

Provisional Accelerated Learning Academy

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	2450 Blake St. San Bernardino, CA , 92407-6104	Principal:	Heather Pittman
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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Heather Pittman

Principal, Provisional Accelerated Learning Academy

About Our School

Heather D. Pittman, Head of School

Contact

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

Phone: (909) 887-7002

Email: hpittman@palcenter.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Bernardino City Unified
Phone Number	909-381-1100
Superintendent	Applegate, Ana
Email Address	ana.applegate@sbcusd.k12.ca.us
Website	www.palcenter.org

School Contact Information (School Year 2022–23)

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

Last updated: 1/31/23

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

Phone: [\(909\) 887-7002](tel:(909)887-7002)

Email: hpittman@palcenter.org

School Description and Mission Statement (School Year 2022–23)

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 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.

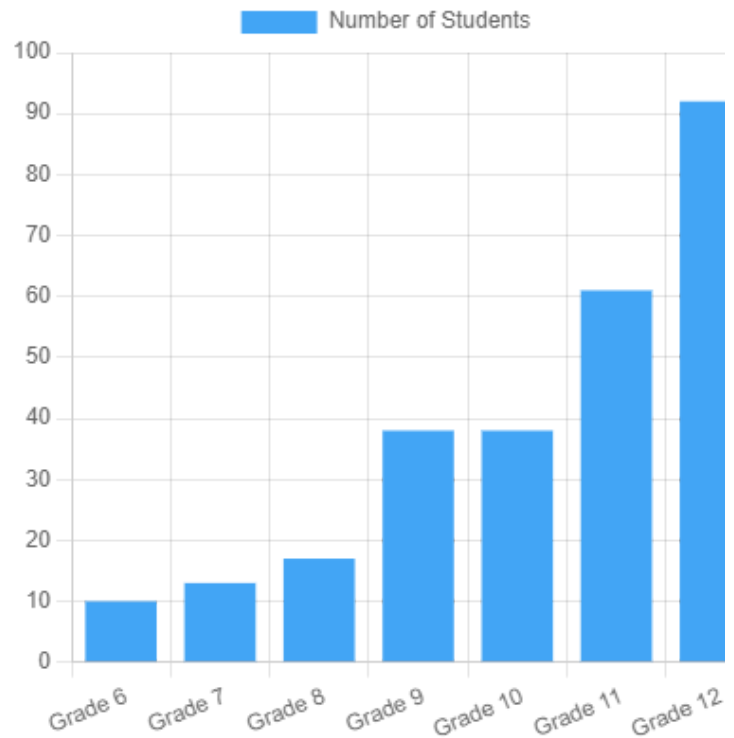
The mission reflects the unique needs of our diverse learning community, and clearly articulates what we feel students need to know and be able to do upon graduation from high school and during the learning process.

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: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	10
Grade 7	13
Grade 8	17
Grade 9	38
Grade 10	38
Grade 11	61
Grade 12	92
Total Enrollment	269



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.70%
Male	54.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	0.00%
Black or African American	20.40%
Filipino	0.00%
Hispanic or Latino	64.30%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	20.40%
Foster Youth	1.90%
Homeless	4.80%
Migrant	0.00%
Socioeconomically Disadvantaged	79.60%
Students with Disabilities	11.50%

Student Group	Percent of Total Enrollment
Two or More Races	1.50%
White	7.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	47.17	1928.00	85.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	1.77	37.10	1.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.20	51.06	64.20	2.85	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	66.10	2.93	12115.80	4.41
Unknown	0.00	0.00	163.10	7.22	18854.30	6.86
Total Teaching Positions	14.10	100.00	2258.80	100.00	274759.10	100.00

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

Last updated: 2/1/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 2/1/23

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	7.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.20	

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	58.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.10	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

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 Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

?

- Are students safe on school grounds before, during, and after school?
Yes, we have two security officers on duty before, during and after school to ensure our campus safety is maintained at all times.
- Does the school facility have sufficient classroom, playground, and staff spaces to support teaching and learning?
Yes, we sit on 6.5 acres, with 15 modules, MPR, outdoor, indoor, exercise equipment and a football and soccer field.
- What is the general condition of the school, and is it cleaned on a regular basis?
- **The overall condition of the school and grounds are good and well kept. We have a landscape company that takes care of the grounds and a custodial team of four technicians that cleans and sanitizes our facilities on a daily basis. Coupled with a two man maintenance crew that handles workorders daily..**
- General
The PCA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the PCA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office.
- School Buildings
The school opened in 1999 with all portable buildings and a multipurpose room. Our school has 9 modules, 18 classrooms, a multipurpose room, a weight room, and a administration building. The main campus was built in 1999. Additions were constructed in 2019 and 2022. They were brought in under operation expansion in 2019.
- Maintenance and Repair
PCA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Our work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
- Cleaning Process and Schedule
The PCA governing board has adopted cleaning standards for all schools. A summary of these standards is available at the school office, on the bathroom doors, and with the Custodial Coordinator. The Head of Schools and Custodial Coordinator works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
- Modernization Projects (if applicable)
During the 2021-2022 school year, we implement several a beautification projects throughout the school campus. The work on these projects is scheduled to be complete in 2023-2024 and school year.
- **New School Construction Projects (if applicable) We install a new Turf football, soccer field and built a outside exercise station for the students. We are currently waiting on funding from the county to restore our baseball field which will begin during the 2023-24 school year. The new fields are scheduled to be in play on in the 2023-2024 school year.**

Last updated: 1/31/23

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: August 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed
Electrical: Electrical	Good	None needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Upgrades needed
Safety: Fire Safety, Hazardous Materials	Good	No Needed
Structural: Structural Damage, Roofs	Fair	Upgrading roofs and outside of buildings
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None Needed

Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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Last updated: 2/1/23

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).
- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	11%	N/A	33%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	1%	N/A	18%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 2/2/23

**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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	88	77.88	22.12	11.49
Female	58	45	77.59	22.41	15.91
Male	55	43	78.18	21.82	6.98
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	12	10	83.33	16.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	60	72.29	27.71	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	19	76.00	24.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	68	79.07	20.93	11.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	8	66.67	33.33	--

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.

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 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	115	88	76.52	23.48	1.14
Female	60	44	73.33	26.67	0.00
Male	55	44	80.00	20.00	2.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	12	10	83.33	16.67	--
Filipino	0	0	0	0	0
Hispanic or Latino	84	60	71.43	28.57	1.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	19	76.00	24.00	0.00
Foster Youth	0	0	0	0	0
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	68	79.07	20.93	1.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	8	66.67	33.33	--

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: 1/31/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT				28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 2/1/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	64	62.14	37.86	1.56
Female	50	26	52.00	48.00	3.85
Male	53	38	71.70	28.30	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	8	50.00	50.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	42	62.69	37.31	2.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	9	50.00	50.00	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	53	63.10	36.90	1.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/31/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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, 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 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.

*Last updated: 1/31/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	200
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: 1/31/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	91.53%

Last updated: 1/31/23

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

PAL encourages parents to become involved in school activities in a number of ways. We are in constant contact with parents daily via phone calls, text messages, emails, letters, home visits, surveys, ParentSquare, the school website, posts to social media, etc. Information is communicated in English and Spanish. Parents receive regular calendar invites that include times and dates of events. We hold in-person and virtual meetings to make it convenient for all. In addition to sending 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. ?

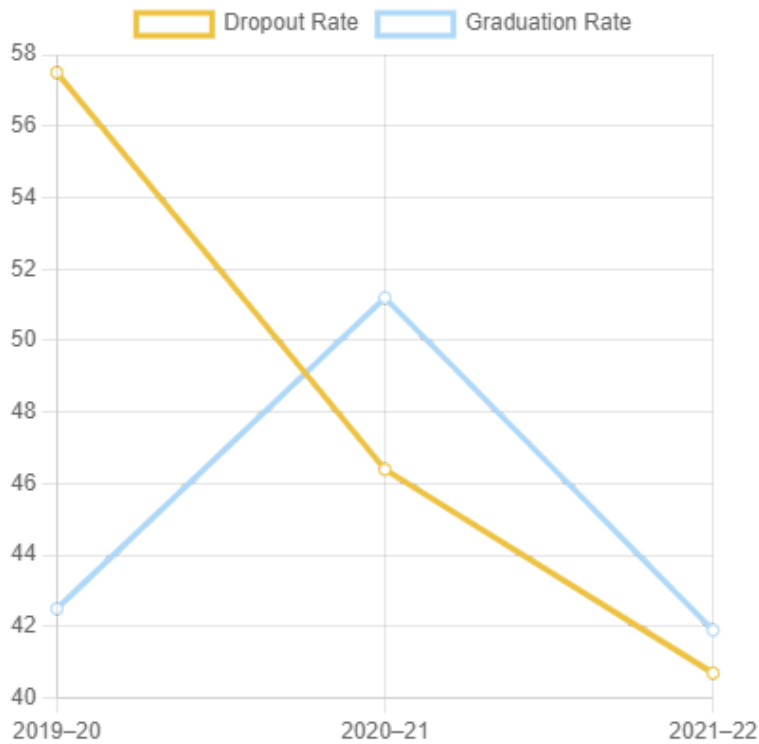
State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	57.5%	46.4%	40.7%	10.5%	12.9%	10.2%	8.9%	9.4%	7.8%
Graduation Rate	42.5%	51.2%	41.9%	79.6%	78.2%	83.4%	84.2%	83.6%	87.0%



Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	86	36	41.9
Female	41	16	39.0
Male	45	20	44.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	16	5	31.3
Filipino	0	0	0.00
Hispanic or Latino	53	24	45.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	17	7	41.2
Foster Youth	--	--	--
Homeless	21	7	33.3
Socioeconomically Disadvantaged	84	35	41.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

Last updated: 1/31/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	378	173	45.8
Female	187	178	76	42.7
Male	208	198	96	48.5
American Indian or Alaska Native	4	4	2	50.0
Asian	2	2	1	50.0
Black or African American	69	65	32	49.2
Filipino	0	0	0	0.0
Hispanic or Latino	263	248	115	46.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	5	5	1	20.0
White	26	26	11	42.3
English Learners	80	77	40	51.9
Foster Youth	15	13	8	61.5
Homeless	27	25	14	56.0
Socioeconomically Disadvantaged	328	313	146	46.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	43	23	53.5

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	3.66%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.01%	4.68%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.18%	0.00%	0.07%

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.

Last updated: 1/31/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

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

Last updated: 1/31/23

School Safety Plan (School Year 2022–23)

Information about the school's comprehensive safety plan:

The following people participated, or consulted in the Annual Review and Update of our Plan: Parent Advisory Groups/Organizations, Student Organizations on Campus, Safety/Emergency Management Office, Local Fire Department, District Police, and Site Administrator.

Last Reviewed/Updated/Discussed with school faculty and student representative on: **August 4, 2022**

Brief description of the key elements of the plan:

Incident Management Team (IMT) **Incident Commander** at the Command Post to receive assignment, notification, reporting location, reporting time and travel instructions. The **Safety Officer** ensures that all activities are conducted in as safe a manner as possible under the existing conditions. The **Liaison Officer** serves as the point of contact for agency representatives from assisting organizations and agencies outside the District and assists in coordinating efforts of these outside agencies by ensuring the proper flow of information. Typical agencies would include police, fire, American Red Cross, etc. The **Public Information Officer** (PIO) acts as the official spokesperson for the school site in an emergency situation.

Last updated: 1/31/23

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 2019–20

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	3.00	11		
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 2020–21

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	2.00	12		
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 2021–22

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	10.00	5		
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 2019–20)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	41	2	
Mathematics	7.00	24		1
Science	9.00	18	3	
Social Science	8.00	22	3	

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	38	1	
Mathematics	12.00	11	4	
Science	11.00	13	3	
Social Science	12.00	17	3	

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

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	89.67

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

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.80

* 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: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15600.44	\$6562.26	\$9038.18	\$51906.00
District	N/A	N/A	\$16016.15	\$92596.00
Percent Difference – School Site and District	N/A	N/A	0.14%	0.14%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	0.11%	0.12%

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

Types of Services Funded (Fiscal Year 2021–22)

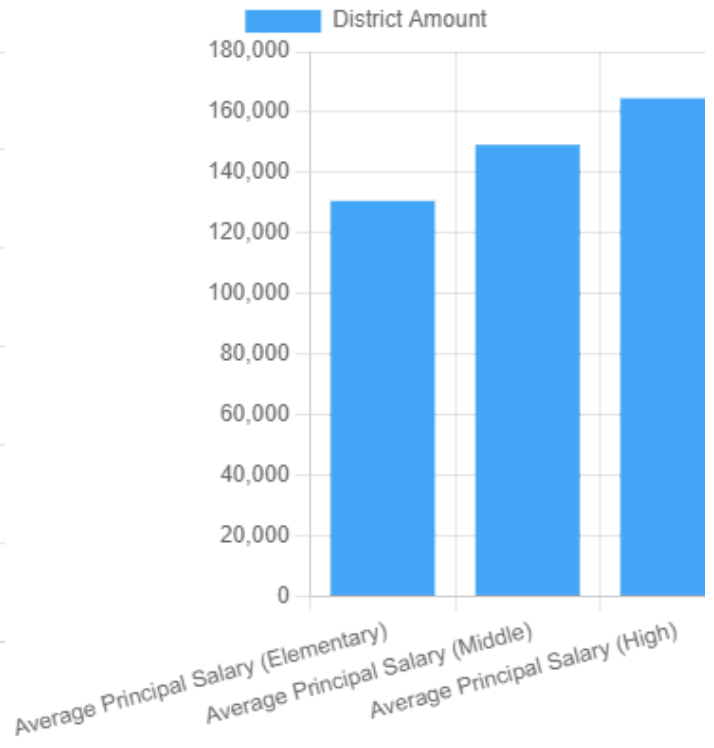
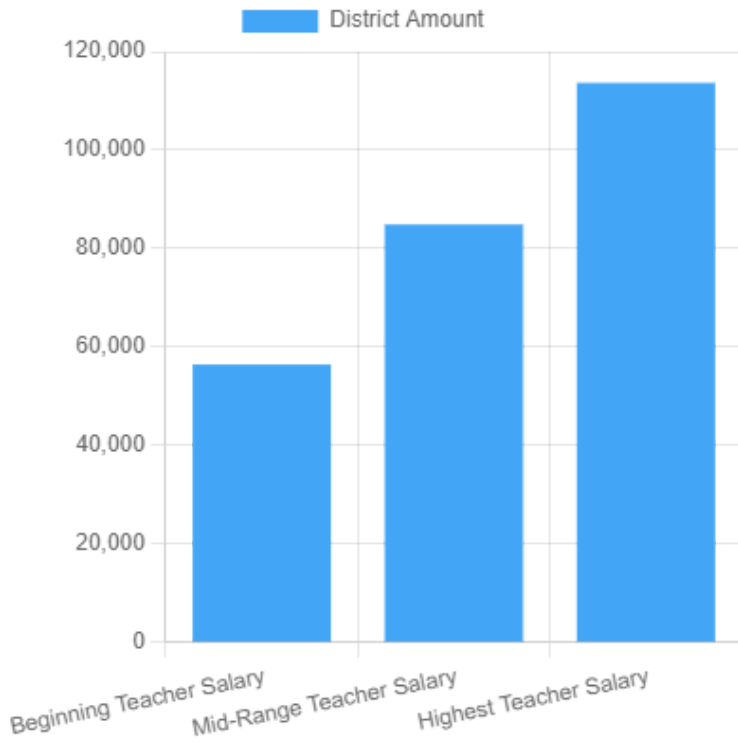
The types of programs and services available at the school that support and assist students are academic tutoring, advice and assistance in postsecondary course selection, assist students with information on financial aid programs, resources for locating public and private scholarships, individualized 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: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56455.00	\$51080.95
Mid-Range Teacher Salary	\$84896.00	\$77514.16
Highest Teacher Salary	\$113646.00	\$105763.62
Average Principal Salary (Elementary)	\$130672.00	\$133420.78
Average Principal Salary (Middle)	\$149188.00	\$138593.75
Average Principal Salary (High)	\$164595.00	\$153391.60
Superintendent Salary	\$351055.00	\$298376.74
Percent of Budget for Teacher Salaries	30.87%	31.60%
Percent of Budget for Administrative Salaries	4.31%	4.97%

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



Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/31/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Last updated: 1/31/23

