

Pacific Crest Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	6540 Koki Ln. El Dorado, CA , 95623-4328	Principal:	Amanda Petersen, Director, Educational Options and Innovations
Phone:	(530) 622-6212	Grade Span:	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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

About This School

Amanda Petersen, Director, Educational Options and Innovations

📍 Principal, Pacific Crest Academy

Contact

Pacific Crest Academy

6540 Koki Ln.

El Dorado, CA 95623-4328

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

Email: mkuhlman@eduhd.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	El Dorado Union High
Phone Number	(530) 622-5081
Superintendent	Kuhlman, Michael
Email Address	mkuhlman@eduhd.k12.ca.us
Website	www.eduhd.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Pacific Crest Academy
Street	6540 Koki Ln.
City, State, Zip	El Dorado, CA , 95623-4328
Phone Number	(530) 622-6212
Principal	Amanda Petersen, Director, Educational Options and Innovations
Email Address	apetersen@eduhd.k12.ca.us
Website	https://pacificcrest.eduhd.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	09618530930214

School Description and Mission Statement (School Year 2025–26)

Pacific Crest Academy is an early college charter high school focused on college and career readiness located in the foothill town of El Dorado in northern California. We are a small school with a maximum of 32 students per grade level and operate in a blended learning model, in which students can attend as little as twice a week with the option to access coursework from home. We partner with Folsom Lake College to offer dual enrollment college classes on our campus so students can meet our high school graduation requirements while also earning college credit. We work with businesses and organizations in the community to offer a robust internship program. We have a thriving Leadership program, and our students put on schoolwide dances and activities for a connected campus culture. PCA students also have access to athletics and events at their El Dorado Union High School District school of residence. Above all, PCA fosters a safe and supportive learning environment where all students are accepted and valued.

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.

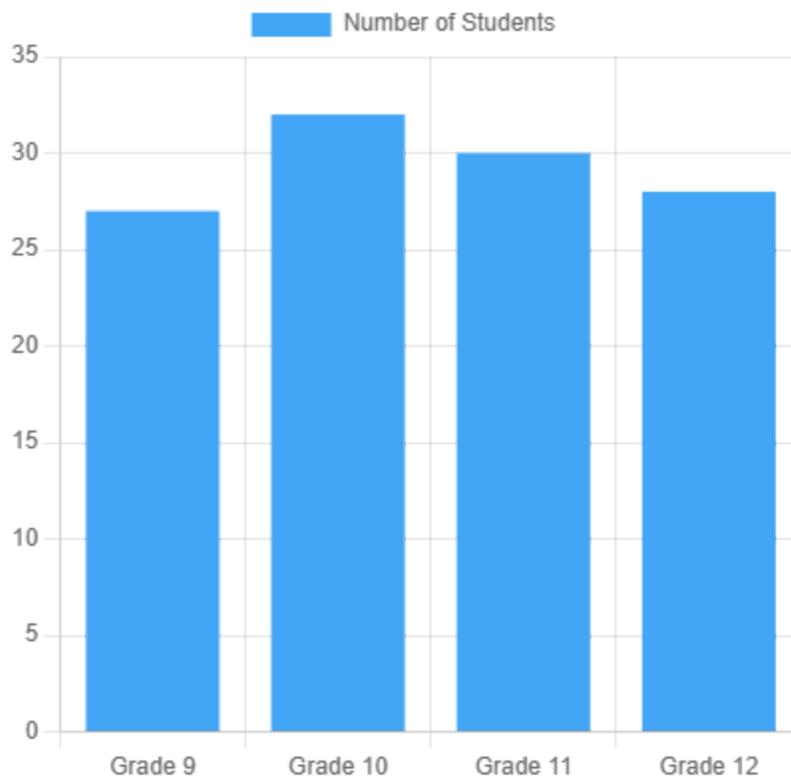
Vision:

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.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	27
Grade 10	32
Grade 11	30
Grade 12	28
Total Enrollment	117



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	71.00%
Male	45.00%
Non-Binary	1.00%
American Indian or Alaska Native	5.00%
Asian	5.00%
Black or African American	0.00%
Filipino	1.00%
Hispanic or Latino	21.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.00%
White	78.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.00%
Foster Youth	0.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disadvantaged	26.00%
Students with Disabilities	23.00%

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 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%
Total Teaching Positions	4.70	100.00%	288.30	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	4.40	77.55%	258.00	88.72%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.96%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.10	2.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	22.45%	14.60	5.02%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	9.20	3.17%	14303.80	5.15%
Total Teaching Positions	5.70	100.00%	290.90	100.00%	277698.00	100.00%

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.

Teacher Preparation and Placement (School Year 2023–24)

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)	3.30	69.75%	242.50	84.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.10	0.42%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	8.90	3.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	25.51%	15.40	5.41%	12112.80	4.34%
Unknown/Incomplete/NA	0.20	4.32%	17.40	6.10%	13705.80	4.91%
Total Teaching Positions	4.80	100.00%	285.50	100.00%	278927.10	100.00%

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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.00	1.3	1.20
Total Out-of-Field Teachers	1.00	1.3	1.20

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.8%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1/Adv. English 1: Collections-Grade 9, Houghton Mifflin Harcourt, 2015, CC (6/10/2014 Board Adopted)</p> <p>English 2/Adv. 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 (5/14/2013 Board Adopted)</p> <p>English 4: Contemporary Literature - Approved Novels (05/14/2013 Board Approved)</p>	0
Mathematics	<p>Algebra 1: Reveal Algebra 1, McGraw Hill, 2020 (4/11/2023 Board Adopted)</p> <p>Geometry: Geometry, McGraw Hill, 2022, (5/17/2022 Board Adopted)</p> <p>Algebra 2/Advanced Algebra 2: Reveal Algebra 2, McGraw Hill, 2020, CA Edition (5/14/2024 Board Adopted)</p> <p>Pre-Calculus: Pre-Calculus, Pearson, 2013, 6th Edition (5/14/2013 Board Adopted)</p>	0
Science	<p>Biology: Inspire Biology, McGraw Hill, 2020 (6/13/2023 Board Adopted)</p> <p>Environmental Science: Environmental Science: Sustaining Your World, Cengage, 2017 (05/12/2020 Board Adopted)</p> <p>Chemistry: Inspire Chemistry, McGraw Hill, 2020 (5/17/2022 Board Adopted)</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Physics: Pearson Physics, Pearson, 2014, (05/09/2017 Board Adopted)	
History-Social Science	<p>World History: History Alive! World Connection, TCI, 2020, (5/13/2025 Board Adopted)</p> <p>U.S. History/Geography: United States History, TCI, 2024, (5/13/2025 Board Adopted)</p> <p>American Government: Government Alive? Power, Politics, and You, Teachers' Curriculum Institute, 2014, (12/08/2015 Board Adopted)</p> <p>Economics: TCI Econ Alive! The Power to Choose, TCI, 2020, (5/14/2024 Board Adopted)</p> <p>Psychology: Thinking About Psychology, Bedford, Freeman and Worth, 2019 (6/08/2021 Board Adopted)</p>	0
Foreign Language		0
Health	Glencoe Health, McGraw Hill, 2022 (5/14/2024 Board Adopted)	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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, 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.

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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: November 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	83%	72%	65%	69%	47%	48%
Mathematics (grades 3-8 and 11)	52%	34%	45%	47%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67%	3.33%	72.41%
Female	17	17	100.00%	0.00%	76.47%
Male	13	12	92.31%	7.69%	66.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	24	23	95.83%	4.17%	78.26%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67%	3.33%	34.48%
Female	17	17	100.00%	0.00%	29.41%
Male	13	12	92.31%	7.69%	41.67%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	24	23	95.83%	4.17%	39.13%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%

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

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	55.32%	46.00%	41.50%	48.66%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00%	0.00%	46.00%
Female	27	27	100.00%	0.00%	33.33%
Male	22	22	100.00%	0.00%	59.09%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	37	37	100.00%	0.00%	45.95%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
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.

Career Technical Education (CTE) Programs (School Year 2024–25)

The EDUHSD Pacific Crest Academy helps support two CTE pathways on our campus, the Regional Occupation Program (ROP) Cosmetology program and the ROP Dental program. In addition, Pacific Crest Academy students may enroll in any of the following ROP courses offered: Animal Health, Health Careers, Culinary Arts, Law Enforcement, Fire Control Technician, Metal Fabrication, Diesel Engine and Auto Engine. Students also partake in a variety of CTE courses at other comprehensive high schools throughout the district.

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.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	4.5%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.5%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	98.29%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	55.56%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	75%	75%	75%	75%	75%

Note: The administration of the PFT requires only participation results 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.

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 2025–26)

Parent involvement is strongly encouraged at Pacific Crest Academy. 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 quarterly. 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. 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 and part-time Guidance Counselor are available to meet and offer 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):

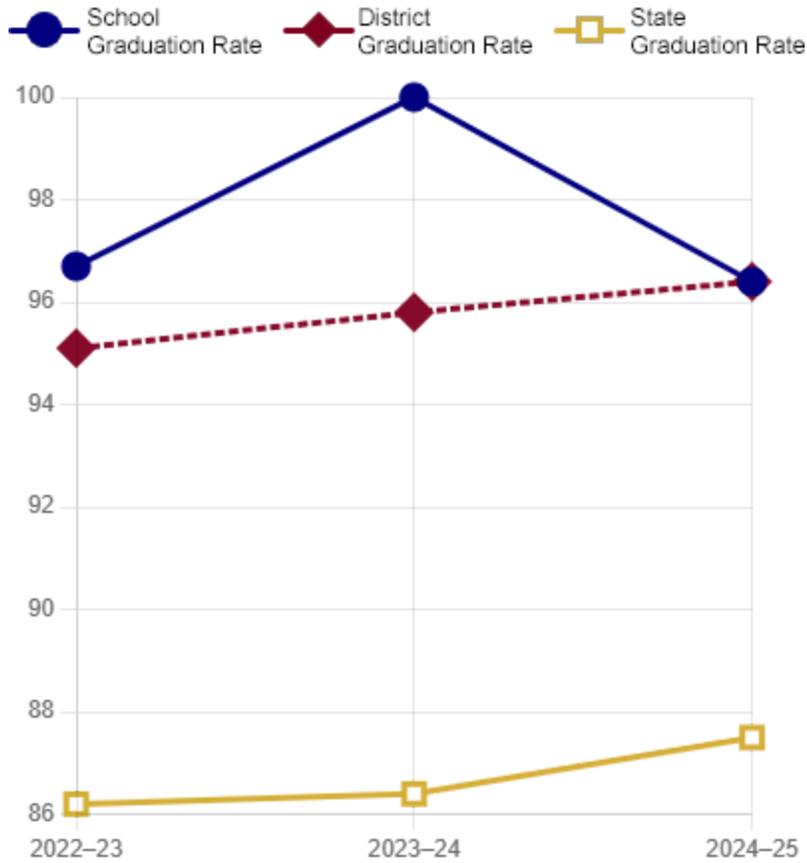
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

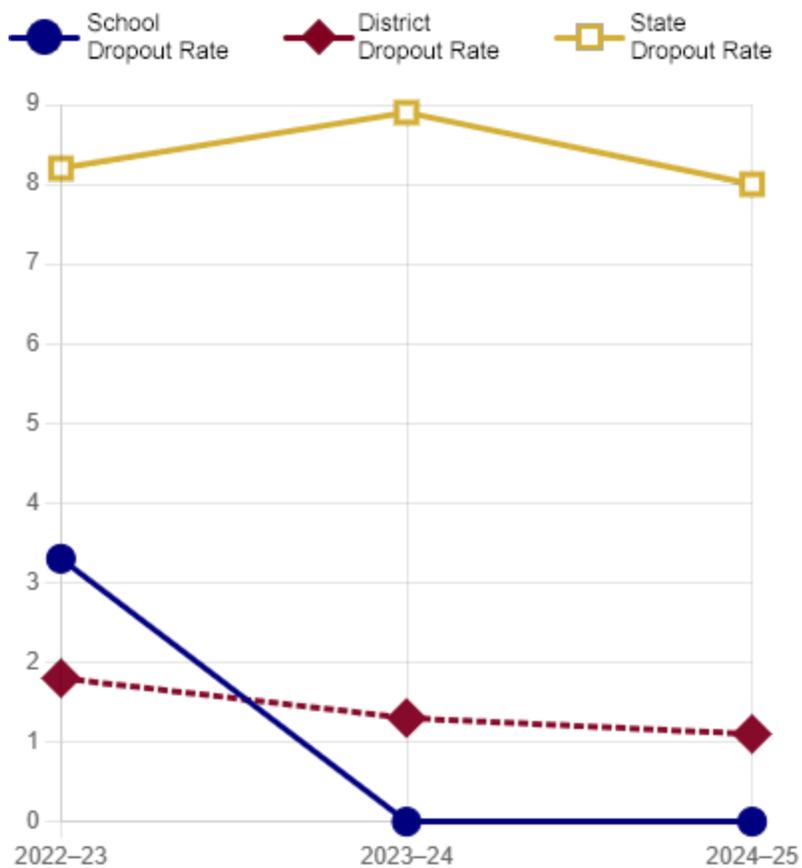
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	96.7%	100.0%	96.4%	95.1%	95.8%	96.4%	86.2%	86.4%	87.5%
Dropout Rate	3.3%	0.0%	0.0%	1.8%	1.3%	1.1%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	28	27	96.4%
Female	16	16	100.0%
Male	11	10	90.9%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
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	17	16	94.1%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
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.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	128	122	6	4.9%
Female	75	72	2	2.8%
Male	52	49	4	8.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	3	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	86	83	2	2.4%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	32	30	2	6.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	25	3	12.0%

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.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.78%	5.56%	0.00%	4.78%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.19%	0.18%	0.18%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78%	0.00%
Female	1.33%	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	1.16%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.13%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.70%	0.00%

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.

School Safety Plan (School Year 2025–26)

The Pacific Crest Academy takes a comprehensive approach to safety on its campus. The school safety plan is reviewed 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 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 has support from the campus monitors at neighboring Union Mine High School. 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 safety of its campus, students and staff.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	3	1	
Mathematics	15.00	2	1	
Science	22.00	1	1	
Social Science	15.00	3	3	

* 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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	3	1	
Mathematics	11.00	5	1	
Science	18.00	1	2	
Social Science	11.00	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	166.67

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20655.00	\$5437.00	\$15218.00	\$98917.00
District	N/A	N/A	\$16222.00	\$99463.00
Percent Difference – School Site and District	N/A	N/A	27.00%	-1.00%
State	N/A	N/A	\$11146.18	\$113595.00
Percent Difference – School Site and State	N/A	N/A	36.53%	-21.00%

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

Types of Services Funded (Fiscal Year 2024–25)

For the 2024-25 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. 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 classes in Communications, Music, Spanish, and others. These courses are taken on PCA’s campus with 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 needed. We currently have student technology devices on our campus to meet the educational needs of all students. We continue to implement Google Apps for Education, Aleks, No Red Ink, online textbooks and curriculum,

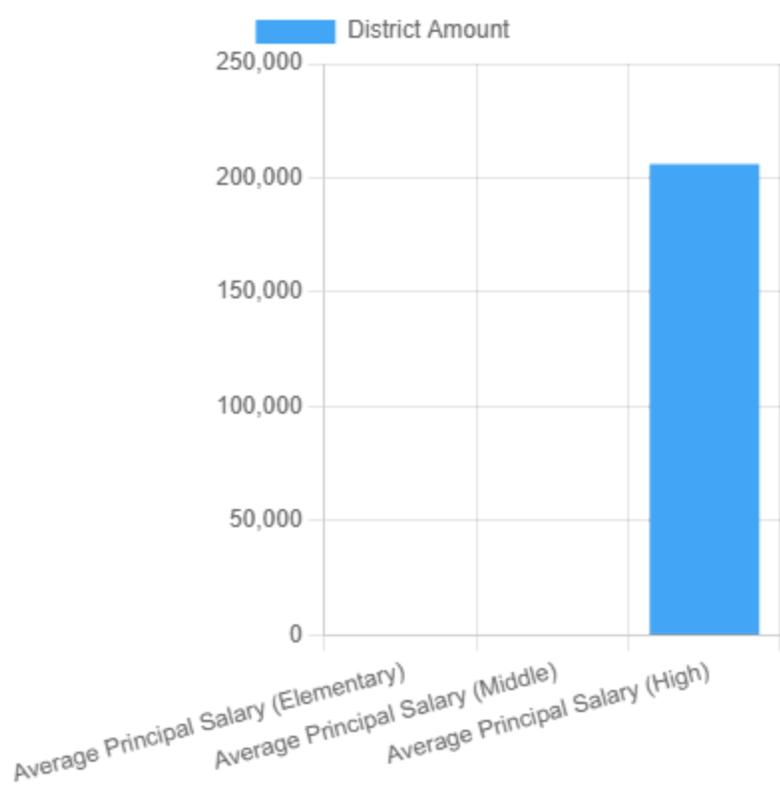
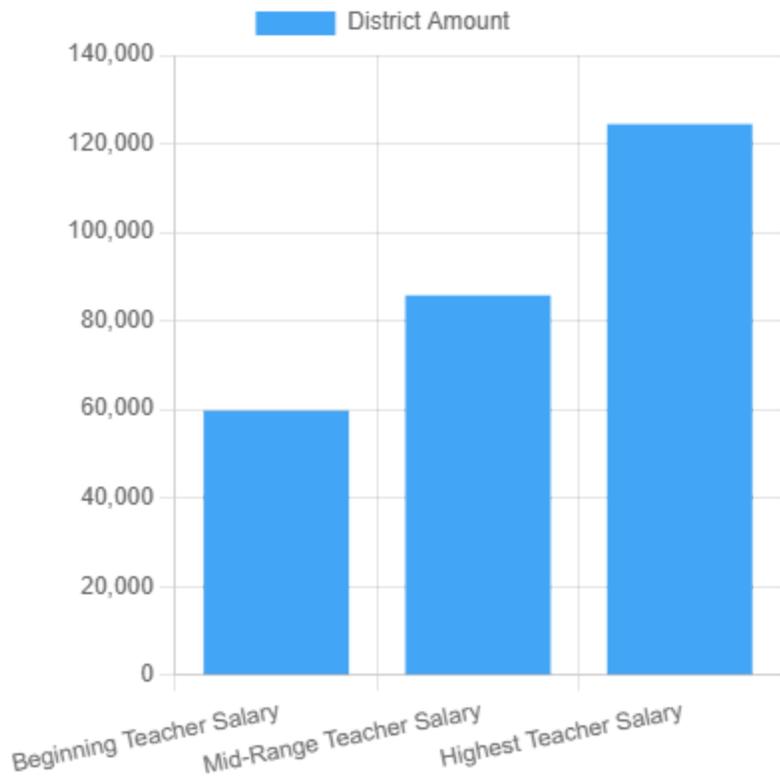
supplemental resources and adaptive online computer software to help with online instructional strategies, intervention and remediation. Canvas is our learning management system that allows students and parents the ability to see not only work assigned but work submitted as well.

APEX - Pacific Crest Academy understands that students learn in a variety of ways. We used the APEX curriculum as the foundation for some 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.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59731.00	\$67237.98
Mid-Range Teacher Salary	\$85772.00	\$106841.05
Highest Teacher Salary	\$124439.00	\$136880.99
Average Principal Salary (Elementary)	\$0.00	--
Average Principal Salary (Middle)	\$0.00	\$167233.29
Average Principal Salary (High)	\$206051.00	\$193950.22
Superintendent Salary	\$330447.00	\$314303.88
Percent of Budget for Teacher Salaries	28.17%	29.51%
Percent of Budget for Administrative Salaries	5.61%	4.87%

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



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses** 0 %

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

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10