

Provisional Accelerated Learning Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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/fq/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).

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.

Dwaine Radden Sr., Executive Director

 Principal, Provisional Accelerated Learning Academy

About Our School

Greetings and welcome to PAL Charter Academy, the home of the Bulls! Our school is dedicated to our students and the community by providing a well-rounded education. We are the first charter school approved through San Bernardino City Unified and we strive to always be the best. We are a unique charter school that provides many opportunities for our students to succeed. We have partners all over the county that provide a world-class education for our students. We encourage you to visit our campuses to see all the great things we do!

We have two great campuses that service the San Bernardino community. Our Muscoy Campus is led by Mrs. Kim Hawkins and our San Bernardino campus is led by Mr. Jose Luis Estrada.

Contact

*Provisional Accelerated Learning Academy
2450 Blake St.
San Bernardino, CA 92407-6104*

*Phone: 909-887-7002
Email: dradden@palcenter.org*

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | San Bernardino City Unified |
| Phone Number | (909) 381-1100 |
| Superintendent | Dale Marsden |
| Email Address | dale.marsden@sbcusd.k12.ca.us |
| Website | http://www.sbcusd.com |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Provisional Accelerated Learning Academy |
| Street | 2450 Blake St. |
| City, State, Zip | San Bernardino, Ca, 92407-6104 |
| Phone Number | 909-887-7002 |
| Principal | Dwayne Radden Sr., Executive Director |
| Email Address | dradden@palcenter.org |
| Website | www.palcenter.org |
| County-District-School (CDS) Code | 36678763630993 |

Last updated: 2/13/2020

School Description and Mission Statement (School Year 2019—20)

The Provisional Accelerated Learning (PAL) Center is operated by Provisional Educational Services, Incorporated, a non-profit tax-exempt 501 (c)(3) entity that was incorporated in California in December 1984. The community-based PAL Center was established to compliment the activities of the structured educational system and provides education and employment services in a non-threatening environment that is easily accessible to residents.

Populations Served

The PAL Center has historically served a culturally-diverse-at-risk populations with great success. Participants have ranged in age from two to forty-five years old. Free services are available to persons who qualify for government funded programs. Research shows that the dropout, at-risk populations have the highest unemployment and crime rate, and comprise the largest percentage of welfare recipients.

Dr. Mildred Dalton Henry, Retired CEO and Founder, has left her vision and mission for staff to strive to positively influence youth to remain in school, obtain viable employment, and become productive citizens.

The Mission of the Provisional Accelerated Learning Academy is to ensure that all students acquire the academic, vocational, thinking skills, and essential tools to become responsible, contributing members of our multi-ethnic, democratic society.

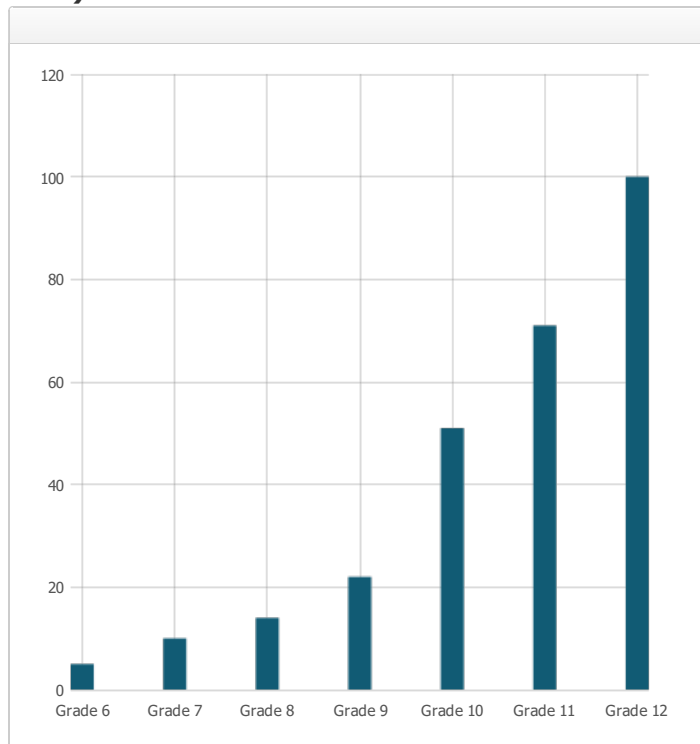
The school's Vision drives curricular decisions, instructional improvement efforts, and program development. The vision focuses on raising expectations for student learning through the implementation of powerful teaching strategies, as indicated by current educational research. Access to a variety of programs provides all students with ample opportunities to participate in a rigorous, standards-based curriculum.

The Purpose of the PAL Charter Academy is to provide quality education to a widely diverse population using varied strategies of instruction and to develop academic excellence and 21st Century leadership skills for a community of successful learners. This high-quality education will be achieved by students attaining the goals and proficiency as set forth in the California Department of Education Content Standards, the Common Core State Standards, and the PAL Charter Academy Expected School-Wide Learning Results.

Last updated: 2/13/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 5 |
| Grade 7 | 10 |
| Grade 8 | 14 |
| Grade 9 | 22 |
| Grade 10 | 51 |
| Grade 11 | 71 |
| Grade 12 | 100 |
| Total Enrollment | 273 |



Last updated: 2/7/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 13.60 % |
| American Indian or Alaska Native | 0.40 % |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 72.50 % |
| Native Hawaiian or Pacific Islander | 0.40 % |
| White | 2.20 % |
| Two or More Races | % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 95.20 % |
| English Learners | 29.70 % |
| Students with Disabilities | 7.00 % |
| Foster Youth | % |
| Homeless | 2.90 % |

A. Conditions of Learning

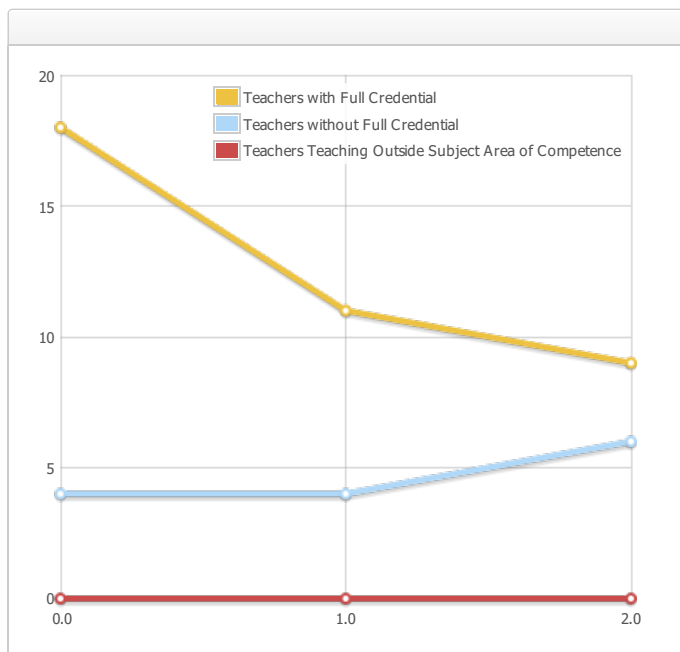
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

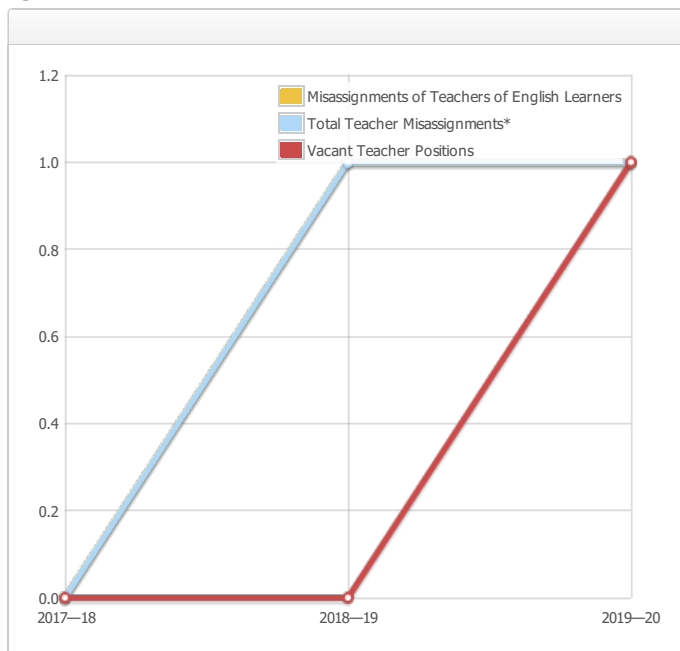
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 18 | 11 | 9 | |
| Without Full Credential | 4 | 4 | 6 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 2/7/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 1 | 1 |
| Total Teacher Misassignments* | 0 | 1 | 1 |
| Vacant Teacher Positions | 0 | 0 | 1 |



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: 2/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom. | Yes | 0.00 % |
| Mathematics | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom. | Yes | 0.00 % |
| Science | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom, labs, lab/testing equipment. | Yes | 0.00 % |
| History-Social Science | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom. | Yes | 0.00 % |
| Foreign Language | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom. | Yes | 0.00 % |
| Health | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom. | Yes | 0.00 % |
| Visual and Performing Arts | Edmentum, Chromebooks, trutouch display boards, projectors, supplemental materials, internet research, Google classroom, music equipment, audio-visual equipment. | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 2/7/2020

School Facility Conditions and Planned Improvements

We take great pride and efforts to guarantee all students are safe on school grounds before, during, and after school. Our facility has sufficient classroom, recreational, and staff spaces to support teaching and learning. The general condition of the school exceeds standards and is cleaned on a regular basis. To assist in the efforts of maintaining such facilities, we use a facility survey instrument developed by the State of California OPSC.

Our maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. While our custodial staff maintains a daily cleaning schedule to ensure our campuses remain clean and in excellent condition.

We have completed a Prop 39 campus upgrade that made our campus clean energy efficient. The upgrades included energy efficient lighting and H/Vac improvements.

We currently have plans to install more sufficient facilities to facilitate recreation such as football and soccer fields, as well as a gymnasium.

Last updated: 2/13/2020

School Facility Good Repair Status

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

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | <ul style="list-style-type: none"> - We conduct weekly inspections - No Gas on campus, no leaks - We have maintenance staff available on site - HVAC, All are working effectively. - No Sewer issues |
| Interior: Interior Surfaces | Good | <ul style="list-style-type: none"> - Walls are free of hazards from tears and holes. - Flooring is free of hazards from torn carpeting, missing floor tiles, holes. - Ceiling is free of hazards from missing ceiling tiles and holes. When these issues occur, they are fix immediately by maintenance staff. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | <ul style="list-style-type: none"> - Daily cleaning crew - Area(s) evaluated is free of accumulated refuse, dirt, and grime. - Area(s) evaluated is free of unabated graffiti. - Restrooms, drinking fountains, and all areas appear to have been cleaned each day that school is in session. - Bi-Monthly exterminator to insects and maintains preventive care |
| Electrical: Electrical | Good | <ul style="list-style-type: none"> - Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | <p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:</p> <ol style="list-style-type: none"> a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational. c. Restrooms are stocked with toilet paper, soap, and paper towels. d. Restrooms are open during school hours. e. Drinking fountains are accessible. f. Water pressure is adequate. g. No Leaks or Mold |
| Safety: Fire Safety, Hazardous Materials | Good | <ul style="list-style-type: none"> - Passed annual fire inspection, Any findings corrected immediately. - Emergency alarms are present and well functioning - Emergency exit signs function as designed, exits are unobstructed - Fire extinguishers are current and placed in all required areas. Monthly and Annually inspected. - Fire alarms pull stations are clearly visible. |

| | | |
|--|------|--|
| Structural: Structural Damage, Roofs | Good | <ul style="list-style-type: none"> - There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following: - Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. - Drains cleaned monthly |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | No repair needed |

Overall Facility Rate

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

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

Last updated: 2/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 7.0% | 9.0% | 39.0% | 40.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 2.0% | 1.0% | 25.0% | 27.0% | 38.0% | 39.0% |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 2/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 127 | 86 | 67.72% | 32.28% | 9.30% |
| Male | 56 | 40 | 71.43% | 28.57% | 12.50% |
| Female | 71 | 46 | 64.79% | 35.21% | 6.52% |
| Black or African American | 20 | 11 | 55.00% | 45.00% | 18.18% |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 85 | 61 | 71.76% | 28.24% | 8.20% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 120 | 81 | 67.50% | 32.50% | 9.88% |
| English Learners | 38 | 31 | 81.58% | 18.42% | 3.23% |
| Students with Disabilities | -- | -- | -- | -- | |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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: 2/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 127 | 81 | 63.78% | 36.22% | 1.23% |
| Male | 56 | 38 | 67.86% | 32.14% | 0.00% |
| Female | 71 | 43 | 60.56% | 39.44% | 2.33% |
| Black or African American | 20 | 12 | 60.00% | 40.00% | 0.00% |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 85 | 56 | 65.88% | 34.12% | 1.79% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 120 | 78 | 65.00% | 35.00% | 1.28% |
| English Learners | 38 | 30 | 78.95% | 21.05% | 0.00% |
| Students with Disabilities | -- | -- | -- | -- | |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | -- | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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: 2/7/2020

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 2017—18 | School 2018—19 | District 2017—18 | District 2018—19 | State 2017—18 | State 2018—19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 2/7/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Provisional Accelerated Learning Academy, through partnerships with local businesses and our local community college, is creating CTE courses in regional industry sectors as identified by the State of California and our Community College Districts. Each CTE course will address the current job market and be a part of a sequence of courses (Career Pathways) to create a pipeline for our students to go from high school to post-secondary programs. The following programs are geared for our students to get technical skills for after graduation: construction, video production, computers and technology, arts and media.

Last updated: 2/13/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 163 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0.00% |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0.00% |

Last updated: 2/7/2020

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission | 89.38% |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00% |

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 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
|-------------|--|--|---|

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 2/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Opportunities for parental involvement are listed below .

Back to School Night

Open House

Tea with the Team

Coffee with the CEO

PAL's Food Bank

Field Trips

Sporting Events

Board Meetings

The contact information pertaining to organized opportunities for parent involvement are listed below .

Website

Flyers

Parentsquare

Voice Calls

Emails

Text Messages

Advertisement

Radio

Newspaper

State Priority: Pupil Engagement

Last updated: 2/13/2020

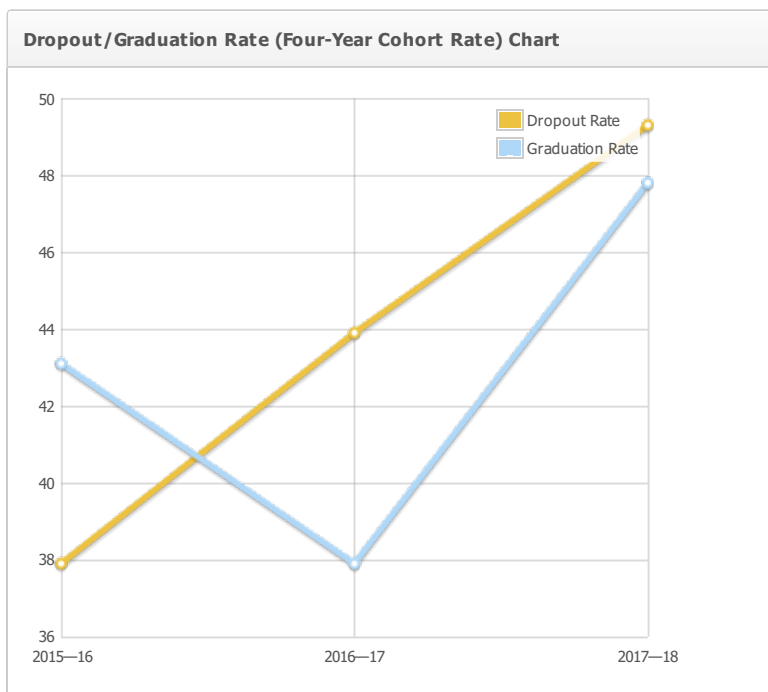
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School 2015–16 | District 2015–16 | State 2015–16 |
|-----------------|----------------|------------------|---------------|
| Dropout Rate | 37.90% | 9.10% | 9.70% |
| Graduation Rate | 43.10% | 86.20% | 83.80% |

| Indicator | School 2016–17 | School 2017–18 | District 2016–17 | District 2017–18 | State 2016–17 | State 2017–18 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate | 43.90% | 49.30% | 10.20% | 10.90% | 9.10% | 9.60% |
| Graduation Rate | 37.90% | 47.80% | 82.10% | 82.20% | 82.70% | 83.00% |



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/7/2020

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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.00% | 0.00% | 0.00% | 5.60% | 5.00% | 5.40% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.20% | 0.10% | 0.10% | 0.10% | 0.10% | 0.10% |

Last updated: 2/7/2020

School Safety Plan (School Year 2019—20)

School Safety Plan

Date of Last Update: Dec. 13, 2019.

Date Last Reviewed with Board/Faculty: January 23, 2020.

Provisional Accelerated Learning Academy is a closed campus. All visitors are screened by the campus security team, using the Raptor service, and must register in the Student Services office and wear an identifying badge. In addition to reviewing and updating our Comprehensive School Safety Plan annually, site administrators lead scheduled drills such as fire, earthquakes, Shelter-in-Place, and lockdowns, to prepare students and staff to respond to potential emergencies. The school safety plan has been updated for the current school year to address the following key areas, based on our authorizing district, Office of Safety and Emergency Management, training: preparedness, mitigation and prevention, response and recovery and following Standard Emergency Management System protocol and procedures.

Last updated: 2/13/2020

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 (2016—17)

| 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 (2017—18)

| 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 (2018—19)

| 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 2016—17)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 8.00 | 23 | | 0 |
| Mathematics | 7.00 | 7 | | 0 |
| Science | 7.00 | 8 | | 0 |
| Social Science | 8.00 | 11 | | 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 2017—18)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 9.00 | 29 | 1 | |
| Mathematics | 7.00 | 23 | 1 | |
| Science | 7.00 | 18 | 1 | |
| Social Science | 8.00 | 21 | | |

* 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 2018—19)

| Subject | Average Class Size | Number of Classes * 1-22 | Number of Classes * 23-32 | Number of Classes * 33+ |
|----------------|---------------------------|---|--|--|
| English | 7.00 | 31 | 2 | 0 |
| Mathematics | 6.00 | 26 | | 0 |
| Science | 7.00 | 13 | | 0 |
| Social Science | 7.00 | 15 | 1 | 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: 2/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 2 |

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

**Average Number of Pupils per Counselor

Last updated: 2/7/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.00 |
| Other | |

*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: 2/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12623.00 | \$2118.00 | \$10506.00 | \$45000.00 |
| District | N/A | N/A | -- | \$85252.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7506.64 | \$82403.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 2/7/2020

Types of Services Funded (Fiscal Year 2018—19)

Extracurricular & Enrichment Activities

PAL students have programs outside of their academic classes that support personal development, physical fitness and/or academic enrichment, General activities that our students can participate in include school clubs, college and career prep courses, performing arts programs, and CIF interscholastic athletic programs.

Specific programs are:

Student Advisory Team (SAT)

High School Student Scholar-Athlete program. (Football, Basketball, Volleyball, and Soccer)

Associated Student Body. (ASB)

Journalism club.

AVID.

Explorer Program.

Color Guard.

Work-Study program.

Mock TrLife Skills Mentoring program.

Field Trips.

Career and College Fairs/Trips

Arts and Media program.

TACT -Middle school after school program (Today's Achiever's Creating Tomorrow).

Middle school sports program.

Life Skills Mentoring program.

Filed Trips.

Career and College Fairs/Trips.

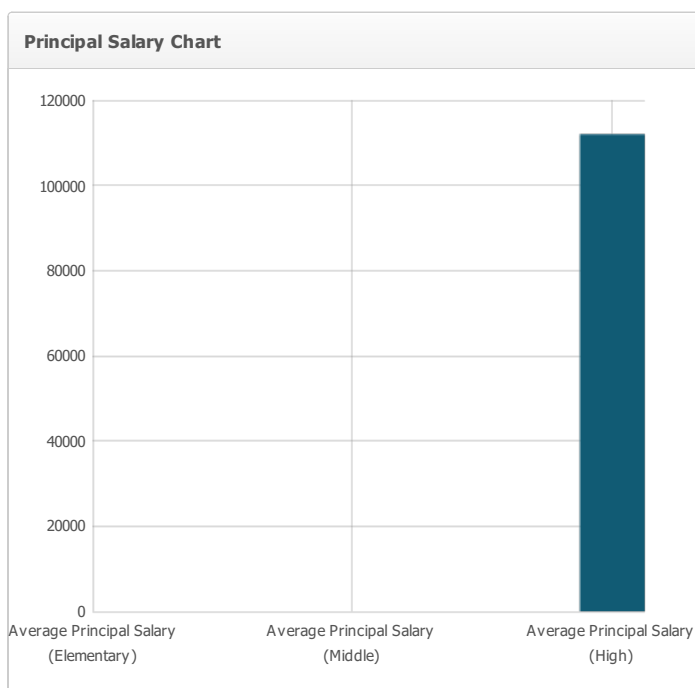
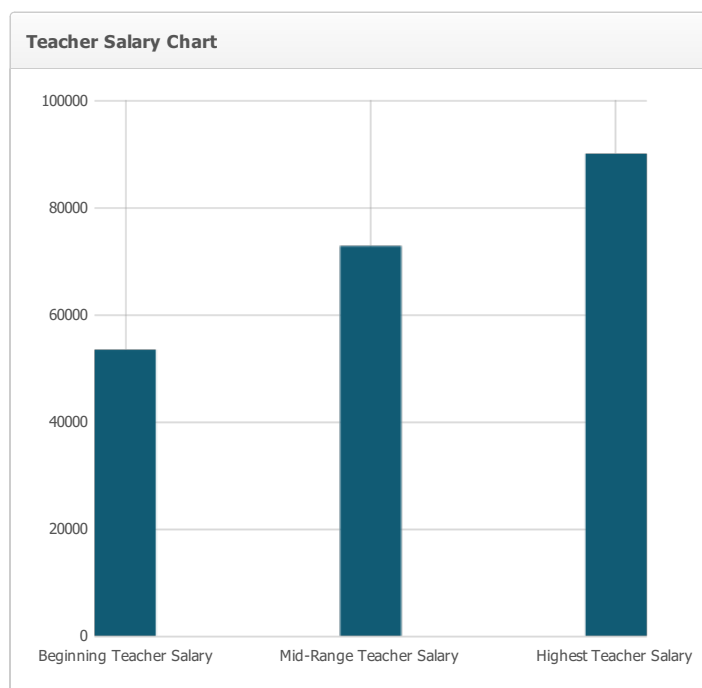
Arts and Media program.

Last updated: 2/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53,417 | \$48,612 |
| Mid-Range Teacher Salary | \$72,780 | \$74,676 |
| Highest Teacher Salary | \$90,000 | \$99,791 |
| Average Principal Salary (Elementary) | -- | \$125,830 |
| Average Principal Salary (Middle) | -- | \$131,167 |
| Average Principal Salary (High) | \$112,000 | \$144,822 |
| Superintendent Salary | -- | \$275,796 |
| Percent of Budget for Teacher Salaries | 33.00% | 34.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

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



Last updated: 2/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

| 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 | 0.00% |

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

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

Last updated: 2/7/2020

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 15 |