

# Placer County Community School School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

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

## **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**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | Contact Information   |
|--|---|
| <b>School Name</b>                       | Placer County Community School  |
| <b>Street</b>                            | 360 Nevada Street   |
| <b>City, State, Zip</b>                  | Auburn, CA 95603  |
| <b>Phone Number</b>                      | (530) 745-1328  |
| <b>Principal</b>                         | Susan Connolly  |
| <b>Email Address</b>                     | sconnolly@placercoe.org   |
| <b>Website</b>                           | <a href="https://www.placercoe.org/Pages/PCOE/Educational-Services/Student-">https://www.placercoe.org/Pages/PCOE/Educational-Services/Student-</a> |
| <b>County-District-School (CDS) Code</b> | 31 10314 3130259  |

| Entity         | Contact Information               |
|----------------|-----------------------------------|
| District Name  | Placer County Office of Education |
| Phone Number   | (530) 889-8020                    |
| Superintendent | Gayle Garbolino-Mojica            |
| Email Address  | ggarbolino-mojica@placercoe.org   |
| Website        | www.placercoe.org                 |

## School Description and Mission Statement (School Year 2019-20)

Mission Statement: The Student Services Department will increase student achievement through meaningful and rigorous instruction for all students.

Situated in the Sierra Foothills, Placer County Office of Education (PCOE) serves over 75,000 students in 16 school districts across Placer County. In order to serve the students of Placer County, PCOE provides an array of programs and service to meet student needs. This task is accomplished by providing high quality specialized programs for students; recruiting, retaining, and developing highly qualified staff; and monitoring fiscal accountability and expenditures.

PCOE Community Schools typically serve students for less than one year. Students are placed in specific programs due to incarceration, court order, expulsions, probation referral or voluntarily through the School Attendance Review Board (SARB) process. The school specific demographic data reported below was collected in October of 2019. However, this data can be extremely variable due to the transient nature of the student population.

Koinonia Community School serves students who are receiving treatment related to substance abuse and currently live in Koinonia Group Homes located in Placer County. Through collaborative efforts with the Placer Children's System of Care (CSOC), Placer County Probation Department and local volunteer organizations, Koinonia Group Homes offers Koinonia Community School students substance-abuse counseling services on and off site. Koinonia Community School provides Common Core State Standards based curriculum and instruction to students grades 7-12. Whole group instruction, as well as individualized interventions, are provided to increase academic achievement. Career Technical Education is currently provided in the area of Information Communication Technology. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework. Koinonia Community School typically serves 25-30 students at any one time. However, a large percentage of these students transfer in and out of the program throughout the school year. Demographic data: 38.46% Hispanic, 3.85% Asian, 7.69% Black/African American, 46.15% White, 3.85% Declined to State, 11.54% English Learners, 19.23% Special Education, 100% Socio-Economically Disadvantaged, 100% Foster Youth.

The Tahoe-Truckee Community School is a partnership between the Placer County Office of Education and the Tahoe-Truckee Unified School District. Tahoe-Truckee Community School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core State Standards-based curriculum and instruction are provided to students in grades 7-12. Whole group instruction, as well as individualized interventions, facilitate academic, social, and emotional achievement. Tahoe-Truckee Community School has a low teacher-student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Tahoe-Truckee Community School provides counseling to students in need of social-emotional support, substance abuse awareness instruction and interventions related to anger management and appropriate choice making. Academic and Career Counseling is provided to all students. Tahoe-Truckee Community School typically serves between 12 and 15 students at any one time, however, a large percentage of these students transfer in and out of the program throughout the school year. Demographic data: 62.50% Hispanic, 2.94% Asian, 5.88% Black/African American, 41.18% White, 5.88% Declined to State, 0.00% English Learners, 12.50% Special Education, 75.00% Socio-Economically Disadvantaged, 0% Foster Youth.

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 8                 | 1                  |
| Grade 9                 | 1                  |
| Grade 10                | 11                 |
| Grade 11                | 13                 |
| Grade 12                | 11                 |
| <b>Total Enrollment</b> | <b>37</b>          |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American       | 5.4                         |
| Hispanic or Latino              | 54.1                        |
| White                           | 40.5                        |
| Socioeconomically Disadvantaged | 100                         |
| English Learners                | 16.2                        |
| Students with Disabilities      | 24.3                        |
| Foster Youth                    | 64.9                        |
| Homeless                        |                             |

## 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 Credentials

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 3              | 3.3            | 3              | 49               |
| Without Full Credential  | 0              | 0              | 0              | 1                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18  | 2018-19  | 2019-20   |
|--|----------|----------|-----------|
| Misassignments of Teachers of English Learners | 0        | 0        | 0         |
| <b>Total Teacher Misassignments*</b>           | <b>0</b> | <b>0</b> | <b>0</b>  |
| <b>Vacant Teacher Positions</b>                | <b>0</b> | <b>0</b> | <b>.5</b> |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 12/2019

Placer County Office of Education held a public hearing on September 12th, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English language learners, are given individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information (as of December 2019) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| <b>Reading/Language Arts</b>  | 4th-12th: Journey & Collections, Houghton Mifflin Harcourt/2016<br>6th-8th: Expert 21, Scholastic/2014<br>7th-12th: ERWC/2014 | Yes                        | 0  |
| <b>Mathematics</b>            | 9th-12th: Carnegie Learning/2014<br>6th-12th: College Preparatory Mathematics (CPM)/ 2014                                     | Yes                        | 0  |
| <b>Science</b>                | 6th -8th: Prentice Hall/2006<br>9th-12th: Prentice Hall/2000  | Yes                        | 0  |
| <b>History-Social Science</b> | 9th-12th: Houghton Mifflin (Govt)/2014<br>9th-12th: McDougall/2014<br>9th-12th: Prentice Hall/2014<br>9th-12th: Glencoe/2014  | Yes                        | 0  |
| <b>Health</b>                 | 7th-12th: McGraw HillGlencoe/2014   | Yes                        | 0  |

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Placer County Office of Education (PCOE) takes great efforts to make sure all its school sites are clean, safe, and functional. To ensure these goals and objectives are met, PCOE employs custodial & maintenance staff or contracts with partner districts for nightly cleaning services and routine maintenance of all facilities it owns, leases, or operates. Each facility is inspected on a yearly basis on or about July 1st of each school year. Routine maintenance of HVAC, electrical, painting, plumbing, grounds, and general building upkeep are planned according to industry standards and specifications. A work order ticketing system is available for staff to submit repair and safety items that need to be addressed.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

**Year and month of the most recent FIT report:** 11/1/2019

| System Inspected  | Rating           | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |   |
| <b>Interior:</b> Interior Surfaces                                      | Good             |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good             |   |
| <b>Electrical:</b> Electrical   | Good             |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good             |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good             |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good             |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |

## 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 0              | 16             | 39               | 41               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 0              | 5              | 25               | 24               | 38            | 39            |

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 21               | 19            | 90.48          | 9.52               | 15.79                   |
| Male                                | 15               | 14            | 93.33          | 6.67               | 14.29                   |
| Female                              | --               | --            | --             | --                 | --                      |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    |                  |               |                |                    |                         |
| Asian                               | --               | --            | --             | --                 | --                      |
| Filipino                            |                  |               |                |                    |                         |
| Hispanic or Latino                  | 11               | 11            | 100.00         | 0.00               | 18.18                   |
| Native Hawaiian or Pacific Islander |                  |               |                |                    |                         |
| White                               | --               | --            | --             | --                 | --                      |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 20               | 18            | 90.00          | 10.00              | 16.67                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |

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 Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 21               | 19            | 90.48          | 9.52               | 5.26                    |
| Male  | 15               | 14            | 93.33          | 6.67               | 7.14                    |
| Female  | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 | --                      |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 11               | 11            | 100.00         | 0.00               | 0.00                    |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 20               | 18            | 90.00          | 10.00              | 5.56                    |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  | --               | --            | --             | --                 | --                      |
| Homeless      |                  |               |                |                    |                         |

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

Placer County Community School offers a CTE course in the area of Information Communication Technology. This class explores the many aspects of computer science using hands-on, engaging project-based student-directed learning activities. This computer programming course moves beyond minimal computer skill sets and students learn how to design websites, build computer games, construct and program robots, and much more. Students learn the creative nature of computing, how to use technology as a tool to solve problems and the relevance of computer science and its impact on society.

As part of students' IEPs, students participate in career awareness, exploration and preparatory activities in school and community-based settings. Work experiences are provided through the Workability program, and students participate in various on-the-job training experiences. Job coaching is provided during this process. Transition goals are developed to help students transition to post-secondary and/or job opportunities.

The primary representative on the regional CTE advisory committee is Tina Angell. Industries represented are related to Information, Communication and Technology.

### Career Technical Education Participation (School Year 2018-19)

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 25                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 0                         |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 0                         |



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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 0.0  | 0.0  | **  |
| 7           | 0.0  | 0.0  | **  |
| 9           | 0.0  | 0.0  | **  |

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Placer County Community School gathers parent feedback and encourages participation in school activities and the School Site Council. Parents are asked to provide feedback through stakeholder meetings and by participating in the California Healthy Kids Survey annually as part of the Local Control Accountability Plan (LCAP) development. School Site Council meetings are held monthly and include parent/guardian and community member involvement and decision making that directly impacts materials, services and supports at each site. Parents also receive regular feedback from school staff; including teachers, school psychologists and school counselors.

### State Priority: Pupil Engagement

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

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

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

| Indicator       | School 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    | 17.6           | 18.8           | 19             | 41.3             | 24.5             | 17.9             | 9.7           | 9.1           | 9.6           |
| Graduation Rate | 64.7           | 50             | 52.4           | 41.3             | 66               | 70.5             | 83.8          | 82.7          | 83            |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 4.0               | 4.0               | 3.9               | 5.1                 | 3.4                 | 2.1                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

All Placer County Office of Education (PCOE) school sites are in progress of updating their 2019-2020 comprehensive school safety plan in accordance with Superintendent Policy 0450 and in order to fulfill the requirements of California Education Code 32280 through 32289. In compliance with SB 187 the plan will be reviewed and revised annually for each school site by the School Site Council/School Safety Committee, reviewed in consultation with law enforcement and first responders, and approved by the County Superintendent of Schools by March 1, 2020. Site safety plans are aligned with the National Incident Management System (NIMS) and California Standardized Emergency Management Systems (SEMS) utilizing the Incident Command System (ICS). Each document is prepared for the use of employees at a specific school site in the event of an emergency, disaster, or crisis situation.

At the beginning of each school year, School Site Councils/School Safety Committees update their site specific Emergency Plan. The site specific Emergency Plan includes the site safety plan, Placer County Office of Education's Disaster Plan, updated site maps/evacuation routes, and Emergency Medical Services Authority (EMSA) Emergency First Aid Guidelines for California Schools. Schools are issued first aid kits and "grab and go" emergency packs in the event of an evacuation and Emergency Supply Kits for use during lock downs or shelter in place situations. In addition, our school nurses work with staff & parents/guardians of students with special needs in order to provide medical emergency kits in accordance with their Individualized School Health Plans.

The safety plan was last approved by the County Superintendent of Schools in February of 2019.

### Average Class Size and Class Size Distribution (Secondary)

| Subject               | 2016-17                  | 2016-17                          | 2016-17                           | 2016-17                         | 2017-18                  | 2017-18                          | 2017-18                           | 2017-18                         | 2018-19                  | 2018-19                          | 2018-19                           | 2018-19                         |
|-----------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
|                       | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ |
| <b>English</b>        | 4                        | 11                               |                                   |                                 | 5                        | 8                                |                                   |                                 | 4                        | 10                               |                                   |                                 |
| <b>Mathematics</b>    |                          |                                  |                                   |                                 | 16                       | 1                                | 1                                 |                                 | 10                       | 3                                |                                   |                                 |
| <b>Science</b>        | 5                        | 2                                |                                   |                                 | 9                        | 1                                |                                   |                                 | 4                        | 2                                |                                   |                                 |
| <b>Social Science</b> | 3                        | 4                                |                                   |                                 | 4                        | 4                                |                                   |                                 | 3                        | 5                                |                                   |                                 |

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

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio  |
|----------------------|--------|
| Academic Counselors* | .25/25 |

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

## Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .77                               |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  | .45                               |
| Social Worker   | .25                               |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            |                                   |
| Other   | 1.0                               |

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$25,215                     | \$7,423                             | \$17,792                              | \$103,204              |
| District                                      | N/A                          | N/A                                 | \$12,005                              |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 38.8                                  | 22.0                   |
| State   | N/A                          | N/A                                 | \$7,506.64                            |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 87.0                                  | 19.2                   |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

### State and Categorical Programs:

- State Lottery Funds are used for instructional materials and supplemental supports and services for students.

### Federal Categorical Programs:

- Title I Part A Funds are used to supplement academic instruction and intervention for low income students.
- Title I Part D Funds are used to supplement academic and social-emotional instruction and intervention for neglected and delinquent students.
- Title II Parts A Funds are used to support professional development in the area of technology for teachers and paraprofessionals.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$              | \$   |
| Mid-Range Teacher Salary                      | \$              | \$   |
| Highest Teacher Salary                        | \$              | \$   |
| Average Principal Salary (Elementary)         | \$              | \$   |
| Average Principal Salary (Middle)             | \$              | \$   |
| Average Principal Salary (High)               | \$              | \$   |
| Superintendent Salary                         | \$              | \$   |
| Percent of Budget for Teacher Salaries        | %               | %  |
| Percent of Budget for Administrative Salaries | %               | %  |

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

### Advanced Placement (AP) Courses (School Year 2018-19)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

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

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

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 3       | 4       |

PCOE provides four professional development days annually in addition to monthly professional development opportunities.

Current professional development includes: Professional Learning Communities (PLC), implementation of the Common Core State Standards, professional development related to Positive Behavior Interventions and Supports (PBIS), Cultural Competency, and Universal Design for Learning (UDL).

Education technology and curriculum/standards alignment trainings are made available to educators and support staff. Professional Development related to understanding the English Learner Development Standards lesson design and delivery is provided on an ongoing basis. Individual instructional coaching is provided to each teacher. Local assessment results are utilized to plan professional development and inform instructional change.