California Department of
EDUCATION

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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.

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!

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 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	San Bernardino City Unified
Phone Number	(909) 381-1100
Superintendent	Harold Vollkommer
Email Address	harold.vollkommer@sbcusd.k12.ca.us
Website	http://www.sbcusd.com

School Contact Information (School Year 2020–2021)

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

Last updated: 1/28/2021

School Description and Mission Statement (School Year 2020–2021)

Provisional Educational Services, Incorporated, (PESI) is a non-profit tax-exempt educational institution formed in 1984 to offer a variety of educational programs and employment services through the Provisional Accelerated Learning (PAL) Center located at 2450 W. Blake Street in San Bernardino, California.

Our Mission Statement:

Provisional Educational Services, Incorporated is committed to providing quality, comprehensive, educational services, with an emphasis on individuality, cultural diversity, and an appreciation for tolerance. These services are provided through the Provisional Accelerated Learning (PAL) Center, a community-based organization, in a non-threatening environment that is easily accessible to residents.

The overarching mission of the PAL Center is to "Reach Out" and help those who need a "hand up."

The Vision

The PAL Center seeks to improve the quality of students' lives by "connecting the dots" between students, parents, educators, and the community. The goal is to produce an educational environment that nurtures, excites, and motivates students to learn and realize their potential as members of the global society.

A Dream in the Making

The PAL Center, "A Dream in the Making," was established to complement and bring comprehensive educational activities and services to the community in a non-threatening environment.

The original idea for the PAL Center rose from the ashes of the Dalton family's torched and burned cotton gin, general store, and family farm in Arkansas. The idea developed from a vision in 1984, through the years, to today's reality, and tomorrow's future.

Statistics show that the dropout population has the highest unemployment rate, the highest crime rate, and the largest percentage of welfare recipients. The PAL Center has specialized in advantaged populations who have overcome injustice, and numerous barriers, in order to succeed.

The mission reflects the unique needs of our diverse learning community, and clearly articulates what we feel students need to know and be able to do upon graduation from high school and during the learning process.

Featured on a 6:00pm Los Angeles Channel 2 newscast, the PAL Center has historically served culturally diverse, at-risk populations with great success. Our students keep pace with the ever-increasing literacy levels required to meet the challenges of daily living. The PAL Center is funded through grants, private donations, in-kind contributions, and volunteers in order to positively influence youth to remain in school, obtain viable employment, and become productive citizens.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	8	31	31	47	51	61	67	296
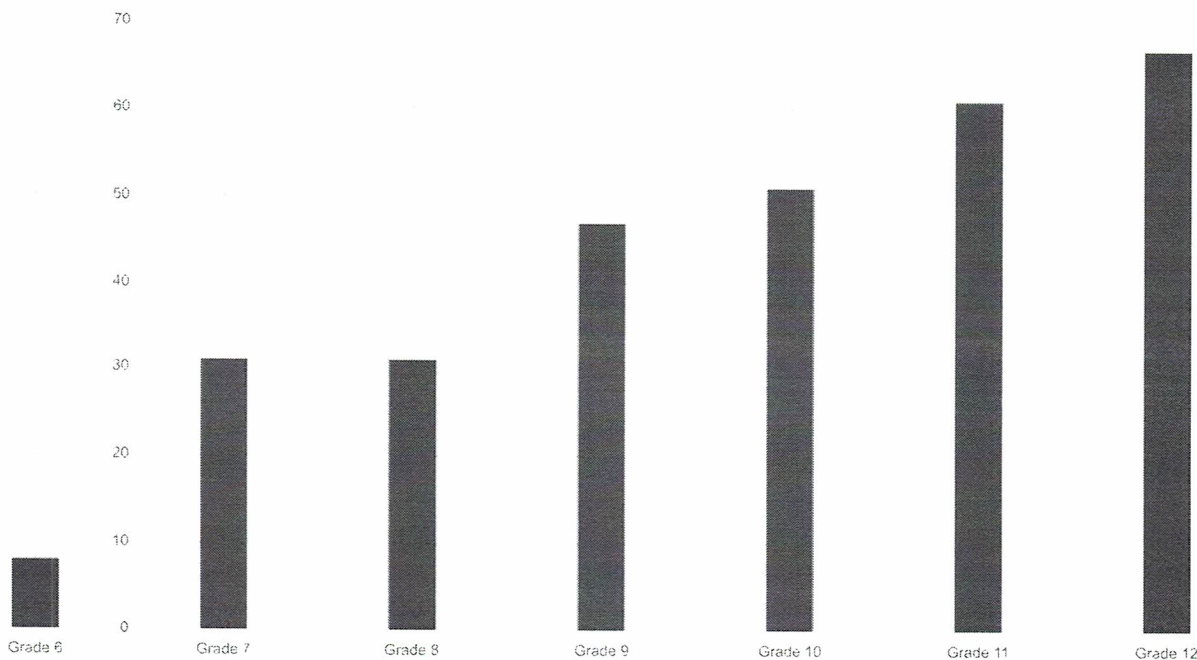
Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	16.60 %	0.60 %	0.00 %	0.00 %	65.70 %	0.30 %

| Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless
Percent of Total Enrollment	79.90 %	24.40 %	6.40 %	0.90 %	1.20 %

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	11	9	10	2497
Without Full Credential	4	6	5	79
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	25

Teachers with Full Credential
Teachers without Full Credential
Teachers Teaching Outside Subject Area of Competence
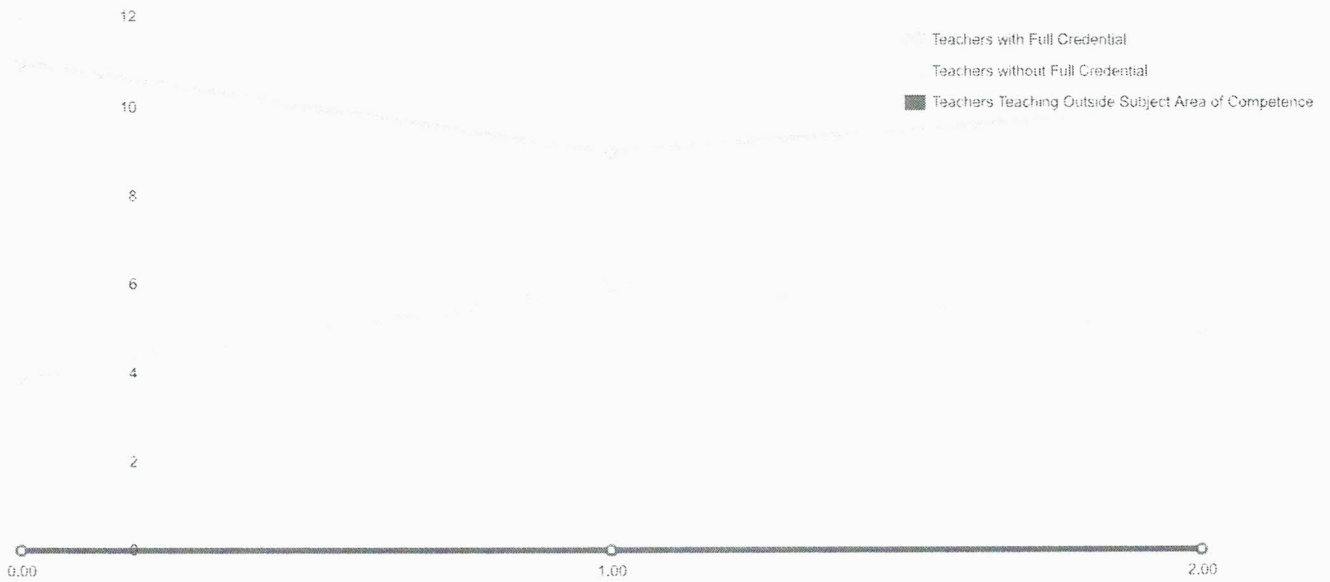
Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	1	0

Misassignments of Teachers of English Learners
Total Teacher Misassignments*
Vacant Teacher Positions
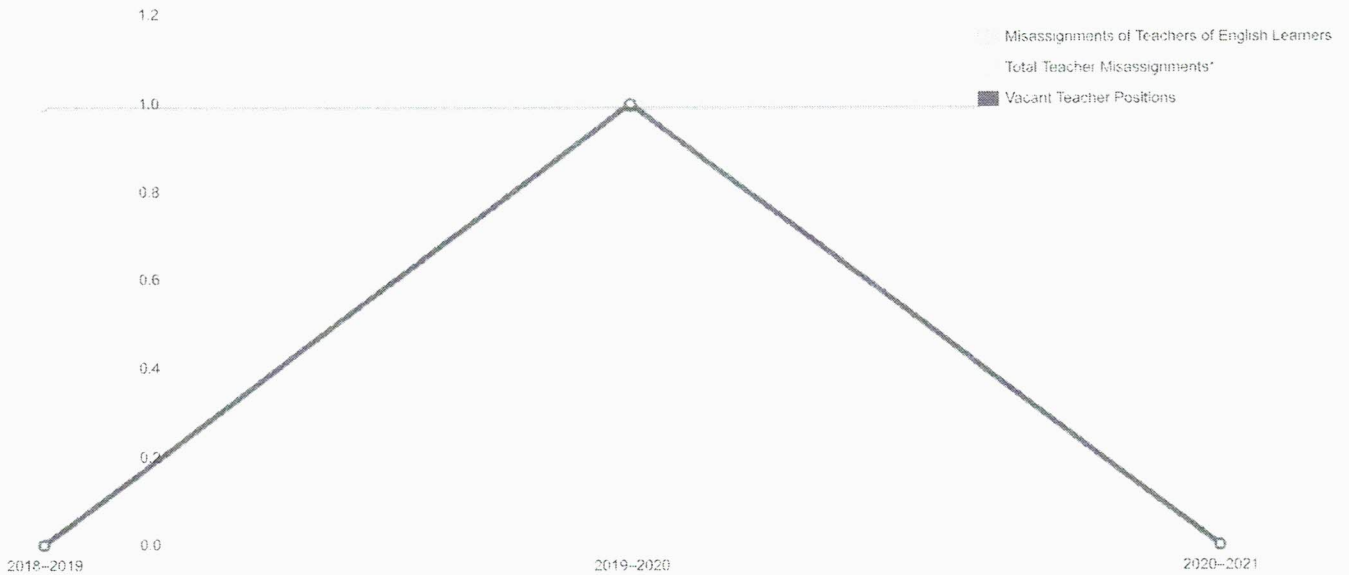
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

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.	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.	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: 1/27/2021

School Facility Conditions and Planned Improvements

We take great pride and effort 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 it 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: 1/27/2021

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: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	- 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	- 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	- 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 inspects and maintains preventive care
Electrical: Electrical	Good	- Outlets. access panels, switch plates. junction boxes and fixtures are properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	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: 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	- 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	- There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. - 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	- Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.

Overall Facility Rate

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

Overall Rating   Exemplary

Last updated: 1/27/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	N/A	40.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	1.0%	N/A	27.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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: 1/27/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic. Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic. Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	5	N/A	19	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group

Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/27/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Provisional Accelerated Learning Academy (PAL) through its ReadySetCTE pipeline to college and career program, provides comprehensive support in preparing all students for College and Career Readiness and to become Life Ready! PAL offers access to Career Technical Education Pathways within 15 recommended Industry Sectors: Advanced Manufacturing, Advanced Transportation/Logistics, Business and Entrepreneurship, Energy Construction and Utilities, Health, Retail, Hospitality, Tourism and Public Safety. PAL students can also attend dual enrollment classes with our local Community College. The career preparation path structure includes introductory courses where students learn basic industry background and an understanding of their chosen career field. These courses offer exposure to career options and opportunities. This path also includes technical and concentrator courses where students expand on what they have learned in introductory courses while deepening their knowledge of specific skills and content in chosen areas. Application and capstone courses encourage students to apply knowledge in real-world scenarios and interactive simulations while helping students to prepare for industry- recognized certification exams. As part of our programming, we also offer support with a variety of college and career development opportunities open to all ReadySetCTE students. These supports include: soft skills training, dual enrollment, mentoring, CTSO participation and competitions, job shadows and apprenticeships. The CTE pathways within the industry sectors prepare students for: micro-credentials and badges, stackable certificates, course certificate of completions, industry certifications and credentials, paid industry apprenticeships and school-to-work entry-level jobs. ReadySetCTE pathways are designed to help students to ACT by: Acquiring skills needed in today's workforce, Connecting learning to real-life experience, and Transitioning to career certification preparation or entry-level employment.

Last updated: 1/27/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	136
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: 1/27/2021

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	96.81%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/27/2021

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 2019–2020)

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
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/27/2021

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 2020–2021)

Despite the challenges brought on by the pandemic, parents can become involved in school activities in a number of ways. We are constantly contacting parents daily via phone calls, text messages, e-mails, letters, home visits, surveys, Parent Square, the school website, and posts on social media. Parents receive regular calendar invites that include times and dates of events. We hold virtual meetings and workshops including educational videos, back to school night, open house, tea with the team, coffee with the CEO, board meetings, virtual field trips, and guest speakers. Another way parents have been involved is through volunteer participation in our school's grab-and-go breakfast and lunch drive-by food program. Without the help of parent and community volunteers, such activities would not be possible.

Last updated: 1/27/2021

State Priority: Pupil Engagement

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

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

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
	5.00%	0.10%
District 2017–2018	5.40%	0.10%
District 2018–2019	3.50%	0.10%
	3.50%	0.10%
State 2017–2018		
State 2018–2019		

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.00%	0.00%
District 2019–2020	5.40%	0.10%
	2.50%	0.10%
State 2019–2020		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/27/2021

School Safety Plan (School Year 2020–2021)

The school's comprehensive safety plan was last annually reviewed, updated, and discussed on 1/18/2020. The key elements of the plan include the following: school procedures, assessment of school safety status, emergency procedures, incident command assignments, fire/earthquake/emergency/lockdown/armed intruder/shelter-in-place/bomb threat drill policy and procedures, and school policies such as: fight, flood, pandemic, and food and water contamination procedures, unhealthful air quality and heat plan, loss of utilities procedures, cold/inclement weather protocol, motor vehicle crash procedures, plane crash procedures, animal disturbance procedures, tear gas policy, possession of pepper spray, declaring an emergency procedures, sse of site as an evacuation center, notifying 911 and paramedics procedures, crisis counseling/team, buses and transportation, bicycles, skateboards, hoverboards, and other wheeled devices, student behavior policy, suspension and expulsion policy, causes for suspensions or expulsions, disorderly conduct, demonstration/walkout/civil unrest, policy for notifying teachers of dangerous students, anti-gang policy district policies – vandalism, theft, and graffiti, weapon-free campus policy, possession of weapons, possession of pepper spray, smoking and use of tobacco policy, alcohol and drug use policy, services of SBCUSD police department, student search policy, individual searches, student lockers/desks, use of metal detectors, anti-bullying policy, child abuse reporting procedures, child abuse prevention, child abuse reporting, discrimination and harassment policy, statement of policy, sexual harassment, examples of prohibited behavior: enforcement, no retaliation, complaints, notifications, crime reporting procedures, hate crime reporting procedures, missing child procedures, and school safety/maintenance reporting procedures.

Last updated: 1/27/2021

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 (2017–2018)

K	1	2	3	4	5	6	Other**
0.00	0.00	0.00	0.00	0.00	0.00	7.00	0.00
0	0	0	0	0	0	6	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

Grade Level

Average Class Size

Number of Classes *
1-20

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	0.00	0.00	0.00	0.00	0.00	0.00	9.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	6	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	0.00	0.00	0.00	0.00	0.00	0.00	8.00	0.00
Number of Classes * 1-20	0	0	0	0	0	0	6	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0
Number of Classes * 33+	0	0	0	0	0	0	0	0

* 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.

Last updated: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	9.00	7.00	7.00	8.00
Number of Classes * 1-22	29	23	18	21
Number of Classes * 23-32	1	1	1	1
Number of Classes * 33+	0	0	0	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 2018–2019)

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

* 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	8.00	9.00	10.00	8.00
Number of Classes * **1-22**	40	29	24	30
Number of Classes * **23-32**	2 0	2 0	1 0	1 0
Number of Classes * **33+**				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	148

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

Last updated: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
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	0.00

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13857.21	$2668.53	$11188.68	$44922.00
District	N/A	N/A	$9269.00	$86401.00
Percent Difference – School Site and District	N/A	N/A	121.00%	51.99%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	144.00%	54.10%

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

Types of Services Funded (Fiscal Year 2019–2020)

The types of programs and services available at the school that support and assist students are academic tutoring, advice and assistance in post-secondary course selection, assist students with information on financial aid programs, resources for locating public and private scholarships, individualized counseling for personal, career, and academic information, activities and instruction designed to acquaint students with career options, exposure to cultural events and academic programs, mentoring programs, providing mental health information and services for students who are homeless, in foster care, and those aging out of the foster care system. Supports are also provided such as AVID as well as enrichment opportunities for SPED and ELD students.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

| Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,417	$50,029
Mid-Range Teacher Salary	$82,780	$77,680
Highest Teacher Salary	$107,530	$102,143
Average Principal Salary (Elementary)	$131,399	$128,526
Average Principal Salary (Middle)	$141,977	$133,574
Average Principal Salary (High)	$157,429	$147,006
Superintendent Salary	$345,616	$284,736
Percent of Budget for Teacher Salaries	30.00%	33.00%
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/ .

Teacher Salary Chart

Principal Salary Chart

175000

150000

| Average Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High) |
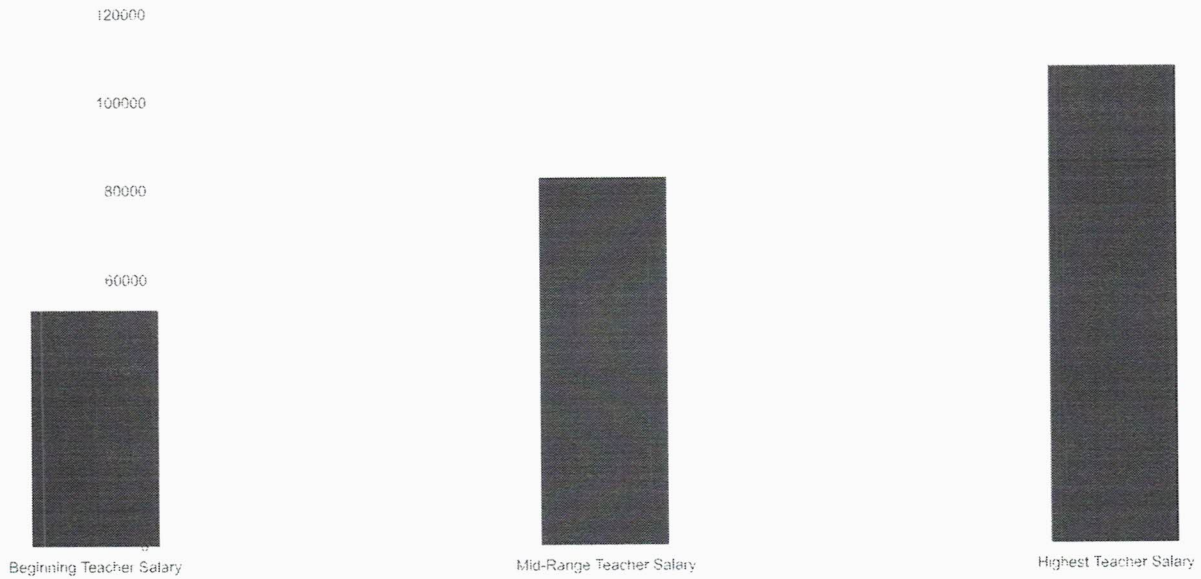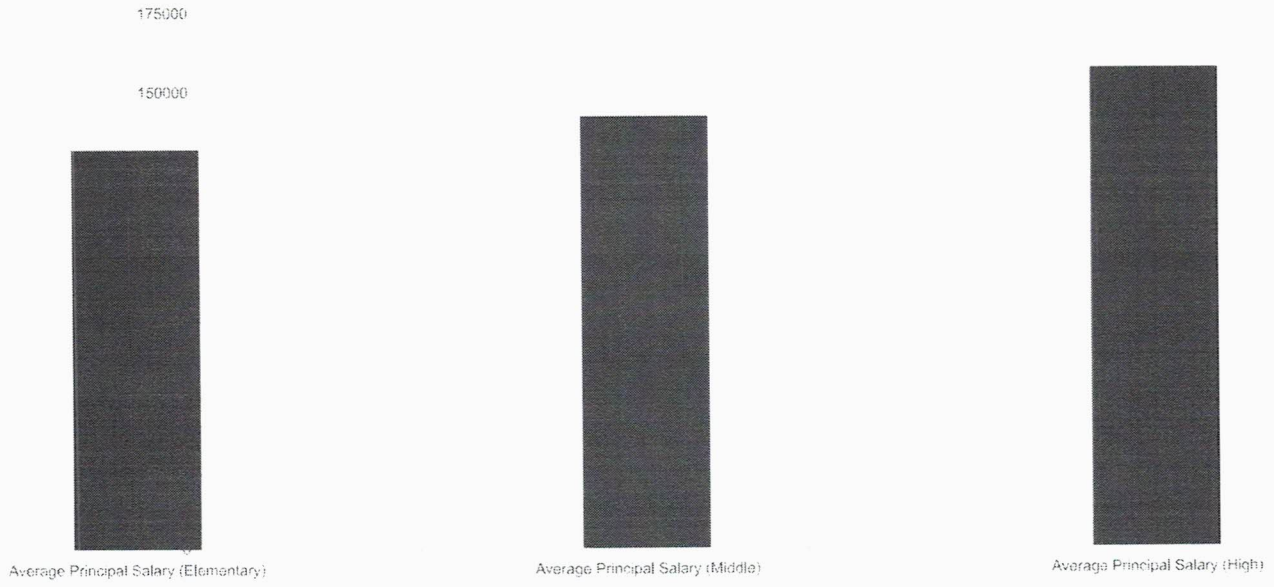
Last updated: 1/27/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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