



Paseo Grande High School

2015-2016 School Accountability Report Card

Published in the 2016-2017 School Year

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CDS Code:
34-67421-0132019

Grades Nine
through Twelve

Principal

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Data Sources

Data within the SARC was provided by Paseo Grande High School, retrieved from the 2015-16 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

School Profile (School Year 2016-17)

Paseo Grande High School opened in the fall of 2015. It is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

School Enrollment (School Year 2015-16)

In the 2015-16 school year, Paseo Grande High School enrolled seven students in grades 11-12. The charts display school enrollment broken down by grade or student group.

Because the school opened in the fall of 2015, there is no prior year data to report.

| Enrollment Trend by Grade Level | |
|---------------------------------|---------|
| | 2015-16 |
| 11th | 1 |
| 12th | 6 |

| Enrollment by Student Group | |
|----------------------------------|------------|
| | 2015-16 |
| | Percentage |
| Black or African American | 28.6% |
| American Indian or Alaska Native | 14.3% |
| Hispanic or Latino | 57.1% |
| EL Students | 14.3% |
| Socioeconomically Disadvantaged | 100.0% |
| Students with Disabilities | 14.3% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified."

Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

| Highly Qualified Teachers | | |
|---------------------------|--|--|
| | % of Core Academic Courses Taught By Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
| School | 88.0% | 12.0% |

Teacher Assignment

The school recruits and employs the most qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school. **Because the school opened in the fall of 2015, there is no prior year data to report.**

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

| Teacher Credential Status | | |
|--|-------|-------|
| | 15-16 | 16-17 |
| Fully Credentialed | 6 | 3 |
| Without Full Credentials | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 |

Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year. **Because the school opened in the fall of 2015, there is no prior year data to report.**

| Misassignments/Vacancies | | |
|--|----------|----------|
| | 15-16 | 16-17 |
| Misassignments of Teachers of English Learners | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 |

Textbooks & Instructional Materials (School Year 2016-17)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home. The table displays information collected in January 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|--------------------------|---------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 9th | Algebra I | McGraw-Hill | 2014 | Yes | 0.0% |
| 11th | Algebra II | McDougal Littell | 2007 | Yes | 0.0% |
| 9th | Earth Science | Prentice Hall | 2006 | Yes | 0.0% |
| 12th | Economics | Prentice Hall | 2007 | Yes | 0.0% |
| 9th-12th | English/Language Arts | Houghton Mifflin/Harcourt | 2014 | Yes | 0.0% |
| 9th-10th | Foreign Language | Glencoe | 2005 | Yes | 0.0% |
| 10th | Geometry | Prentice Hall | 2007 | Yes | 0.0% |
| 10th-12th | Health | Pearson | 2006 | Yes | 0.0% |
| 10th-11th | Science | Prentice Hall | 2007 | Yes | 0.0% |
| 12th | United States Government | Holt | 2007 | Yes | 0.0% |
| 11th | United States History | Houghton Mifflin | 2014 | Yes | 0.0% |
| 9th | World Geography | Pearson | 2013 | Yes | 0.0% |
| 10th | World History | Houghton Mifflin | 2014 | Yes | 0.0% |

School Facilities (School Year 2014-15)

Paseo Grande High School takes great efforts to ensure that all of its campuses are clean, safe, and fully functional with all necessary repairs being attended to with urgency. The school has established cleaning standards for all school facilities, and an outside vendor routinely cleans the school and makes sure that all necessary toiletries are restocked on a daily basis to ensure the health and safety of students and staff. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2017.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 11/21/2016 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Testing Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

| California Assessment of Student Performance and Progress | | | | | | |
|--|--------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | |
| Subject | School | | | State | | |
| | 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | -- | 11 | -- | -- | 48 |
| Mathematics (Grades 3-8 and 11) | -- | -- | 6 | -- | -- | 36 |
| Science (Grades 5, 8, and 10) | -- | -- | 9 | -- | -- | 54 |

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

| California Assessment of Student Performance and Progress - Grade 11 | | | | | | | |
|--|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| Student Groups | English-Language Arts | | | | Mathematics | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 18 | 18 | 100 | 11.11 | 18 | 100 | 5.56 |
| Hispanic or Latino | 11 | 11 | 100 | 18.18 | 11 | 100 | 9.09 |
| Socioeconomically Disadvantaged | 15 | 15 | 100 | 13.33 | 15 | 100 | 6.67 |

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

| California Assessment of Student Performance and Progress - Science | | | | |
|---|------------------|---------------|----------------|-------------------------------|
| Student Groups | Science | | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 12 | 11 | 91.67 | 9.09 |
| Socioeconomically Disadvantaged | 11 | 11 | 100 | 9.09 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

UC/CSU Course Completion

Students at Paseo Grande High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

| UC/CSU Course Enrollment | |
|---|------------|
| | Percentage |
| Students Enrolled in Courses Required for UC/CSU Admission (2015-16) | 87.0% |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15) | 0.0% |

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

Paseo Grande High School currently offers CTE courses through the online platform, Plato/Edmentum. Students have an opportunity to participate in the following online courses: Computer Applications and Technology, Computer Science 1A, Digital Art, Game Development, Intro to Accounting, Intro to Business Administration, Intro to Fashion Design, Intro to Marketing, Intro to Social Media, Principles of Architecture and Construction, Principles of Arts – Audio Video Technology, Principles of Engineering, Principles of Finance, Principles of Health Sciences, Principles of Public Safety, and Web Design.

The school also provides students General Work Experience Education (WEE). This program is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credits maximum, while attending the school. Participating students who are minors are allowed to work up to 48 hours per week.

The school requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments.

Career Technical Education (CTE) Participation (School Year 2015-16)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act) | |
|---|----------|
| Question | Response |
| How many of the school's pupils participated in CTE programs? | 27 |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma? | 0.0% |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | 0.0% |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Paseo Grande High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

In the 2015-16 school year, the school did not enroll any ninth grade students; thus, there is no data to report in this section. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2016-17)

Paseo Grande High School encourages parents and guardians to be actively involved in their student's education. As such, the school provides a variety of opportunities for parent/guardian communication with the teacher and staff. When students enroll with Paseo Grande High School, the student and parent are given an introductory letter about the student's supervising teacher, which includes the teacher's contact information. Teachers maintain frequent contact with parents on student progress via email and telephone calls. Parents are also encouraged to visit teachers in person as well.

Parental involvement has increased through the school's quarterly parent meetings which updates parents on key topics concerning the school. The parent meetings also provide a forum for parental input. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. In addition, parents use these meetings as an opportunity to conference with their student's teacher to receive updates on academic progress. Attending Open House is another way for parents to become involved in school activities. During Open House, parents and students have an opportunity to find out information about various school programs such as academic counseling, applying for college, free tutoring, and our music program.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Paseo Grande Charter School at (916) 974-7307.

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

Completion of High School Graduation Requirements - Class of 2015

The school is required to report the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion.

The most recent data available is from the 2014-15 school year. Because the school opened in the fall of 2015, there is no data in this section to report.

Dropout & Graduation Rates (Four-Year Cohort Rate)

In knowing the “at risk of dropping out” status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Academic Exploration. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. Also during the early stages after enrollment, students participate in an assessment to explore their learning styles. Through this assessment students learn more about their own learning modalities and what motivates their interests, as well as how they are most likely to improve their learning and development. With our new Common Core curriculum, educators now have flexibility to tailor assignments to meet the students’ preferred learning modalities.

By students learning more about their learning styles and what motivates their interests to learn, students are more likely to be successful and less likely to drop out of school. Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses to far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

When faculty and staff at (school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a call home from the student’s teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed schools days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school drop outs.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the S.R.M team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

The most recent data available is from the 2014-15 school year. Because the school opened in the fall of 2015, there is no data in this section to report.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

Suspensions & Expulsions

The table displays the suspensions and expulsions for the school. Expulsions occur only when required by law or when all other alternatives are exhausted. **Because the school opened in the fall of 2015, there is no previous year data in this section to report.**

Note: As an independent charter school, the school’s program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

| | Suspensions & Expulsions | | | | | |
|--------|--------------------------|-------|-------|------------|-------|-------|
| | Suspensions | | | Expulsions | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| School | N/A | N/A | 0.0% | N/A | N/A | 0.0% |
| State | 4.36 | 3.80 | 3.65 | 0.10 | 0.09 | 0.09 |

School Safety (School Year 2016-17)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts have asked for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in January 2017.

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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

| Federal Intervention Programs | |
|--------------------------------------|-----------|
| | School |
| Program Improvement (PI) Status | Not in PI |
| First Year in PI | - |
| Year in PI | - |
| # of Title I Schools Currently In PI | - |
| % of Title I Schools Currently In PI | - |

Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

Advanced Placement Classes (School Year 2015-16)

Paseo Grande High School does not offer Advanced Placement Classes.

Counseling & Support Staff (School Year 2015-16)

It is the goal of Paseo Grande High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The academic counselor-to-pupil ratio is 1:7. The following is a list of support staff available to students at the school. *Note: 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.*

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Counselor | 1 | 1.0 |

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs.

Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides Induction training to its preliminary credentialed teachers through its partnership with Induction. Participating teachers are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

Approximately 5-10 Professional Development Days are offered to certificated staff annually based on new and existing staff and staff Induction participation.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations.

Financial Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host school district. This report offers district and state data for comparison to satisfy reporting requirements.

School Expenditures, Teacher & Administrative Salaries, and Average Teacher Salaries (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. ***Because the school opened in the fall of 2015, there is no data in this section to report.***

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Revenue Sources (Fiscal Year 2015-16)

Title II Part A is used for our staff development only.

ARRA (Education Jobs) funding was used to retain teacher positions.

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

Special Education—programs offering appropriate, individualized instruction to students with special needs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).