

# Paseo Grande High School

## 2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

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<http://paseograndehs.org>  
CDS Code:  
34-67421-0132019

Grades  
Nine through Twelve

### Principal

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Area  
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### 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/>.
- 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.

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### 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 2020-21)

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 completing a virtual Independent Study model to meet academic needs. Typically, students come to the school because they were unsuccessful in the traditional high school setting for a variety of reasons or because they need a more personalized approach to education. Students may need the flexibility of an independent study model to meet family obligations such as work or childcare needs; due to health reasons; to recover credits; or to accelerate progress and graduate early. 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, trauma-informed approach to education for students.

## School Enrollment

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			Enrollment by Student Group	
	2017-18	2018-19	2019-20	
9th	71	1	2	Percentage
10th	54	9	3	Black or
11th	39	6	1	Filipino
12th	15	15	2	Hispanic
Total	179	31	8	White
				Two or IV
				Socioec
				Students

## 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

## 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.

*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		
	School		
	18-19	19-20	20-21
Fully Credentialed	3	3	7
Without Full Credentials	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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.

	Misassignments/Vacancies		
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	1	0

## School Facilities (School Year 2020-21)

Paseo Grande is a fully virtual school and does not maintain school facilities. All instruction takes place virtually.

## Textbooks & Instructional Materials (School Year 2020-21)

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 2021 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	Houghton Mifflin/Harcourt	2016	Yes	0.0%
11th	Algebra II	Houghton Mifflin/Harcourt	2016	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	McGraw-Hill	2018	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%
9th-10th	Integrated Science I	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th-12th	Integrated Science II	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Earth Science	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Physics	Houghton Mifflin/Harcourt	2012	Yes	0.0%
10th	Biology	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th	Chemistry	Houghton Mifflin/Harcourt	2012	Yes	0.0%
12th	United States Government	McGraw-Hill	2018	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%

## Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### 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. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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 District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	School			State		
	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	35	22	49	48	50	50
Mathematics (Grades 3-8 and 11)	15	0	0	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	29

Note: ELA and Mathematics 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 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 (2019-20)	65%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	-

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

### Career Technical Education (CTE) Programs (School Year 2019-20)

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 offers professional skills and CTE courses including Principles of Health Science, Accounting I, Accounting II, Principles of Business, Marketing, and Finance, Legal Environment of Business, Human Resources Principles, Introduction to Business and Technology, Principles of Information Technology, Information Technology Applications, Computer Applications, and Business Applications.

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?	12
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	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

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## 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 2020-21)

Paseo Grande utilizes several strategies to increase parental involvement, including monthly program orientation meetings, parent teacher conferences, and quarterly Parental Advisory Council (PAC) and English Learner Advisory Council (ELAC) meetings. In all of these venues, information regarding the development and efficacy of the curriculum and instruction are shared. The school continues to explore ways to encourage more parental and community involvement in the support of its educational program.

PAC meetings have the ELAC wrapped in and are offered 4 times a year. Parents and stakeholders are invited and encouraged to participate in the development of the Local Control and Accountability Plan (this year the Learning Continuity Plan), and they are asked to provide input on the progress of the LCAP/LCP throughout the year through scheduled meetings.

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

## Dropout & Graduation Rates

In knowing the "at risk of dropping out" status of most students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students are assigned one of several courses. Computer Applications is a course which teaches them how to use the learning management system, and provides information on best practices for workplace etiquette, and how to complete workplace documents such as emails, reports, and online presentations. In another course, Professional Skills, students complete a job survey that gives them insight into their own strengths and applicable career fields. We also assign students a foundational English and Math course in the case their assessment data reveals a need to revisit foundational concepts to be successful in meeting core competencies.

Students participate in academic assessments, such as NWEA, upon enrollment, and each semester. These academic assessments assist Advisers and students in understanding the strengths and areas of academic growth for the student. More importantly, the assessments ensure students are enrolling in courses in the zone of student's proximal development and in line with current academic abilities and future goals.

Extended hours for free tutoring availability also serve as an intervention for students when they struggle with concepts.

Together, all 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 witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed Adviser meeting results in a call home from the student's Adviser
- A pattern of missed Adviser appointments and/or lack of progress in a class results in a parent-teacher-adviser or adult student-teacher-adviser conference.
- A continued pattern of missed school 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, Adviser, and Administration to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts. Discussions regarding reasons for lack of progress are solutions-based with a goal of re-engagement.

- A continued pattern of missed school days after an A.I.M. intervention without further progress results in an additional meeting for serious conversation about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.
- Students who do not attend multiple scheduled A.I.M. meetings, or who are unresponsive, receive a home visit as well.

The table displays the graduation and dropout rates for the school.

**Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report from the CDE.**

School	Graduation & Dropout Rates					
	Graduation			Dropout		
	17-18	18-19	19-20	16-17	17-18	18-19
	71.4%	84.6%	N/A	12.0%	9.0%	24.1%

### 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 suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

School	Suspensions & Expulsions					
	Suspensions			Expulsion s		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	0.00	0.00	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

### School Safety (School Year 2020-21)

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 December 2020.

### 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.

*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.*

### Class Size

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

### Advanced Placement Classes (School Year 2019-20)

Paseo Grande High School does not offer Advanced Placement Classes.

### 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.



## Counseling & Support Staff (School Year 2019-20)

The school seeks 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 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

	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	As Needed
Psychologist	As Needed

## Professional Development

The school's certificated, classified, and administrative staff members participate in ongoing professional development to improve curriculum, instruction, and student engagement. 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 principal collaboration with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching with teachers aimed at meeting the needs of the students. Topics covered through professional development are based on the data-driven needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through ongoing collaboration with community partners, parents, students, and stakeholders.

Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory- week on the job training for the purpose of familiarizing themselves with the program and mission and vision 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 attend other conferences sponsored by various organizations.

The table displays the number of days that a professional development opportunity was available.

### Professional Development

	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	30	3

## School Revenue Sources (Fiscal Year 2019-20)

Special Education programs for SELPA, students with special needs.

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

## School Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$14,934
From Supplemental/Restricted Sources	\$1,551
From Basic/Unrestricted Sources	\$13,383
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	72.7%

## School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

### Average Teacher Salaries

School	
School	\$71,856
School & State	
All Elementary School Districts	\$80,565
Percentage of Variation	-10.8%