

Placer County Pathways Charter 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
School Name	Placer County Pathways Charter School
Street	360 Nevada Street
City, State, Zip	Auburn, CA 95603
Phone Number	(530)745-1328
Principal	Christina Fahlstrom/Andrew Wood
Email Address	cfahlstrom@placercoe.org / awood@placercoe.org
Website	https://www.placercoe.org/Pages/PCOE/Educational-Services/Student-
County-District-School (CDS) Code	31 10314 0126904

Entity	Contact Information
District Name	Placer County Office of Education (Pathways Charter)
Phone Number	(530) 889-8020
Superintendent	Gayle Garbolino-Mojica
Email Address	ggarbolino@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.

The Placer County Pathways Charter School is located at multiple sites in Placer County. As a Placer County Office of Education school, Pathways Charter serves students in grades transitional kindergarten through twelve (TK-12).

The Pathways Charter School serves students in several distinct programs:

iLearn Academy is an Independent Study program serving families with children in TK-8 who choose to educate their children at home or in a hybrid program. iLearn teachers regularly collaborate with parents and students to provide a rigorous, standards-based learning plan that addresses individual student needs and interests. The iLearn Academy program also provides students access to on-line learning, on-site classes, field trips, and school-wide events to promote community and connections with others. iLearn Academy typically serves 170-200 students at any one time. Demographic data: 15.17% Hispanic, .56% American Indian/Alaskan Native, 1.12% Hawaiian/Pacific Islander, 73.03% White, 6.18% Multiple, 3.93% Declined to State, 1.69% English Learners, 19.10% Special Education, 26.97% Socio-Economically Disadvantaged, 0.00% Foster Youth.

Intensive CARE (iCARE) is a County Community School program serving seventh through twelfth graders who are expelled, referred by probation or the School Attendance Review Board (SARB), or placed by parent. Intensive CARE classes provide instruction in a small and supportive setting. Students have access to Career Technical Education options as they make progress toward their learning goals. Academic and Career Counseling is provided to all students and a broad course of study is available using a blended model of in-class instruction and on-line coursework. iCARE typically serve students for less than one year. The school specific demographic data reported below was collected in October of 2019 and can be extremely variable due to the transient nature of the student population. iCARE Community School typically serves 30-60 students at any one time. However, a large percentage of these students transfer in and out of the program throughout the school year. iCARE also provides a voluntary independent study option for students who are probation referred, expelled, or voluntarily placed by parent if appropriate. Demographic data: 22.92% Hispanic, 8.33% American Indian/Alaskan Native, 2.08% Asian, 12.50% Black/African American, 43.75% White, 8.33% Multiple, 2.08% Declined to State, 10.42% English Learners, 16.67% Special Education, 58.33% Socio-Economically Disadvantaged, 1.7% Foster Youth.

The Come Back Program is an independent study program specifically designed to address the academic needs of adult students who have not completed high school and who wish to obtain a high school diploma. The Come Back Program reaches students who have "dropped out" or are not currently enrolled in any school or who face particular challenges that make daily attendance difficult. The Come Back Program educates students who have fallen behind in their studies, provides opportunities and resources to increase career/workforce readiness skills, provides individualized instruction, and assists students in earning a high school diploma. Demographic data: 20.37% Hispanic, 1.85% American Indian/Alaskan Native, 3.70% Asian, 5.56% Black/African American, 53.70% White, 12.96% Multiple, 1.85% Declined to State, 5.88% English Learners, 11.76% Special Education, 70.59% Socio-Economically Disadvantaged, 0.00% Foster Youth.

During the 2018-2019 school year, 496 students were served at Pathways Charter School.

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

Grade Level	Number of Students
Kindergarten	13
Grade 1	16
Grade 2	21
Grade 3	18
Grade 4	17
Grade 5	19
Grade 6	22
Grade 7	26
Grade 8	29
Grade 9	19
Grade 10	17
Grade 11	17
Grade 12	23
Total Enrollment	257

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	2.3
Hispanic or Latino	15.2
Native Hawaiian or Pacific Islander	0.4
White	73.5
Two or More Races	5.1
Socioeconomically Disadvantaged	24.5
English Learners	5.4
Students with Disabilities	15.2
Foster Youth	0.4
Homeless	0.8

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	18	18	20	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
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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
Reading/Language Arts	K-6th: Wonders,McGraw Hill/2016 6th-8th: Expert 21, Scholastic/2014 7th-12th: ERWC/2014 4th-12th: Houghton Mifflin Harcourt Journeys/2016	Yes	0
Mathematics	K-5th: My Math Premium System, McMillan McGraw-Hill/2015 6th-8th: CA Middle School Math, McMillan McGraw-Hill/2015 6th-12th: College Preparatory Mathematics (CPM)/2014 9th-12th: Carnegie Learning/2014	Yes	0
Science	K-5th: Houghton Mifflin/2007 6th-8th: Prentice Hall/2006	Yes	0
History-Social Science	K-5th: Houghton Mifflin/2008 4th-12th: Holt/2008 1st-6th: Harcourt/2008	Yes	0
Science Laboratory Equipment (grades 9-12)	Science First Mobile Lab Station		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 up keep 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	59	49	39	41	50	50
Mathematics (grades 3-8 and 11)	46	46	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	176	159	90.34	9.66	49.06
Male	104	93	89.42	10.58	50.54
Female	72	66	91.67	8.33	46.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	21	21	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	117	87.97	12.03	51.28

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	43	35	81.40	18.60	28.57
English Learners	--	--	--	--	--
Students with Disabilities	36	30	83.33	16.67	30.00
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	177	162	91.53	8.47	45.68
Male	104	94	90.38	9.62	52.13
Female	73	68	93.15	6.85	36.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	21	21	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	119	89.47	10.53	50.42
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	44	37	84.09	15.91	24.32
English Learners	--	--	--	--	--
Students with Disabilities	36	30	83.33	16.67	16.67
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 Pathways Charter School offered three Career Technical Education (CTE) courses during the 2018-2019 school year. Classes offered were related to the Information Communication Technology (ICT) Pathway.

Exploring Computer Science – Students create posters and PowerPoint presentations to demonstrate understanding. Oral presentations of their work are also required. Students use various computer tools and websites to complete assignments.

Computer Programming - Solving Applied Problems - Students go on a field trip to Parallax, a local robotics and electronics company. Students use technology in the classroom as well. The classes have 3D printers and a small CNC routing machine so students can create physical models.

Exploratory Career Technical Education class - Students participate in a job/resume unit. Students learn about their personalities, the careers that best suit their personalities, career exploration and college exploration. Students learn how to develop resumes, including creating a resume using action words. Students also learn how to create an effective cover letter and participate in mock interviews. Post-interview activities are also explicitly taught.

Financial literacy is also taught. Students learn about personal finance, including credit card usage, credit scores and their applications, budgeting, car loans, mortgages, various insurance policies offered, estate planning, stocks and investment opportunities.

Partnerships with Sierra College and Golden Sierra Job Training Agency provide real-world connections and job opportunities. Field trips are provided to Sierra College, American River College, CSU Sacramento and UC Davis. Career Interest Inventories are completed by students. Meetings with parents/students are held regarding educational goals, college applications and financial aid. Pathways Charter School programs provide personal assistance through the college application process. The students annually attend a career technical education conference at Sierra College, where students are able to experience college programs in action.

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 set 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	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
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	8.7	39.1	30.4
7	12.5	37.5	41.7
9	18.8	37.5	6.2

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 Pathways Charter 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	58.3	42.9	7.1	41.3	24.5	17.9	9.7	9.1	9.6
Graduation Rate	41.7	47.6	82.1	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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	13.5	7.0	3.7	5.1	3.4	2.1	3.6	3.5	3.5
Expulsions	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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	1			1	1						
1					13	1			13	1		
2									21		1	
3									16	1		
6									22		5	
Other**									13	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

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 Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	7	14	2		7	17		1	5	20	1	
Mathematics	9	3	1		10	9	1		12	6	1	
Science	10	9	1		9	9	1		10	8	1	
Social Science	13	5	1		14	5		1	10	7	1	

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

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

Title	Ratio
Academic Counselors*	.25/100

*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)	.87
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.50
Social Worker	.75
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

*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	\$14,051	\$3,011	\$11,040	\$76,338
District	N/A	N/A	\$12,005	
Percent Difference - School Site and District	N/A	N/A	-8.4	-7.1
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	52.3	-9.3

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 three 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. New teachers receive support through the Teacher Induction Program.