

# Pacific Coast Charter School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Pacific Coast Charter School
<b>Street</b>	294 Green Valley Road
<b>City, State, Zip</b>	Watsonville, CA 95076
<b>Phone Number</b>	(831) 786-2180
<b>Principal</b>	Drew Singleton
<b>Email Address</b>	andrew_singleton@pvusd.net
<b>School Website</b>	pccs-pajaro-ca.schoolloop.com
<b>County-District-School (CDS) Code</b>	44-69799-4430229

## 2022-23 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Dr. Michelle Rodriguez, Superintendent
<b>Email Address</b>	michelle_rodriguez@pvusd.net
<b>District Website Address</b>	www.pvusd.net

## 2022-23 School Overview

Pacific Coast Charter School (PCCS) is a community-based, independent study charter school sponsored by the Pajaro Valley Unified School District (PVUSD). We received our renewed six-year accreditation from the Western Association of Schools and Colleges (WASC) in January 2017, and we are currently in the process of conducting our Full Self-study for WASC renewal this Spring. Our school serves 200-250 students in Kindergarten through twelfth grade. Our vision is for all students to pursue their individual interests while meeting the educational standards and requirements of the state of California. PCCS is a high-quality public education option that blends independent study and home-school learning with enrichment workshops and tutorials taught by credentialed teachers. We offer onsite classes and workshops emphasizing academics and enrichment, including visual and performing arts, science labs, mathematics, reading development, and physical education. PCCS believes that students excel in a self-directed, self-paced educational environment that includes access to a variety of learning opportunities, environments, and methods. We encourage students to take responsibility for their educational goals, develop lifelong learning strategies, excel in areas of special interest, and pursue educational growth at their own pace. PCCS staff provides professional guidance, supervision, and support in a family-centered environment. Parents are an integral part of our home school/independent study program.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	7
Grade 2	5
Grade 3	4
Grade 4	7
Grade 5	4
Grade 6	7
Grade 7	8
Grade 8	12
Grade 9	16
Grade 10	26
Grade 11	17
Grade 12	47
Total Enrollment	169

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.7
Male	37.3
American Indian or Alaska Native	0.6
Asian	1.2
Black or African American	0.0
Filipino	1.8
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.6
White	20.1
English Learners	14.8
Foster Youth	0.0
Homeless	3.6
Migrant	1.2
Socioeconomically Disadvantaged	67.5
Students with Disabilities	18.9

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	51.00	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	48.89	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>9.00</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.40	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.40</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	71.90	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have been provided a Chromebook and if necessary, a hotspot.

Due to the volume of curriculum used at PCCS it is impossible to list everything for kindergarten through 12th grade. We follow most District adoptions. Our texts are from Glencoe/McGraw Hill, Holt, Pearson/Prentice Hall, McDougal/Littel, and Prentice Hall. Some use Brave Writer(K-6) and we have acquired various Common Core materials, including the CPM Integrated Math.

We use supplemental materials such as McDougal Little Word Skills and WordWise for our English learners. In addition to books we have various software programs that are used as supplemental materials such as ALEKS for math, and Edgenuity for credit recovery and advancement, and Newsela.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Novels from Core Literature lists and Units from District, Benchmark --Accessing Complex Texts 3-8th Prentice Hall Literature Readers Companion, all levels EDGE Newsela online program (across content areas) Edgenuity	Yes	0%
<b>Mathematics</b>	Integrated Math 1,2, and 3, CPM/2016/2017/2018 Algebra-Glencoe, Saxon, Glencoe Fearon Geometry-McDougal Littel, Glencoe, The Geometer's Sketchpad Algebra 2-McDougal Littel Pre-cal with Limits, a graphing Approach Calculus Concepts and Applications, Forester Edgenuity Aleks Math	Yes	0%
<b>Science</b>	The Living Earth: HMH/2021, Harcourt Biology, McDougal Littel Earth Science, Holt, Glencoe Wonders of Science Physical Science: Concepts and Challenges Earth Science: Concepts and Challenges Life Science: Concepts and Challenges Marine Science, AMSCO Environmental Science, Holt Physics Edgenuity	Yes	0%
<b>History-Social Science</b>	American Government/Economics, Globe Ferron American Odyessey, Glencoe, McGraw Hill World History- Modern Times, Glencoe, McGraw Hill Civics: Government and Economics in Action, Prentice Hall American Government, Prentice Hall Economics: Principals in Action, Prentice Hall Edgenuity	Yes	0
<b>Foreign Language</b>	Realidades 1&2, Prentice Hall/2014	Yes	0%

	Edgenuity		
<b>Health</b>	Health Text Edgenuity	Yes	0%
<b>Visual and Performing Arts</b>	Introducing Art Creating and Understanding Drawing	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Microscopes	Yes	0

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

**Year and month of the most recent FIT report**

Fall 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	13	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	73	59	80.82	19.18	30.51
<b>Female</b>	47	36	76.60	23.40	33.33
<b>Male</b>	26	23	88.46	11.54	26.09
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	38	77.55	22.45	28.95
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	15	88.24	11.76	26.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	44	35	79.55	20.45	28.57
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	8	61.54	38.46	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	73	64	87.67	12.33	12.70
<b>Female</b>	47	41	87.23	12.77	15.00
<b>Male</b>	26	23	88.46	11.54	8.70
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	42	85.71	14.29	12.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	15	88.24	11.76	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	44	37	84.09	15.91	8.33
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	9	69.23	30.77	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	18.97	7.1	16.22	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	73	58	79.45	20.55	18.97
<b>Female</b>	41	34	82.93	17.07	14.71
<b>Male</b>	32	24	75	25	25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	43	78.18	21.82	13.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	10	83.33	16.67	--
<b>English Learners</b>	14	14	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	38	82.61	17.39	10.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

PCCS students have the opportunity to enroll in various Regional Occupational Program (ROP) courses throughout the county. We offer career classes through our independent study program and Cabrillo courses. Many of our students work in the community, which is why they have selected independent study as their educational option. Each student participates in at least one applied arts class during their four years at PCCS. Students also take vocational classes at Cabrillo College. Due to the nature of the program we are not able to offer a full Career and Technical Education (CTE) program on site.

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	50.94
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	4.35

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	51%	43%	81%	49%	45%
Grade 7	48%	47%	43%	45%	62%
Grade 9	88%	67%	64%	52%	61%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

### Parent Involvement

PCCS parents are actively involved in all aspects of their children's education. They supervise daily instruction and assist with onsite and community-based workshops, field trips, and classes.

Parents also serve on the PCCS Governing Council, which makes decisions and recommendations related to school policy, budget, curricula, facilities, scheduling, activities, and fund-raising. The contact person for parent involvement is principal Drew Singleton and he can be reached at (831) 786-2180

PCCS parents also participate in the California Scholarship Federation (CSF) as well as running school fundraisers.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		16.7	13.6		8.4	7.7		8.9	7.8
<b>Graduation Rate</b>		77.8	83.1		84.7	88.4		84.2	87

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	59	49	83.1
<b>Female</b>	36	29	80.6
<b>Male</b>	23	20	87.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	50	41	82.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	14	12	85.7
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	49	41	83.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	238	231	30	13.0
Female	149	147	22	15.0
Male	88	83	8	9.6
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	179	173	27	15.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	6	6	0	0.0
White	45	44	3	6.8
English Learners	39	37	7	18.9
Foster Youth	0	0	0	0.0
Homeless	12	11	3	27.3
Socioeconomically Disadvantaged	168	163	25	15.3
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	39	38	6	15.8

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.38	3.68	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.02	4.40	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.12	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 School Safety Plan

### Safety

The PCCS Site Safety Committee reviews our comprehensive Safe School Plan annually, as part of the PCCS Governing Council, and the District Assistant Superintendent.

Our school facility is in a rented office building shared with other district offices. A security guard patrols the building. We hold safety drills as required and monthly safety meetings during our Governing Council that are open to anyone who would like to attend.

The key elements of our safety plan include procedures to ensure a safe and orderly environment, a nurturing physical environment, a management and decision-making structure, a caring and connected school climate, a school discipline policy, a dress code, teacher notification of dangerous students, a sexual harassment policy, suspension and expulsion procedures, child abuse reporting, anti-bullying training, site security and traffic control, and emergency procedures. The staff has also been exposed to ALICE training through the district, and they are scheduled to engage in regular refresher courses.

### Discipline:

Our program is designed to encourage self-directed learning and critical thinking. This carries over into discipline, as our students are encouraged to maintain discipline and make appropriate choices. We make and enforce the rules at PCCS so that everyone can have safe and productive experiences on site and at school sponsored events. Our discipline policy outlines specific consequences. We follow California Education Code and district school board policies related to suspension and expulsion.

In the event that an activity or field trip is planned we follow all district rules and policies regarding permission slips, chaperones, and board approval.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	1		
Other	10	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	5	1		
Other	18	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	1		
Other	20	1	1	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	36		
Mathematics	5	21	1	
Science	4	32		
Social Science	5	31		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	36		
Mathematics	7	19	2	
Science	3	33		
Social Science	6	25		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	31		
Mathematics	6	19		
Science	4	19		
Social Science	7	17		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,233.82	\$223.00	\$9,152.49	\$75,373.07
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	61.3	11.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	32.5	-15.9

## 2021-22 Types of Services Funded

Although our school is considered home school/independent study, we offer a variety of classes and workshops. At the K-8 levels have workshops that can include reading, writing, science, art, math, computer coding, music, and tutorials. For high school students we have courses certified as fulfilling the "a-g" subject requirements for freshman admission to the UC system. For those students that prefer general courses we offer those as well. For a complete listing of our on site programs visit our web site at [www.pccs.pvusd.net](http://www.pccs.pvusd.net) . We also have tutoring available three days a week. Students can schedule time or just drop in. PCCS also has an academic counselor that works with students to ensure that everyone is college and career ready. PCCS partners with PVPSA for mental health referrals, and has as a part time nurse and health clerk.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

## Professional Development

### Staff Development

PCCS has three annual staff training days. The first training day occurs before school begins in August, with the others taking place in October and January. Our school, district, and County Office of Education offer numerous training opportunities throughout the year to support our goals for improved student achievement. Staff members have regular opportunities to participate in both training and collaboration. All new teachers receive additional support and training. The primary focus for the 22-23 school year has been adjusting to the new AB-130 laws which focus on state changes to reporting.

We spend staff training time on ways to increase student achievement while meeting the goals and participating in activities in our school plan. We encourage teachers to attend conferences and workshops related to their subject areas and increasing student achievement, especially those that are related to the focus-area goals in our school plan. We review student achievement data for kindergarten through twelfth grade in an effort to identify areas of success and areas that need improvement. Staff Development will focus on Personalized Learning, Formative and Self and Peer Assessment, and Project Based Learning for the 2022-2023 school year.

### Evaluating and Improving Teachers

All teachers participate in the district's evaluation process. We use the Continuum of Teacher Abilities evaluation system, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and observation by the evaluating administrator. Each year teachers and administrators complete mid-year assessments by February and final assessments in May, as outlined in the evaluation process. Six of the eleven PCCS teachers are tenured. Tenured teachers may choose from three assessment options.

### Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, which includes many retired teachers. The district offers an annual training academy for all substitutes. Each school has its own plan for covering classes if qualified substitutes are not available on a given day.

PCCS seldom has a need for substitute teachers. We are usually able to reschedule our appointments or have staff cover our workshops, field trips, or other responsibilities if we have emergency absences. We hire substitutes for long-term absences.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3