

# Pacific Collegiate Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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.

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Santa Cruz County Office of Education
<b>Phone Number</b>	(831) 466-5600
<b>Superintendent</b>	Michael Watkins
<b>E-mail Address</b>	<a href="mailto:mwatkins@santacruz.k12.ca.us">mwatkins@santacruz.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.santacruz.k12.ca.us">www.santacruz.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Pacific Collegiate Charter
<b>Street</b>	3004 Mission Street
<b>City, State, Zip</b>	Santa Cruz, Ca, 95060
<b>Phone Number</b>	831-479-7785 ext. 3110
<b>Principal</b>	Simon Fletcher
<b>E-mail Address</b>	<a href="mailto:simon.fletcher@pcsed.org">simon.fletcher@pcsed.org</a>
<b>Web Site</b>	<a href="http://www.pacificcollegiate.com">www.pacificcollegiate.com</a>
<b>County-District-School (CDS) Code</b>	44104474430252

*Last updated: 1/13/2017*

## School Description and Mission Statement (School Year 2016-17)

Pacific Collegiate School's mission is to provide exemplary, standards-based college preparatory and fine arts education for public middle and high school students of Santa Cruz County and bordering areas. Our vision is to offer any student the same quality of education offered by the most academically distinguished schools in California. Our graduates will be prepared to enter and thrive at the world's finest colleges and universities.

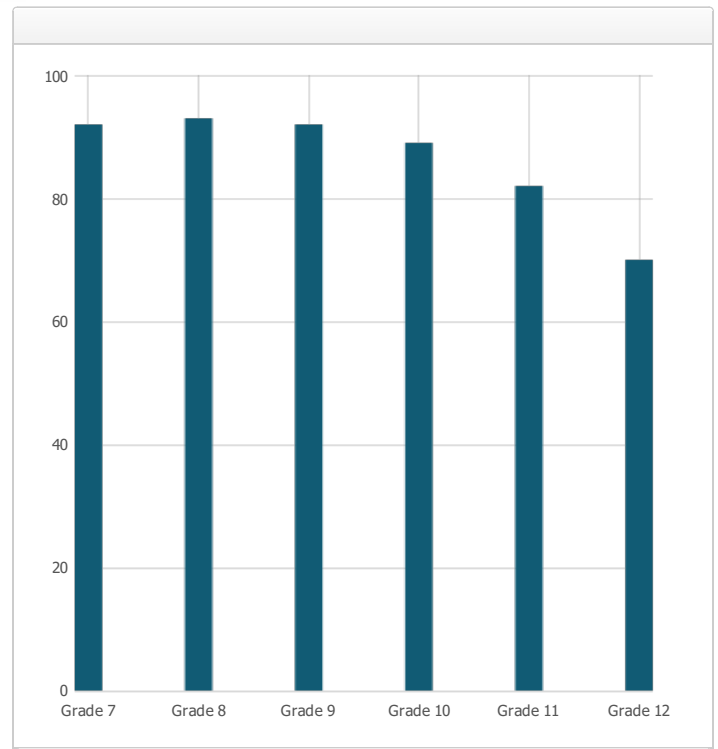
In addition to a core college preparatory curriculum, Pacific Collegiate School will emphasize international, cross-cultural, and technological education in order to prepare graduates for life in the 21st Century. Pacific Collegiate students will be introduced to the rich variety of world cultures and become fluent in at least one foreign language. They will become proficient in the basic information technologies essential for cultural literacy in the 21st Century.

Founded in 1999, PCS has earned many accolades over the years. These include rankings among the top 10 public schools in the nation by U.S. News and World Report and Newsweek, Blue Ribbon School status, recognition for having the top AP World History program in the country in 2007, and winning the California Charter School of the Year award in 2003. In 2011, PCS was also recognized as a California Distinguished School for the second time in its history.

*Last updated: 1/13/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 7	92
Grade 8	93
Grade 9	92
Grade 10	89
Grade 11	82
Grade 12	70
<b>Total Enrollment</b>	<b>518</b>



Last updated: 1/13/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.2 %
Asian	4.8 %
Filipino	0.4 %
Hispanic or Latino	14.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	71.0 %
Two or More Races	7.3 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.7 %
English Learners	0.6 %
Students with Disabilities	4.4 %
Foster Youth	0.0 %

Last updated: 1/20/2017

## A. Conditions of Learning

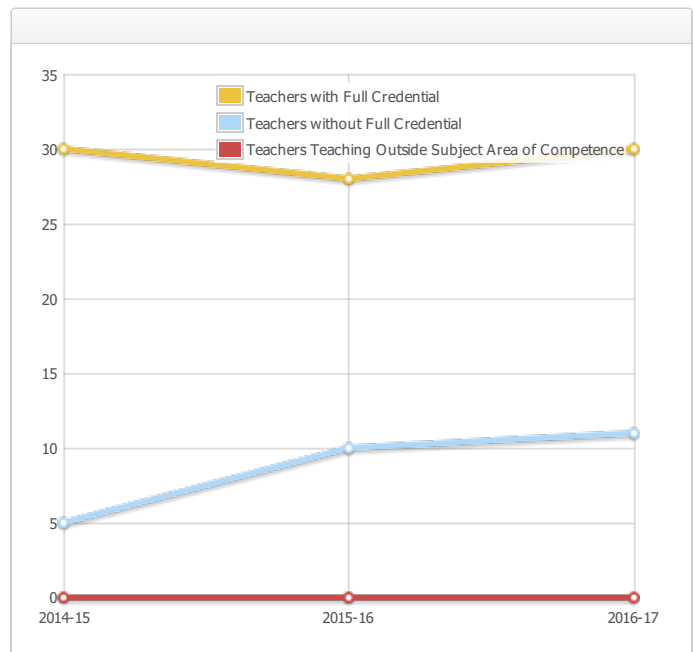
### State Priority: Basic

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

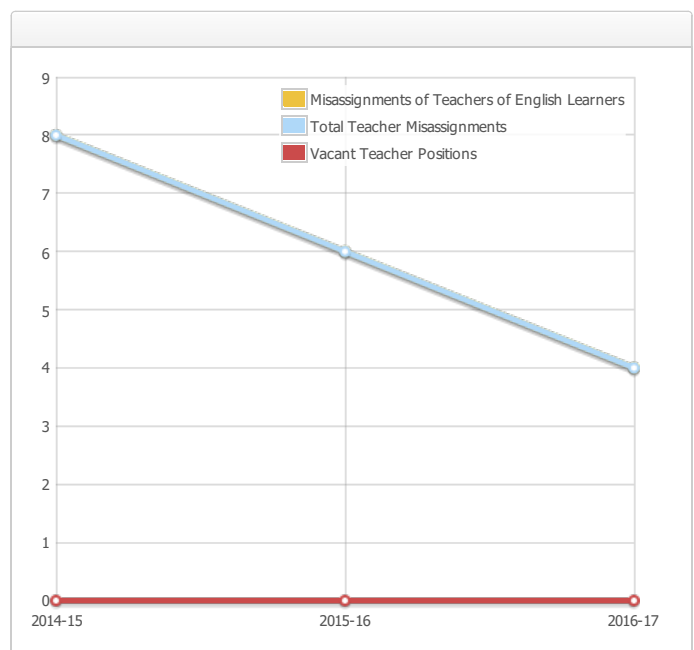
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	28	30	
Without Full Credential	5	10	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/27/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	8	6	4
Total Teacher Misassignments*	8	6	4
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: 1/27/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	81.0%	19.0%
All Schools in District	85.0%	15.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	84.0%	16.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/20/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	PCS English Classes do not use a proscribed textbook, but instead use a variety of novels and teacher created readers. New texts are added frequently with most adoption dates ranging between 1 and 4 years from 2015-2016.		0.0 %
Mathematics	Textbooks are added less frequently. Adoption dates range between 2006-2013		0.0 %
Science	Textbooks are added less frequently, and while new textbooks are a priority, we are waiting for the Next Generation curriculum before acquiring new textbooks. Adoption dates range from 1999-2014.		0.0 %
History-Social Science	Textbooks are added less frequently. Adoption dates range between 1999-2015.		0.0 %
Foreign Language	New textbooks are added frequently, most adoption dates range from between 1 and 4 years from 2015-2016.		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Textbooks are not used in all classes. New textbooks for AP Music Theory and AP Art History were adopted for the 2015-2016 school year.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/26/2017*

## School Facility Conditions and Planned Improvements

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The most recent site inspection was done for the campus at 255 Swift Street and performed on 12/17/14, and included an assessment of the systems, interior, cleanliness, electrical, restrooms/fountains, safety, and structural and external components of the school. The school received an overall rating of "Exemplary" and received a rating of "Good" in all categories. Overall, the average percentage rating of the categories listed above was 100%.

The school moved into the location at 3004 Mission Street in November, 2015. This building was newly reonovated building and built to the highest standards for public schools. A facility inspection using the FIT has not been done as of January, 2017.

*Last updated: 1/27/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	80.0%	49.0%	53.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	73.0%	69.0%	38.0%	40.0%	34.0%	36.0%

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: 1/20/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	90	96.8%	85.6%
Male	48	48	100.0%	81.3%
Female	45	42	93.3%	90.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	86.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

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: 1/20/2017*



**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	88	94.6%	85.1%
Male	44	40	90.9%	82.5%
Female	49	48	98.0%	87.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.9%	76.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	64	94.1%	84.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	90.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/20/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	75	96.2%	68.0%
Male	37	36	97.3%	58.3%
Female	41	39	95.1%	76.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	66.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98.0%	67.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

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: 1/20/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	93	90	96.8%	75.6%
Male	48	48	100.0%	79.2%
Female	45	42	93.3%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	80.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	65	98.5%	75.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

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: 1/20/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	88	94.6%	63.6%
Male	44	40	90.9%	67.5%
Female	49	48	98.0%	60.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.9%	69.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	64	94.1%	59.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/20/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	74	94.9%	67.6%
Male	37	36	97.3%	66.7%
Female	41	38	92.7%	68.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	58.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	50	49	98.0%	69.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 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.

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: 1/20/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	82.0%	85.0%	24.0%	55.0%	53.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/20/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	176	162	92.1%	84.6%
Male	85	80	94.1%	78.8%
Female	91	82	90.1%	90.2%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	24	85.7%	79.2%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	124	114	91.9%	85.1%
Two or More Races	15	15	100.0%	93.3%
Socioeconomically Disadvantaged	13	11	84.6%	72.7%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/20/2017*

**Career Technical Education Programs (School Year 2015-16)**

PCS does not currently offer any of its own ROP courses, but our students may participate courses offered at other school sites in Santa Cruz County. Additionally, some students attend the local community college for specialized training in technical fields.

*Last updated: 1/20/2017*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.0%	32.5%	44.6%
9	15.1%	37.0%	31.5%

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: 1/20/2017



## 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 2016-17)

PCS operates with a minimum of staff and spends its precious funds on academics to the greatest extent possible. This means that a variety of support and facilities items are minimally funded, with the expectation that parents will make up the difference. The truth is, without parent work, the school would fail. This is why the parent participation requirement is a part of the charter of the school, and why every parent is asked to perform a minimum of 40 hours of service work each year that their son or daughter is enrolled at PCS.

Parents help with a variety of duties at the school, ranging from facilities maintenance to office work to campus supervision. A number of duties can be performed off-campus or on the weekends, so that all parents can participate in this important part of our school's culture.

### State Priority: Pupil Engagement

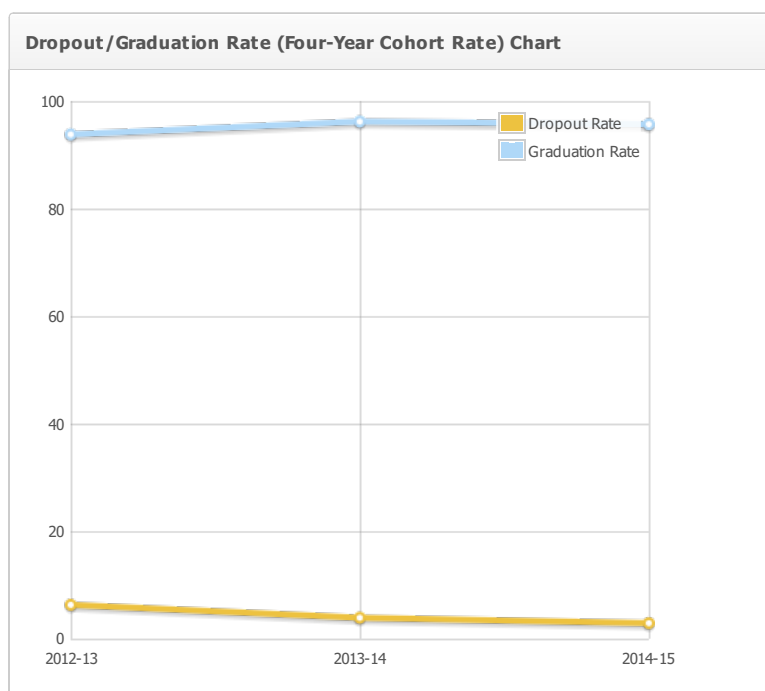
*Last updated: 1/20/2017*

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.3%	3.9%	2.9%	9.3%	9.1%	7.1%	11.4%	11.5%	10.7%
Graduation Rate	93.80	96.20	95.70						



*Last updated: 1/24/2017*



**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	94	77	85
Black or African American	0	67	77
American Indian or Alaska Native	0	100	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	91	54	84
Native Hawaiian or Pacific Islander	0	0	85
White	96	100	87
Two or More Races	83	78	91
Socioeconomically Disadvantaged	50	54	77
English Learners	0	31	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

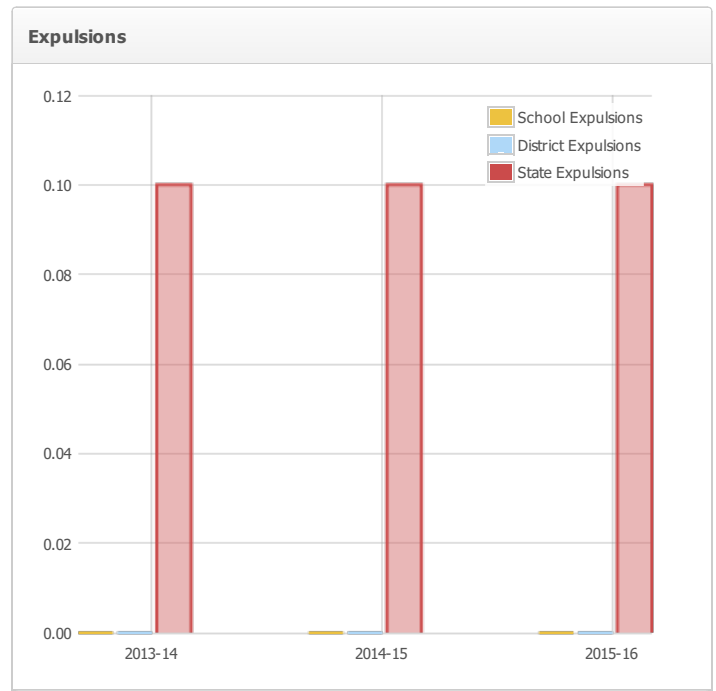
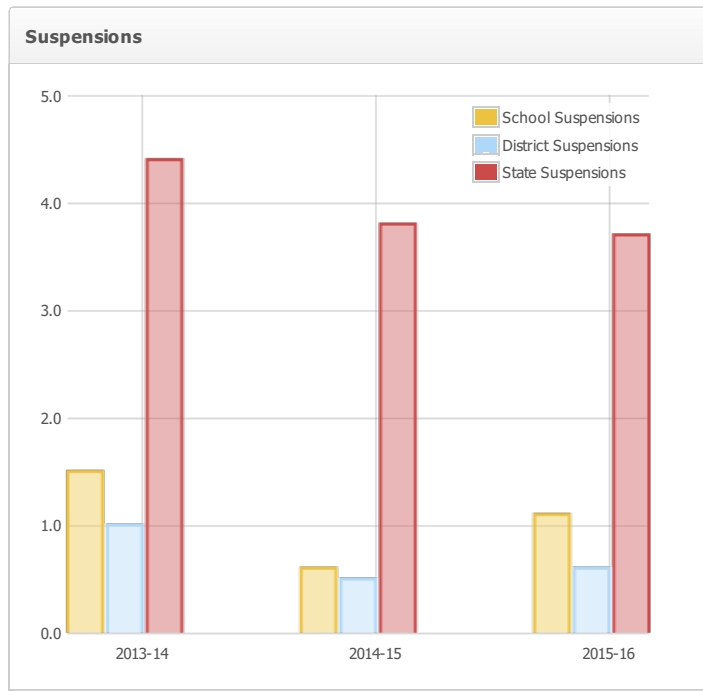
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	0.6	1.1	1.0	0.5	0.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/20/2017

## School Safety Plan (School Year 2016-17)

### CA EDUCATION CODE SECTION 47605(B)(5)(F): HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

Pacific Collegiate School shall comply with all provisions and procedures of Education Code 44237 and 45125.1, including the requirement that as a condition of employment each new employee, or as a condition of a contract, each contractor, must be fingerprinted for submission to the California Department of Justice for the purpose of obtaining a criminal record summary. To be admitted to the school, children must be fully immunized in accordance with law. Children shall be excluded from school or exempted from immunization only as allowed by law. Parents are notified if these are not up to date. Staff shall follow requirements for periodic TB tests.

A School Safety Plan, in accordance with Education Code 32280-32289, will be maintained and reviewed annually. Under the direction of a School Safety Plan Committee, administered by the Principal and Administrative Staff, the plan outlines emergency incident assessment and coordinated response. It also calls for annual training of certified and classified employees in practical safety skills such as CPR, AED training and emergency drills (six per year).

PCS maintains a comprehensive set of health and safety policies as part of the school's Safety Plan, (See Safety Policies attached in Appendix N.) These are reviewed on a regular basis and address the areas of emergency actions for fire, earthquake and bomb threat, medical

emergencies or injuries, suspected child abuse and mandatory reporting procedures, CPR certification of teachers, administering medications, exclusion of tobacco, drugs and alcohol by students and staff on campus or at school events, and the maintenance of adequate property and liability insurance protection by PCS. The document detailing The Incident Command System Site-Based Emergency Response Team Personnel and their duties is also attached in Appendix O. The full binder of the plan is always available upon request.

*Last updated: 1/20/2017*

## 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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

*Last updated: 1/24/2017*

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

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	21	4	1	20.0	19	8	0	21.0	15	10	0
Mathematics	19.0	19	8	0	20.0	19	6	0	18.4	19	10	0
Science	20.0	13	10	0	22.0	10	12	0	20.6	11	12	0
Social Science	21.0	11	10	0	22.0	9	11	0	20.9	10	11	0

\* 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.

Last updated: 1/24/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	259.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 1/27/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10180.0	\$158.0	\$10022.0	\$56475.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/2017

## Types of Services Funded (Fiscal Year 2015-16)

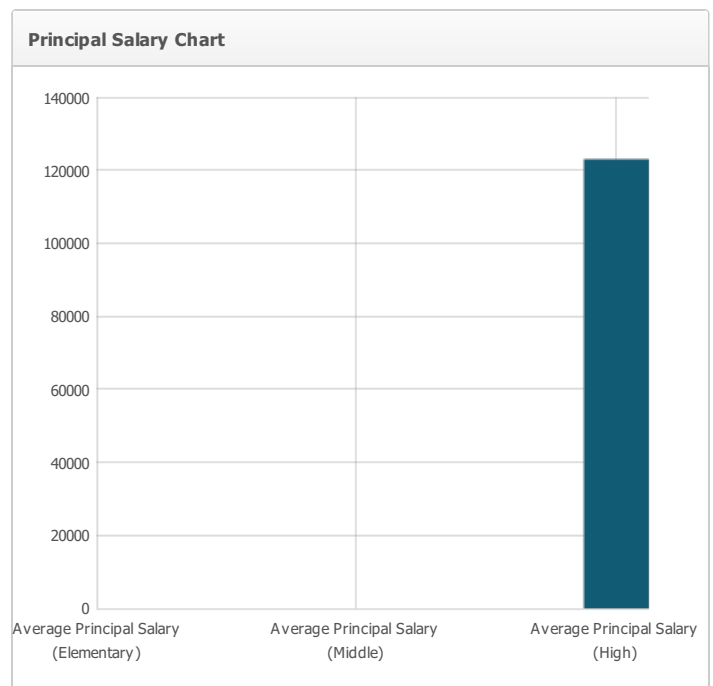
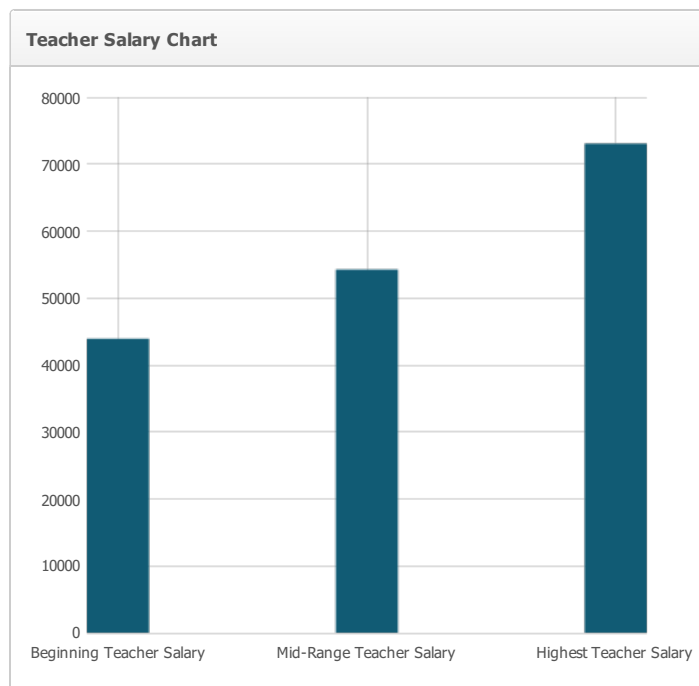
PCS funds a number of programs designed to help students who struggle with their studies for various reasons. In addition to a full complement of special education services, PCS also offers peer tutoring every day before school (coordinated by a faculty member), , a 7th and 8th grade support provider, Academic Base Camp (a two week preparatory program for incoming 7th), a fully staffed study hall, and a student support department that meets regularly to discuss students and possible approaches to helping them succeed in our rigorous program. Additionally, all 7th graders take a study skills class.

Last updated: 1/24/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,925	\$
Mid-Range Teacher Salary	\$54,256	\$
Highest Teacher Salary	\$73,070	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$123,000	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	39.4%	0.0%
Percent of Budget for Administrative Salaries	7.6%	0.0%

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



Last updated: 1/27/2017



**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	2	N/A
All Courses	17	48.0%

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

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

*Last updated: 1/27/2017*

## Professional Development

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Annually, teachers spend eight full days in on-site professional development. Curriculum mapping and vertical and horizontal alignment of curriculum are the primary foci. Teachers also attend conferences, and new teachers work with individual mentors. Returning teachers are observed twice a year by administrators and new teachers are observed six times a year. Students are surveyed twice per year to give their teachers feedback on their courses.

*Last updated: 1/25/2017*