	76	73	4	5.5%
English Learners	2	2	0	0.0%
Foster Youth	0	0	0	0.0%
Homeless	1	1	0	0.0%
Socioeconomically Disadvantaged	22	20	2	10.0%
Students Receiving Migrant Education Services	0	0	0	0.0%



<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	16	15	1	6.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 2/7/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	1.71%	0.00%	1.91%	5.39%	5.56%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.14%	0.19%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 2/7/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 2/7/24*

## **School Safety Plan (School Year 2023–24)**

The Pacific Crest Academy takes a comprehensive approach to safety on its campus. The school safety plan is reviewed every year by the staff at the beginning of the year. The School Safety Plan is also reviewed by the school's Charter Advisory Committee once a year. Plans are updated and submitted to the LEA in October of each year.

The Pacific Crest Academy holds one staff meeting a year committed solely to safety. Each emergency plan is reviewed and evaluated. Teachers are allowed to ask questions and make suggestions at these meetings. Teachers bring their emergency supplies to this meeting and report any missing pieces for replacement.

The school administrator attends all district, county, and law enforcement safety meetings. On an annual basis, the El Dorado County Emergency Services Operations (ESO) as School Resource Officers meets with all district site representatives to review the safety plan, lockdown and evacuation procedures, as well as reviews pertinent safety information from a preventative approach. All updates and changes of protocols brought forward in these meetings are implemented into the school safety plan. All elements of the safety plan that involve outside organizations are reviewed with those organizations to ensure they are still a viable partner.

Each term, the Pacific Crest Academy practices all of the emergency plans. These plans include fire, earthquake, evacuation, and lockdown drills. Reviews are held after all drills and actual emergencies to seek improvements to the plan. All students and staff participate in these drills to ensure their safety in an actual event. During the school day the campus is patrolled by one campus monitor. The lunch period and time before and after school are also monitored by the teaching staff and school administration. The Pacific Crest Academy takes every precaution to ensure the total safety of its campus, students and staff.

*Last updated: 2/7/24*

## 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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	4	1	
Mathematics	16.00	2	1	
Science	26.00	1	1	
Social Science	15.00	4	2	

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	5	2	
Mathematics	15.00	2	1	
Science	22.00	1	1	
Social Science	10.00	6	1	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)  
(HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	10.00	4	2	0
Mathematics	11.00	3	1	0
Science	18.00	2	0	0
Social Science	12.00	4	2	0

\* 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: 2/7/24*

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	200

\* 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: 2/7/24*

**Student Support Services Staff (School Year 2022–23)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.50

\* 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: 2/7/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16069.00	\$4998.00	\$11071.00	\$87919.00
District	N/A	N/A	\$9735.00	\$87474.00
Percent Difference – School Site and District	N/A	N/A	14.00%	1.00%
State	N/A	N/A	\$7606.62	\$97850.00
Percent Difference – School Site and State	N/A	N/A	31.00%	10.00%

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

*Last updated: 2/7/24*

**Types of Services Funded (Fiscal Year 2022–23)**

For the 2022-2023 fiscal cycle, Pacific Crest Academy committed resources to help ensure that all students had the adequate support necessary to succeed in high school and beyond. PCA also committed to meeting the needs of students during distance learning and limiting learning loss through a variety of offerings outside of the school day.

With the oversight of the Charter Advisory Committee, Pacific Crest Academy engaged in efforts designed to improve student outcomes in mathematics through committing resources for online math support tools. In order to help improve students' A-G rates and the ability to matriculate into a university after high school, PCA offers a Dual Enrollment program for students to take Art, Spanish 401, and Spanish 402. These courses are taken on PCA's campus through Folsom Lake College instructors. The program has allowed for students to not only complete the VAPA and foreign language requirement needed for college but to meet our high school graduation requirements and A-G requirements.

Technology - Pacific Crest Academy is committed to providing cutting edge technology and placing devices in the hands of our students. We have a 1:1 Chromebook to student ratio on campus and students are able to check out a Chromebook for use at home if need be. We currently have 170 student technology devices on our campus which are used to meet the educational needs of all students. We continue to implement Google Apps for Education, Pearson Math XL, IXL, No Red Ink, online textbooks and curriculum, supplemental resources and adaptive online computer software to help with online instructional strategies, intervention and remediation. Canvas is our learning management system that allows students and parents the ability to see not only work assigned but work submitted as well.

APEX and Edgenuity - Pacific Crest Academy understands that students learn in a variety of ways. We use the APEX curriculum and Edgenuity to help with elective courses and our Health class. The program(s) are designed to keep students on track for graduation but provide them with the flexibility to work at their own pace.

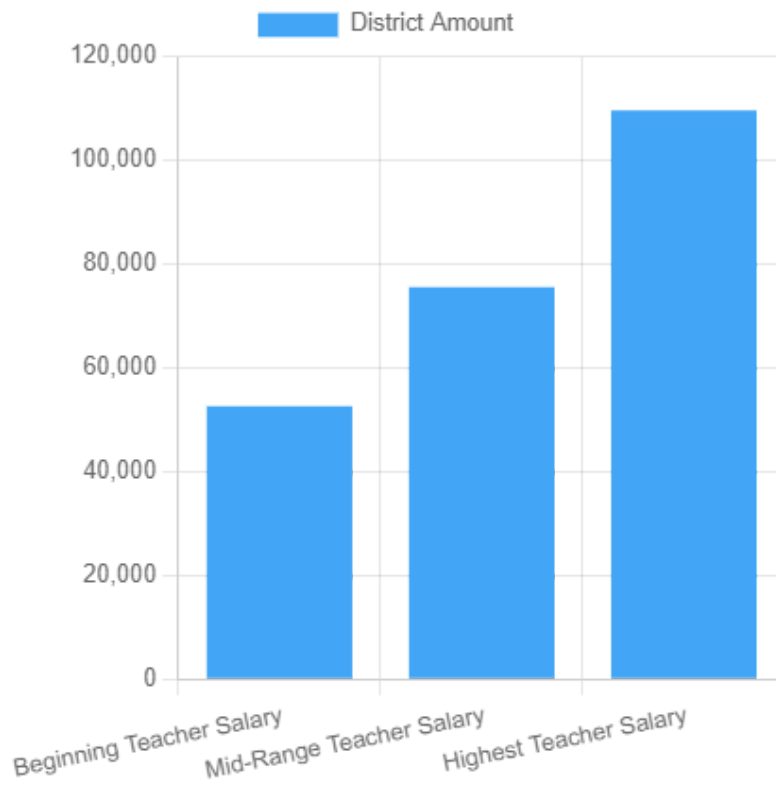
*Last updated: 2/7/24*

**Teacher and Administrative Salaries (Fiscal Year 2021–22)**

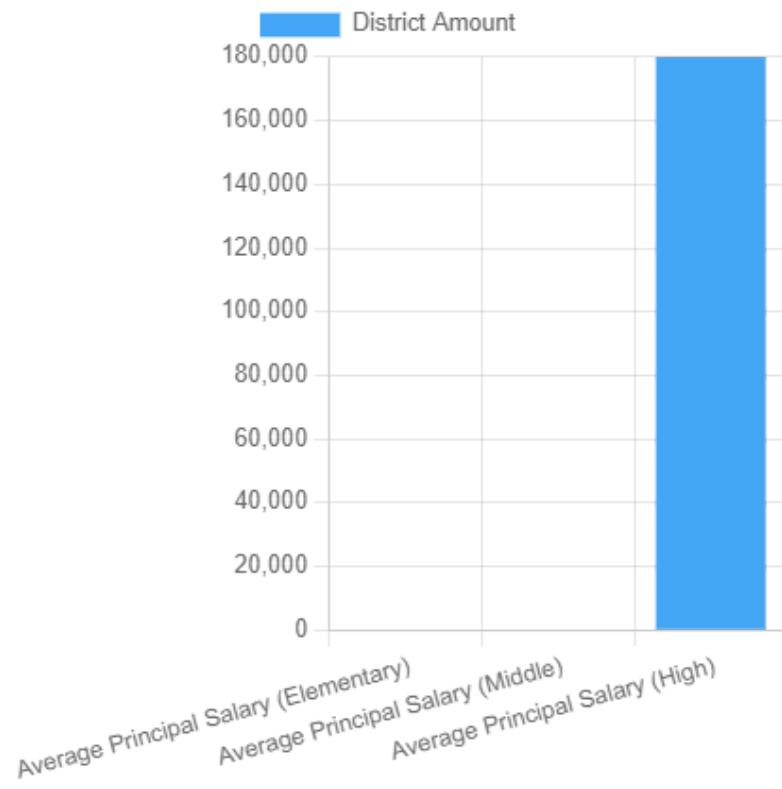
<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$52659.00	\$57234.44

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$75617.00	\$95466.60
Highest Teacher Salary	\$109706.00	\$122669.10
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$153476.29
Average Principal Salary (High)	\$179914.00	\$173197.59
Superintendent Salary	\$273099.00	\$277571.94
Percent of Budget for Teacher Salaries	28.04%	31.17%
Percent of Budget for Administrative Salaries	4.73%	4.46%

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







Last updated: 2/7/24

## Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	6
Total AP Courses Offered*	11

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

*Last updated: 2/7/24*

## Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	9	13	10

*Last updated: 2/7/24*