

Provisional Accelerated Learning Academy

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	2450 Blake St. San Bernardino, CA, 92407-6104	Principal:	Dwaine Radden Sr., Executive Director
Phone:	(909) 887-7002	Grade Span:	6-12

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sar/>.
- 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.caschoolsdashboard.org/)) <https://www.caschoolsdashboard.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.

About This School

Dwaine Radden Sr., Executive Director

Principal, Provisional Accelerated Learning Academy

About Our School

Dwaine Radden Sr., Executive Director

Greetings and welcome to PAL Charter Academy, the home of the fighting 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 and an individualized approach 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

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name San Bernardino City Unified

Phone Number (909) 381-1100

Superintendent Ervin, Harry "Doc"

Email Address doc.ervin@sbcusd.k12.ca.us

Website www.sbcusd.com

School Contact Information (School Year 2021—2022)

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 <http://www.palcenter.org>

County-District-School (CDS) 36678763630993

Code

School Description and Mission Statement (School Year 2021—2022)

Provisional Educational Services, Incorporated (PES) 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 St. in San Bernardino, California.

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.'

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 a 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 down 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.

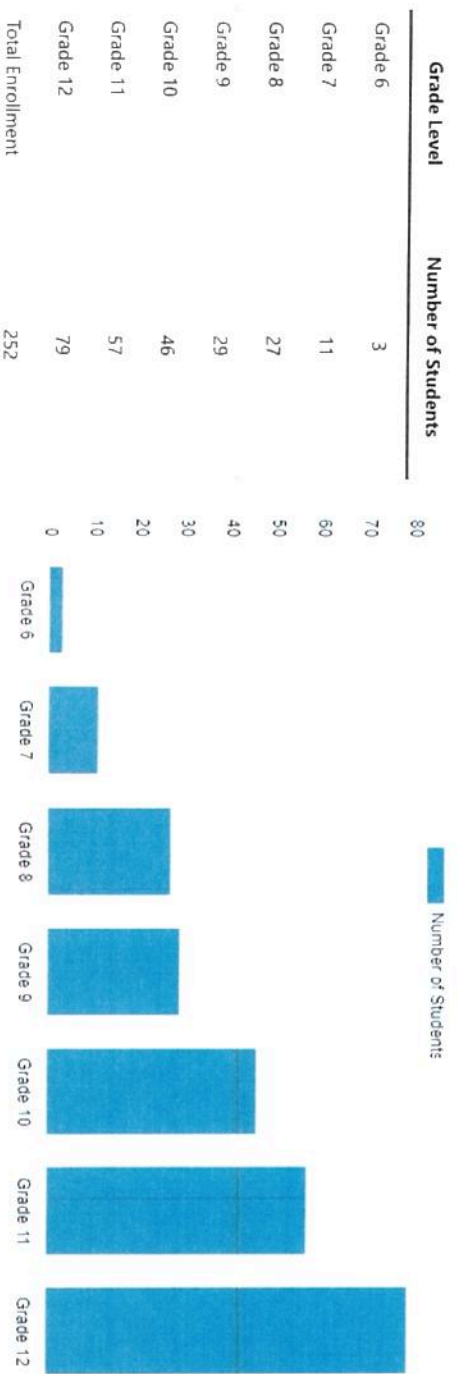
Statistics show that the dropout population has the highest unemployment rate, the highest crime rate, and the largest percentage of welfare recipients. The PAL Center has specialized in advantaged populations who have overcome injustice, and numerous barriers, in order to succeed.

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.

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.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.40%	English Learners	21.80%
Male	49.60%	Foster Youth	0.80%
Non-Binary	0.00%	Homeless	4.00%
American Indian or Alaska Native	0.80%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	92.10%
Black or African American	20.60%	Students with Disabilities	10.70%
Filipino	0.00%		
Hispanic or Latino	66.70%		
Native Hawaiian or Pacific Islander	0.80%		
Two or More Races	0.40%		
White	7.90%		

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School	School	District	District	State	State
	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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 2021—2022)

Year and month in which the data were collected: December 2021

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 and vendors, Google Classroom, etc...	Yes	0%
Mathematics	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
Science	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
History-Social Science	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
Foreign Language	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
Health	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
Visual and Performing Arts	Edmentum, Chromebooks, Trutouch display boards, projectors, supplemental materials, internet research and vendors, Google Classroom, etc...	Yes	0%
Science Lab Eqgmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/22

School Facility Conditions and Planned Improvements

We take great pride and effort to guarantee all students are safe on the 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 daily 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 upgraded our lighting and made improvements to our H/Vac, so that our campus is clean energy efficient. We are currently constructing a football and soccer field, and have plans to install a gymnasium.

Due to the pandemic, PAL Charter Academy implemented COVID Cleaning Days (C3) for high traffic areas like classrooms. On top of the already daily cleaning, Monday-Wednesday, custodial staff deep clean and disinfect these high traffic areas.

Last updated: 2/1/22

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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<ul style="list-style-type: none"> - Conduct weekly inspections. - No gas leaks. - Maintenance staff available on site. - H/Vac, all are working effectively. - Purchased air purifiers for offices and classrooms - Updated ventilation to help cut down on the spread of germs - 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, and holes. - Ceiling is free of hazards from missing ceiling tiles and holes. - When any issues occur, they are fixed immediately by maintenance staff.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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. - Daily cleaning and disinfecting of high traffic areas, while staff members self clean their own social distancing workspace. - 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 inspects and maintains for 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. - Edison Electric is performing upgrades to the surrounding areas. - We are acquiring an emergency generator in case of a power outage
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<ul style="list-style-type: none"> - Restrooms in the vicinity of campus are 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. <ol style="list-style-type: none"> a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational c. Restrooms are open during school hours. d. Drinking fountains are accessible. e. Water pressure is adequate. f. No leaks or mold. g. Water dispensers are available in every classroom.
Safety: Fire Safety, Hazardous Materials	Good	<ul style="list-style-type: none"> - Passed annual fire inspection. Any findings were corrected immediately. - Emergency alarms are present and well-functioning. - Emergency exit signs function as designed and exits are unobstructed. - Fire alarms pull stations are clearly visible. - Fire extinguishers received an annual inspection, are current, and have been placed in all required areas. Staff provides monthly and annual inspections.
Structural: Structural Damage, Roofs	Good	<ul style="list-style-type: none"> - There does not appear to be any 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	<ul style="list-style-type: none"> - Windows, doors, gates, fences, and other external structural building members appear to be intact, secure, and functional as designed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating

Good

Last updated: 2/1/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021

Subject	School	School	District	District	State	State
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
Mathematics (grades 3-8 and 11)						

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Last updated: 2/1/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)

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

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
 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.

Last updated: 2/1/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2020—2021)

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

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
 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.

Last updated: 2/1/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Exact Path Language Arts Diagnostic Testing
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent	
				Not Tested	At or Above Grade Level
All Students	98	63	64.29	35.71	31.75
Female	50	35	70	30	25.71
Male	48	28	58.33	41.67	39.29
American Indian or Alaska Native	1	1	100	0	100
Asian	0	0	0	0	0
Black or African American	35	24	68.57	31.47	8.33
Filipino	0	0	0	0	0
Hispanic or Latino	54	39	72.22	28.78	23.08
Native Hawaiian or Pacific Islander	1	0	0	100	0
Two or More Races	0	0	0	0	0
White	7	5	71.43	28.57	40
English Learners	13	7	53.85	46.15	0
Foster Youth	0	0	0	0	0
Homeless	4	2	50	50	50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	43	53.75	46.25	25.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	7	43.75	56.25	0

* At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Exact Path Mathematics Diagnostic Testing
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent		Percent At or Above Grade Level
				Not Tested	Tested	
All Students	98	52	53.06	46.94		28.85
Female	50	38	76	24		14.29
Male	48	27	56.25	43.75		35.71
American Indian or Alaska Native	1	1	100	0		100
Asian	0	0	0	0		0
Black or African American	35	13	37.14	62.86		7.69
Filipino	0	0	0	0		0
Hispanic or Latino	54	32	59.26	40.74		28.13
Native Hawaiian or Pacific Islander	1	0	0	100		0
Two or More Races	1	1	100	0		100
White	9	8	88.89	11.11		25
English Learners	13	7	53.85	46.15		0
Foster Youth	0	0	0	0		0
Homeless	4	2	50	50		50
Military	0	0	0	0		0
Socioeconomically Disadvantaged	80	43	53.75	46.25		25.58
Students Receiving Migrant Education Services	0	0	0	0		0
Students with Disabilities	14	6	42.86	57.14		0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**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	School	District	District	State	State
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	21.14	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/1/22

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)

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

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 2/1/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

Provisional Accelerated Learning (PAL) Academy 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. The supports include, but are not limited to: soft skills training, dual enrollment, mentoring, CTSD 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 completion, industry certification and credentials, paid industry apprenticeships and school-to-work entry-level jobs. ReadySetCTE pathways are designed to help students to ACT: Acquiring skills needed in today's workforce, Connecting learning to real-life experience, and Transitioning to career certification preparation or entry-level employment.

Career Technical Education (CTE) Participation (School Year 2020—2021)

Last updated: 2/1/22

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/22

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.52%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 2/1/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	--	--	--
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/7/22

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 2021-2022)

Despite all 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, emails, letters, home visits, surveys, ParentSquare, the school website, posts to social media, etc.... Parents receive regular calendar invites that include times and dates of events. We hold virtual meetings and send out information about workshops for resources and informative educational videos, as well as, hosting back-to-school night, open house, board meetings, 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-through food program. Without the help of parent and community volunteers such activities would not be possible.

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
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	41.30%	57.50%	46.40%	10.30%	10.50%	12.90%	9.00%	8.90%	9.40%
Graduation Rate	58.70%	42.50%	51.20%	83.30%	79.60%	78.20%	84.50%	84.20%	83.60%



**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	84	43	51.2
Female	46	28	60.9
Male	38	15	39.5
Non-Binary	--	--	0.0
American Indian or Alaska Native	0	0	39.5
Asian	0	0	0.00
Black or African American	16	10	62.5
Filipino	0	0	0.00
Hispanic or Latino	52	26	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	18	10	55.6
Foster Youth	--	--	--
Homeless	16	8	50.0
Socioeconomically Disadvantaged	84	43	51.2
Students Receiving Migrant Education Services	--	--	0.0
Students with Disabilities	13	7	53.8

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>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism		Chronic Absenteeism Rate
		Eligible Enrollment	Count	
All Students	345	319	165	51.7
Female	175	161	72	44.7
Male	170	158	93	58.9
American Indian or Alaska Native	1	1	1	58.9
Asian	3	3	1	33.3
Black or African American	71	62	28	45.2
Filipino	0	0	0	0.0
Hispanic or Latino	224	210	113	53.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	26	25	13	52.0
English Learners	71	69	39	56.5
Foster Youth	6	5	2	40.0
Homeless	22	21	12	57.1
Socioeconomically Disadvantaged	317	296	157	53.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	35	21	60.0

Last updated:

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	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	5.45%	0.01%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.06%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	3.66%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 2/1/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

School Safety Plan (School Year 2021-2022)

Last updated:

The school's Comprehensive Safety Plan was last annually reviewed, updated and discussed on 1/18/2021. 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, food and water contamination procedures, crisis counseling team, unhealthful air quality and heat plan, loss of utilities procedures, cold/increment weather protocol, motor vehicle crash procedures, plane crash procedures, animal disturbance procedures, tear gas policy, possession of pepper spray, declaring an emergency procedure, use of site as evacuation center, notifying 911 and paramedics procedures, buses and transportation, bicycles, skateboards, hoverboards, and other wheeled devices, student behavior policy, suspension and expulsion policy, causes for suspensions and expulsions, disorderly conduct, demonstration, walk-out, civil unrest, policy for notifying teachers of dangerous students, anti-gang policy, district policy - vandalism, theft, and graffiti, weapon free campus policy, possession of weapons, smoking and use of tobacco policy, alcohol and drug use policy, services of SBCUSD Police Department, student search policy, individual

searches, student lockers and desks, use of metal detectors, anti-bullying policy, child abuse reporting procedures, child abuse prevention, discrimination and harassment policy, statement of policy, sexual harassment, examples of prohibited behavior, enforcement, no retaliation, complaints, notifications, hate crime reporting procedures, missing child procedures, and school safety/maintenance reporting procedures. Here at PAL Charter Academy we continue to have our various color codes, along with providing extra security officers on campus. The additional security officers brought on campus were initiated due to the transition of students returning back to school due to COVID-19. Some of those transitions included mandatory temperature checks and compulsory mask wearing prior to entry to the campus for both staff and students. Increased regular cleaning and sanitization has also been implemented. Regular COVID testing on Mondays and Thursdays and the inclusion of a Nurse's Station and on-site nurse have added to campus health and safety.

Last updated: 2/1/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	3.00	12	0	0
Other**	0.00	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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	3.00	11	0	0
Other**	0.00	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1- 20	Number of Classes *21- 32	Number of Classes 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	2.00	12	0	0
Other**	0.00	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 (Secondary) (School Year 2018–2019)

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-	Number of Classes *23-	Number of Classes 33+
English	6.00	41	2	0
Math	6.00	24	0	1
Science	9.00	18	3	0
Social Science	8.00	22	3	0

Last updated: 2/1/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	252

Last updated: 12/31/99

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
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

Last updated: 12/31/99

* 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 2019—2020)

Level	Total			Average Teacher Salary
	Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	
School Site	\$13331.27	\$1957.80	\$11373.47	\$52000.00
District	N/A	N/A	\$15867.00	\$89464.00
Percent Difference – School Site and District	N/A	N/A	-8.24%	-12.51%
State	N/A	N/A	\$8443.83	\$8465.00
Percent Difference – School Site and State	N/A	N/A	-3.84%	-11.91%

Last updated: 2/1/22

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

Types of Services Funded (Fiscal Year 2020–2021)

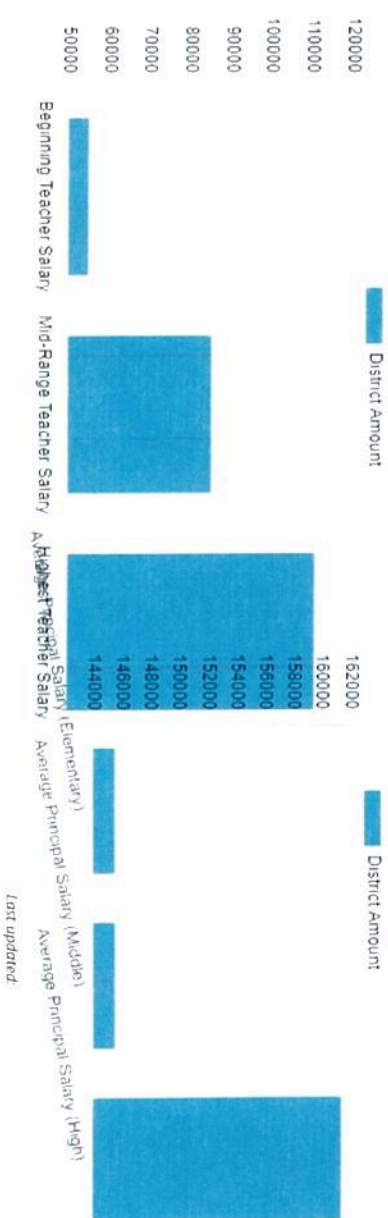
The types of programs and services available at the school that support and assist students are academic tutoring, advice and assistance in postsecondary course selection, assist students with information on financial aid programs, resources for locating public and private scholarships, individualized 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 system. Supports are also provided such as AVID as well as enrichment opportunities for SPED and ELD students.

Last updated: 2/1/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55050.00	\$50897.00
Mid-Range Teacher Salary	\$85311.00	\$78461.00
Highest Teacher Salary	\$110817.00	\$104322.00
Average Principal Salary (Elementary)	\$128110.00	\$131863.00
Average Principal Salary (Middle)	\$145527.00	\$137086.00
Average Principal Salary (High)	\$161367.00	--
Superintendent Salary	\$345616.00	\$297037.00
Percent of Budget for Teacher Salaries	30.00%	32.00%
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/csl/>.



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)
Percent of Students in AP Courses 0.00%

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*	0.00%

Last updated: 2/1/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20