

Pathways Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.

Ms. Sara Jordan, Director

 Principal, Pathways Charter

About Our School

Pathways Charter School supports families who want to educate their children at home. We value the relationships we develop with families and believe that this is what distinguishes us from other schools. We operate under the model of independent study.

Contact

*Pathways Charter
150 Professional Center Dr., Ste. C
Rohnert Park, CA 94928-2148*

*Phone: 707-585-6513
E-mail: sara.jordan@pathwayscharter.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Harmony Union Elementary
Phone Number	(707) 874-3280
Superintendent	Rene McBride
E-mail Address	rmcbride@harmonyusd.org
Web Site	www.harmonyusd.org

School Contact Information (School Year 2017-18)	
School Name	Pathways Charter
Street	150 Professional Center Dr., Ste. C
City, State, Zip	Rohnert Park, Ca, 94928-2148
Phone Number	707-585-6513
Principal	Ms. Sara Jordan, Director
E-mail Address	sara.jordan@pathwayscharter.org
Web Site	www.pathwayscharter.org
County-District-School (CDS) Code	49707306120588

Last updated: 1/11/2018

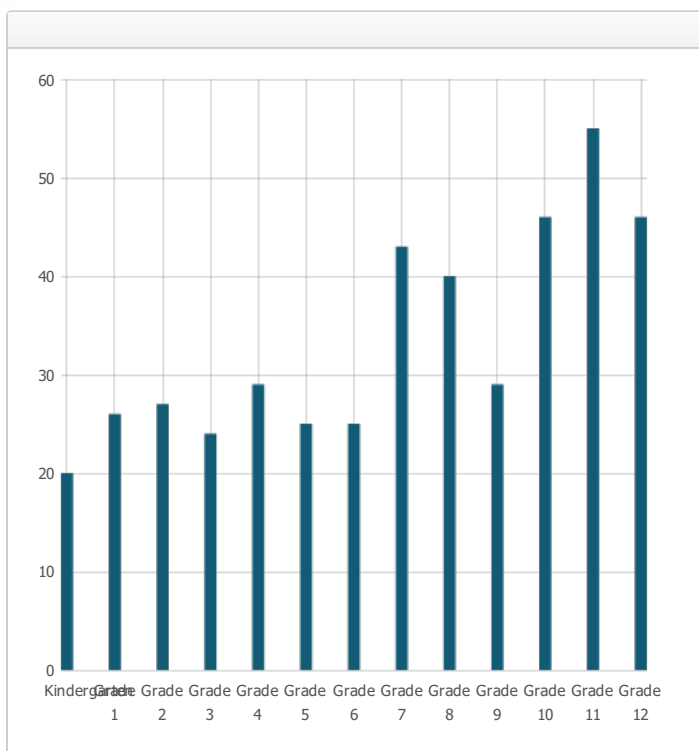
School Description and Mission Statement (School Year 2017-18)

The Mission of Pathways Charter School is to facilitate the growth of students to become educated, participating citizens in today's world. We provide a rigorous, standards-based program, utilize a variety of instructional delivery models, and foster a team approach. Students thrive at Pathways because we are dedicated to building strong relationships among school personnel, parents, and students; and are committed to the vision that all students benefit from personalized attention to their educational needs.

Last updated: 1/11/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	20
Grade 1	26
Grade 2	27
Grade 3	24
Grade 4	29
Grade 5	25
Grade 6	25
Grade 7	43
Grade 8	40
Grade 9	29
Grade 10	46
Grade 11	55
Grade 12	46
Total Enrollment	435



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.5 %
Asian	3.0 %
Filipino	1.6 %
Hispanic or Latino	28.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	54.5 %
Two or More Races	8.3 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.9 %
English Learners	2.5 %
Students with Disabilities	10.3 %
Foster Youth	0.0 %

Last updated: 1/11/2018

A. Conditions of Learning

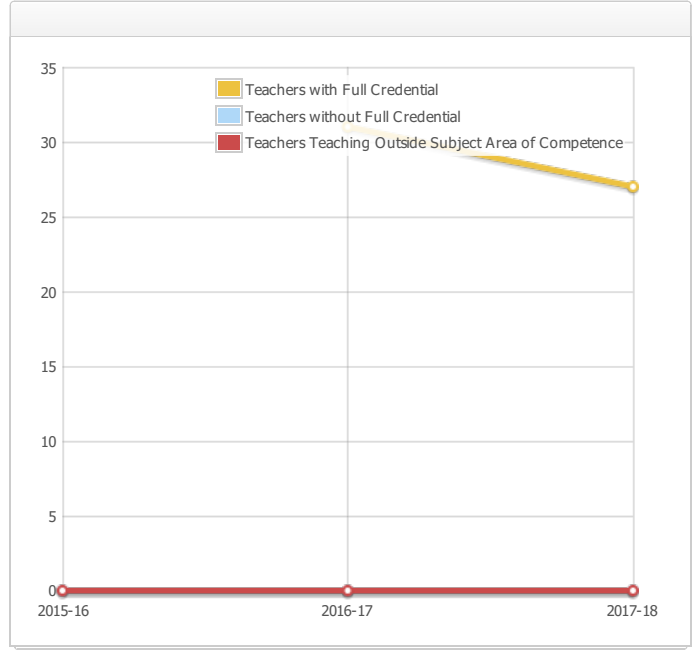
State Priority: Basic

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

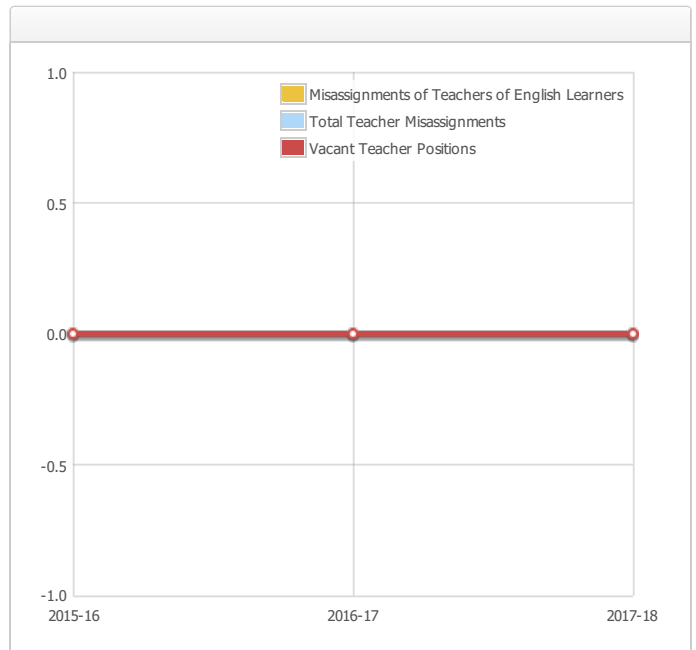
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		31	27	27
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/11/2018

School Facility Conditions and Planned Improvements

Student and staff safety is a priority for Pathways. To that end, Pathways has implemented policies, procedures, and committed resources to ensuring students and staff are safe and secure while on campus.

Each region has the flexibility to choose whether or not to be an open or closed campus. Currently, Sonoma and Marin are open campuses. The Sonoma and Marin campuses are located in areas which safely allow for an open campus. Solano and Angwin are currently closed campuses due to their locations.

Supervising staff attend sexual harassment training. All staff attend suicide awareness and anti-bullying training during inservice.

In order to ensure that all students and staff are prepared in the event of an unlikely emergency, each region holds regular fire and earthquake drills. This year, the Solano region introduced the concept of the lockdown drill to its campus, and next year all regions will be implementing lockdown drills as part of their regular procedures per CA Ed Code. Per CA Fire Code, fire drill logs are maintained and reported to the fire marshal. Each regional campus posts visible safety signs (earthquake procedures, etc.) and evacuation route signs to further ensure safe campuses. Pathways is in the process of standardizing the emergency signs across each region.

Pathways is a bully-free, and cyber-bully free, school. Currently each region has "Bully Free Zone" signs posted. Over the last couple of years, Solano County hosted workshops and used outside vendors to address bullying and personal safety. In Sonoma County, staff received training by our school psychologist on conflict resolution, bullying, and healthy relationships. Pathways is currently in the process of developing a school-wide Anti-Bullying policy which will also include cyber-bullying.. Internet safety is currently included in our student handbook and reviewed in the MOU.

All certificated staff are required to maintain current CPR/First Aid cards. This training is also encouraged for classified staff who come into direct contact with students. Pathways administration is currently working on a policy to make it mandatory for classified staff, who have direct daily contact, to maintain CPR/First Aid certification. Furthermore, any and all accidents/safety incidents involving students or staff are tracked and reported to the regional Area Coordinator and/or HR.

We have identified several areas of need. The first is a need for staff training in the area of student drug and alcohol abuse, ending with a school wide policy development. The second area of need identified is high concern of safety regarding the Solano regional site. This issue has already been added as an LCAP goal. To further address this issue, we will convene a committee at the beginning of the 2017-2018 school year to research new locations, with the end goal of relocating the Solano regional site to a safer location. To help clarify some of the critical areas of need, the administration recently sent out a site safety survey to the Solano regional families and students and received approximately 68 responses. These responses will be used to help direct the committee's search

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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 Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/11/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	59%	53%	59%	54%	48%	48%
Mathematics (grades 3-8 and 11)	34%	31%	38%	38%	36%	37%

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.

Last updated: 1/11/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	208	94.55%	53.14%
Male	94	88	93.62%	47.73%
Female	126	120	95.24%	57.14%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	60	59	98.33%	40.68%
Native Hawaiian or Pacific Islander				
White	128	122	95.31%	59.50%
Two or More Races	18	14	77.78%	35.71%
Socioeconomically Disadvantaged	96	93	96.88%	47.31%
English Learners	13	13	100.00%	23.08%
Students with Disabilities	26	25	96.15%	16.00%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/11/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	205	93.18%	30.73%
Male	94	88	93.62%	30.68%
Female	126	117	92.86%	30.77%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	60	57	95.00%	12.28%
Native Hawaiian or Pacific Islander				
White	128	121	94.53%	40.50%
Two or More Races	18	15	83.33%	20.00%
Socioeconomically Disadvantaged	96	90	93.75%	17.78%
English Learners	13	13	100.00%	--
Students with Disabilities	26	24	92.31%	12.50%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	49.0%	72.0%	52.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/11/2018

Career Technical Education Programs (School Year 2016-17)

To begin the the fall of 2017, PCS created a new CTE program in ICT, with two pathways available to interested students: Technology Support in the Information Support and Services Pathway and Graphics and Media in the Software and Systems Development Pathway. These pathways were chosen because of staff experience and credentials, student interest, and feedback from advisory council members and business partners regarding local need for workers and availability of jobs that are high-skill, high-wage, high-demand. PCS contracted with our county office of education to assist in the development of our two new CTE pathways, which included assistance building our advisory council and a tour of local CTE ICT classes for our CTE teacher. The sequences of courses for each pathway were selected to fit into the Independent Study model of education at PCS, and include online courses through our in-house teaching staff (utilizing Google Classroom as a delivery and communication hub), eDynamics, OdysseyWare, and FUEL online courses, and online and in-person classes at local community colleges. The CTEIG monies fund the salary of our CTE coordinator and teacher, pay for online courses with eDynamics, FUEL, and OdysseyWare, and pay for textbooks and other materials and subscriptions that support our students in each CTE pathway.

Last updated: 1/11/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/11/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	26.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	4.2%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/11/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Teachers, students, and parents work together as an educational team, developing a learning plan, selecting materials, assessing, re-assessing, and documenting student work. The team may also include additional persons integral to the success of the student, such as other pertinent family members, tutors, or specialists. Parents of special needs students are offered an opportunity to meet with classmates and discuss student’s disability. Parents are also permitted to attend classes with their students on a case by case basis to support their needs and transition to a group. Our school has worked hard to create a school culture of diversity and acceptance of differences. Our classes are small and bullying is addressed immediately. Parents are also invited to participate on: School Board, Advisory Council and regional planning groups. We host information sessions and parent training workshops for parents. Parents are included in the LCAP evaluation cycle.

State Priority: Pupil Engagement

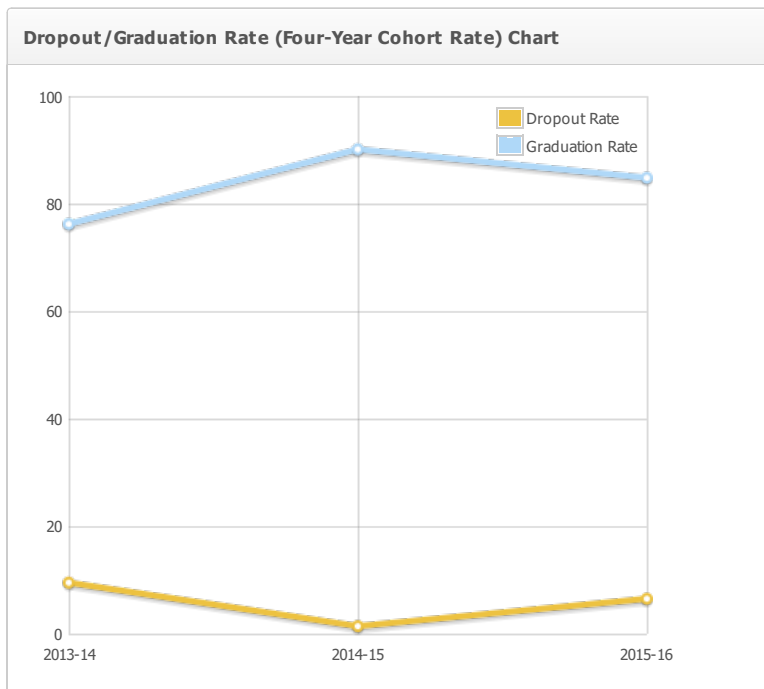
Last updated: 1/11/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.5%	1.4%	6.5%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	76.2%	90.1%	84.8%	--	--	--	81.0%	82.3%	83.8%



Last updated: 1/11/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	90.6%	90.6%	87.1%
Black or African American	50.0%	50.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	85.0%	85.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	95.8%	95.8%	91.0%
Two or More Races	66.7%	66.7%	90.6%
Socioeconomically Disadvantaged	81.5%	81.5%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

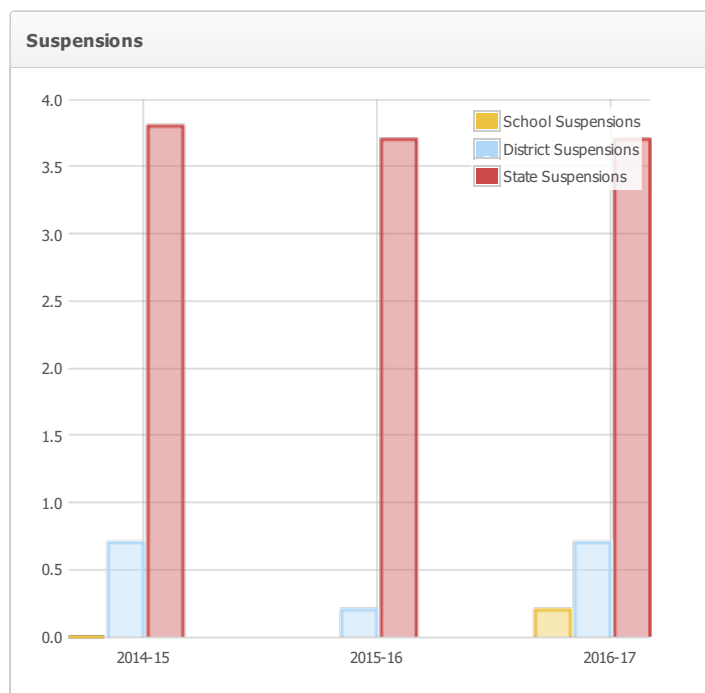
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	0.2%	0.7%	0.2%	0.7%	3.8%	3.7%	3.7%
Expulsions	--	--	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

Annually each site reviews its site plan for emergencies and plans trainings and drills. Student and staff safety is a priority for Pathways. To that end, Pathways has implemented policies, procedures, and committed resources to ensuring students and staff are safe and secure while on campus.

Each region has the flexibility to choose whether or not to be an open or closed campus. Currently, Sonoma and Marin are open campuses. The Sonoma and Marin campuses are located in areas which safely allow for an open campus. Solano and Angwin are currently closed campuses due to their locations.

Supervising staff attend sexual harassment training. All staff attend suicide awareness and anti-bullying training during inservice.

In order to ensure that all students and staff are prepared in the event of an unlikely emergency, each region holds regular fire and earthquake drills. This year, the Solano region introduced the concept of the lockdown drill to its campus, and next year all regions will be implementing lockdown drills as part of their regular procedures per CA Ed Code. Per CA Fire Code, fire drill logs are maintained and reported to the fire marshal. Each regional campus posts visible safety signs (earthquake procedures, etc.) and evacuation route signs to further ensure safe campuses. Pathways is in the process of standardizing the emergency signs across each region.

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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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	2.0	1	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/11/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	175.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.5	N/A
Other	0.0	N/A

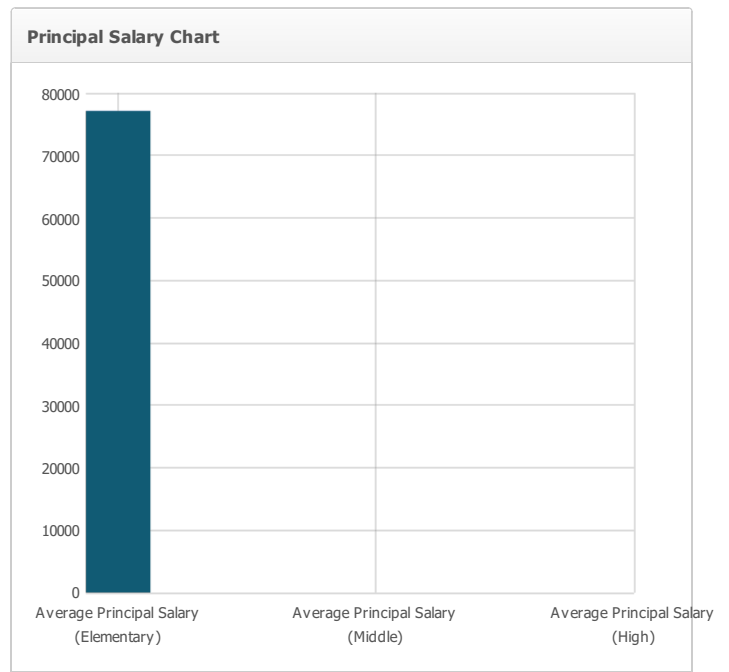
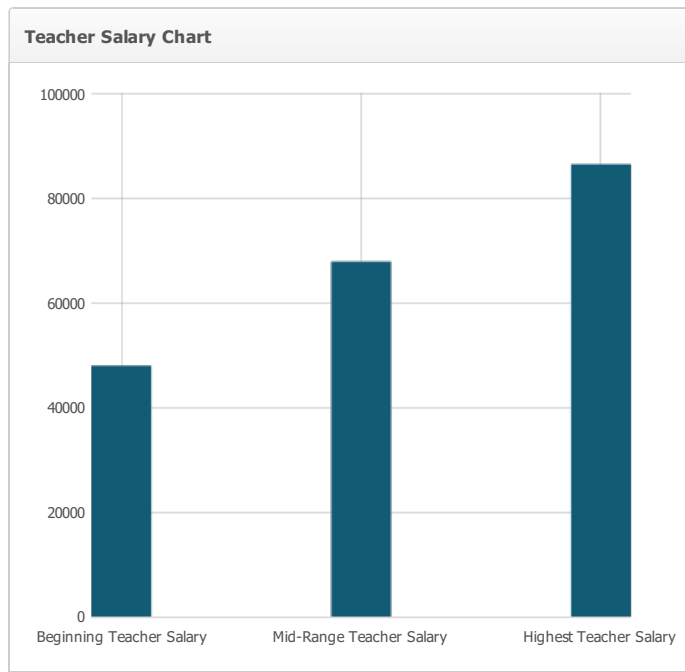
Note: Cells with N/A values do not require data.

*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.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,926	\$42,598
Mid-Range Teacher Salary	\$67,812	\$62,232
Highest Teacher Salary	\$86,391	\$80,964
Average Principal Salary (Elementary)	\$77,126	\$102,366
Average Principal Salary (Middle)	\$	\$104,982
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$111,396	\$117,868
Percent of Budget for Teacher Salaries	22.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/11/2018

Professional Development

Our professional development is linked to our LCAP and WASC Action Plan goals. The work of our focus groups and their identified areas for growth validated our original critical learner needs. We originally established the critical learner needs as follows:

1. Increase equity in access and achievement for low performing subgroups
2. Decrease school-wide mobility rate
3. Improve math proficiency for all learners

Our LCAP Goals are:

1. Increase the ELA proficiency of all students in grades 3-8, especially low-income students
2. Increase math proficiency of all students in grades 3-8, especially low-income and special education students.
3. Increase Career and College Readiness and student engagement through the pilot of our first CTE pathway and increased access to a-g coursework.
4. Improve the site safety of the Vallejo Learning Center.

We currently have a contract with our local county office to provide a series of trainings on student engagement. We also develop in-house professional development and send teachers to off-site trainings as needed.

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