

California Pacific Charter - Los Angeles

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	California Pacific Charter - Los Angeles
Street	4101 Birch St #150
City, State, Zip	Newport Beach, CA 92660
Phone Number	855-225-7227
Principal	Christine Feher
Email Address	cfeher@cal-pacs.org
County-District-School (CDS) Code	19-75309-0132654

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	California Pacific Charter School - Los Angeles
Phone Number	855-225-7227
Superintendent	Kurt Madden
Email Address	kmadden@collaborativecharters.org
Website	www.cal-pacs.org

School Description and Mission Statement (School Year 2020-2021)

Mission Statement

California Pacific Charter—Los Angeles will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its standards-based online curriculum, combined with superior individualized support, California Pacific Charter—Los Angeles will provide an inspirational learning environment with enriched, rigorous academics and high standards to empower students to become self-motivated and competent lifelong learners who will make a positive impact in their communities.

Vision Statement

Our program provides engaging and relevant state standards aligned curriculum. Student needs are identified through ongoing assessments to inform and guide appropriate and effective intervention strategies. We offer a comprehensive system of support to parents and students to ensure students are on track with grade level requirements and are college and career ready.

Our educators believe that all students have the potential to meet or exceed academic standards. Parents, teachers, staff and administrators work together as a professional learning community to evaluate instructional practices that focus on improving student performance.

Our Students are creative and complex thinkers, effective communicators, community/global participants and empowered independent learners.

Our families work closely with credentialed teachers to provide the best instructional practices for their children. Together, they review student assessment results and collaborate on a course of study that engages students and achieves grade level standards.

Our community of stakeholders are clearly involved and invested in support of the collaborative programs to provide the best practices to ensure the success of each student. The strong connections and communication amongst the authorizers and the community foster a strong foundation for which our programs are built.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	6
Grade 3	4
Grade 4	5
Grade 5	5
Grade 6	14
Grade 7	19
Grade 8	30
Grade 9	23
Grade 10	39
Grade 11	61
Grade 12	114
Total Enrollment	326

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	0.3
Asian	2.1
Filipino	0.6
Hispanic or Latino	48.5
White	32.5
Two or More Races	7.4
Socioeconomically Disadvantaged	59.5
English Learners	5.5
Students with Disabilities	12.3
Foster Youth	0.3
Homeless	1.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40	4	15	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2019

California Pacific Charter—Los Angeles purchases online curriculum from industry leading companies (Edgenuity, Odysseyware, Florida Virtual School [FLVS]), which is state standard aligned, A-G approved and Common Core aligned. In 2019, California Pacific Charter—Los Angeles did an extensive curriculum review of the major online vendors and determined that Edgenuity was the best fit for grades 9-12; Odysseyware was the best fit for grades 3-8; and FLVS was the best fit for grades K-2. A robust rubric was developed by the selection committee, which included all stakeholders. Edgenuity is our board-approved selected core curriculum for our 9-12 program. For more information, current course lists and video demonstration, please visit the links below.

www.edgenuity.com

www.edgenuity.com/course-lists/Edgenuity-California-Course-List.pdf

www.edgenuity.com/solutions/high-school

100% of students have access to the online content either from their own device or by a school provided device. The school will provide a Chromebook and a hotspot to students who need access.

K-8 students have access to supplementary curriculum including Edmentum Exact Path, Reading Eggs, Mystery Science, and BrainPOP.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
Mathematics	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
Science	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
History-Social Science	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
Health	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
Visual and Performing Arts	Edgenuity, Odysseyware, Florida Virtual School [FLVS] Adopted in 2019	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A, virtual labs	No	0

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

School Facility Conditions and Planned Improvements

California Pacific Charter School programs are virtual. Therefore, the administrative office is the only facility.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: N/A

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

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	46	N/A	41	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

California Pacific Charter is focused on aligning the CTE program with the 11 Elements of a High-Quality CTE Program, academic state standards and meeting the individual needs of our diverse student population. The school offers two pathways in Entrepreneurship and Business. The following courses are offered:

Introduction to Business

Advanced Business

Introduction to Entrepreneurship/Self-Employment

Advanced Entrepreneurship/Self-Employment

Courses include job shadowing and internship opportunities with monthly presentations from industry representatives.

Additional pathways will be developed and rolled out for future school years.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	24
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	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	11.32

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

California Pacific Charter—Los Angeles strongly encourages and desires parents to actively engage with the school to give input and collaboratively partner with teachers and administration to positively impact student achievement and their educational experience at the school.

We have a School Site Council that meets quarterly to provide input on the operations of our school. We also send out surveys throughout the year to get feedback on our various programs and school climate. We also encourage our parents to call or email us with their ideas and suggestions on ways to improve our school. For more information on how to become involved at the school, please contact Christine Feher, Executive Director, at cfeher@cal-pacs.org.

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 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
Dropout Rate	37	26.5	57.8	34.8	27.2	35	9.1	9.6	9
Graduation Rate	44.6	52.9	39.1	32.3	26.4	22.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.3	0.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan is established to ensure the health and safety of pupils and staff. The plan is annually evaluated and amended, as needed, by the Board of Directors to ensure proper implementation. The disaster plan has been prepared in compliance with California Administrative Code, Title V, Ed Code Section 560 and CA Govt Code 8607. The school safety plan was last reviewed and discussed with the school faculty in September, 2020. Each year as part of training, teachers and staff review the safety plan at the beginning of the year and before state testing (in March 2021). The safety plan may be viewed on request.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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									2	5		
1									3	5		
2									6	5		
3									4	4		
4									2	9		
5									3	8		
6									5	15		
Other**									4	3		

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	3	139	1	1	6	38	3		14	17	1	4
Mathematics	3	139	1		5	40		1	14	11	3	1
Science	3	83			4	42			9	17	2	1
Social Science	3	116			6	38		1	18	11	3	3

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	108.7

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	12

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-2020)

California Pacific Charter School is a non-classroom based independent study charter school program that provides students with counseling in academics and social-emotional support.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$44,318
Mid-Range Teacher Salary		\$67,053
Highest Teacher Salary		\$90,163
Average Principal Salary (Elementary)		\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)		\$114,214

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary		\$141,066
Percent of Budget for Teacher Salaries	28.0	29.0
Percent of Budget for Administrative Salaries	7.0	6.0

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 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	1	N/A
All courses	5	1.3

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	6

Each year, our programs host professional development for all staff before the start of the school year. Topics include best practices in a personalized learning and/or virtual setting, student information system navigation, learning management system usage, human resources policies, instructional strategies, learning styles, personalized learning methodologies, etc. Topics are presented by peers, vendors or education professionals.

In addition to yearly professional development for all staff, opportunities are provided throughout the year for certificated staff to attend conferences and seminars that build the knowledge and skills necessary to pursue our mission and Student Learning Outcomes (SLOs). Some examples of other professional development are:

- Charter Schools Development Center (CSDC) Conference
- California Charter Schools Association (CCSA) Conference
- Aplus+ Personalized Learning
- Advancement Via Individual Determination (AVID) Summer Institute
- Common Core Speaker Series
- College Board AP training
- Counselor UC and California State University conferences
- American School Counselor Association (ASCA) workshops and courses for administrators

Additional professional development is held throughout the year during staff meetings, and through our Professional Learning Communities (PLCs) to review data; drive initiatives; and stay current with our curriculum, initiatives and best practices as well as the following:

Department leads field questions from teachers pertaining to job duties and conduct periodic professional development webinars and/or online training for staff members.

Staff members are encouraged to browse our professional development resources, including training videos and instructional documents put together by the department leads.

Finally, staff members are assigned training via SafeSchools, an online platform supplying prerecorded safety training and quizzes. Topics include:

- Sexual harassment
- Blood-borne pathogens
- Mandated reporting

All staff are expected to complete these assignments within the first 90 days of employment, or the initial date of a continuing employee's contract, and periodically over the course of their employment in accordance with state law.