

## SARC Information

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

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

## California School Dashboard

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served

basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## School Mission Statement School Year 2023-2024

Paseo Grande's school mission is to ready all graduates for post-secondary success by providing a flexible, equitable, high-quality, and personalized virtual learning program. Our vision is to empower students with an enthusiasm for lifelong learning and the G.R.I.T. needed to succeed in all post-high school pursuits.

## School Description and Profile School Year 2023-2024

Paseo Grande is a free, 100% virtual public charter school serving students in grades 9-12. Our high school diploma program is fully accredited, NCAA-approved, and offers students:

- A safe, flexible, supportive virtual learning environment designed to fit any schedule.
- Fully-credentialed teachers; each dedicated to delivering high-quality virtual instruction.
- Personalized learning plans and multimodal learning opportunities for all students.
- Wrap-around support from caring professionals using a "whole-student" approach.
- High standards of academic achievement and ongoing post-secondary planning.

Paseo Grande is home to a diverse student body, encompassing high achievers with college aspirations, including some qualifying for NCAA athletics. However, the majority of our students opt for Paseo Grande due to its accommodating learning opportunities, which enable them to reclaim credits, work autonomously, and manage their extracurricular responsibilities effectively.

Paseo Grande Charter • 2444 Marconi Ave, Sacramento CA, 95821 • (833) 773-5388 • [www.paseograndehs.org](http://www.paseograndehs.org)

County-District-School (CDS) Code: 34-67421-0132019 • Grades: K-12

**Principal:** Jenna Unis • [principal@paseograndehs.org](mailto:principal@paseograndehs.org) | **Area Superintendent:** Lindsay Reese



## School Enrollment

The charts display school enrollment broken down by grade or student group.

**TABLE 4: STUDENT ENROLLMENT BY GRADE LEVEL  
SCHOOL YEAR 2022-2023**

Grade Level	Number of Students
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	15
Grade 10	14
Grade 11	16
Grade 12	1
Total Enrollment	46

**TABLE 5: STUDENT ENROLLMENT BY STUDENT GROUP  
SCHOOL YEAR 2022-2023**

Student Group	Percentage
Female	46%
Male	52%
Non-Binary	2%
American Indian or Alaska	0%
Asian	0%
Black or African American	20%
Filipino	0%
Hispanic or Latino	46%
Native Hawaiian or Pacific Islander	2%
Two or More Races	9%
White	20%
English Learner	2%
Foster Youth	2%
Homeless	7%
Socioeconomically Disadvantaged	85%
Students Receiving Migrant Ed	0%
Students with Disabilities	17%

## 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 Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section.

**TABLE 6: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2020–2021**

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7	100%	228,324	83.1%
Intern Credentialed Holders Properly Assigned	0	0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	14%	12,089	4.4%
Unknown	0	0%	2,747	1.0%
Total Teaching Positions	7	100%	274,759	100%

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

**TABLE 7: TEACHER PREPARATION AND PLACEMENT SCHOOL YEAR 2021–2022**

Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100%	N/A	N/A
Intern Credentialed Holders Properly Assigned	0	0%	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3	60%	N/A	N/A
Unknown	0	0%	N/A	N/A
Total Teaching Positions	5	100%	N/A	N/A

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



### Teacher Misassignments & Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

**TABLE 8: TEACHERS WITHOUT CREDENTIALS AND MISASSIGNMENTS (CONSIDERED "INEFFECTIVE" UNDER ESSA)**

Authorizations/Assignments	2020-2021 Number	2021-2022 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**TABLE 9: CREDENTIALLED TEACHERS ASSIGNED OUT-OF-FIELD (CONSIDERED "OUT-OF-FIELD" UNDER ESSA)**

Indicator	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	1	28
Total Out-of-Field Teachers	1	3

**TABLE 10: CLASS ASSIGNMENTS**

Indicator	2020-2021 Percent	2021-2022 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percent-age of all the classes taught by teachers with no record of an authorization to teach)	0%	0%

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

### Textbooks & Instructional Materials School Year 2022-2023

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in November 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**TABLE 11: QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS  
SCHOOL YEAR 2023-2024 / YEAR AND MONTH IN WHICH THE DATA WERE COLLECTED: NOVEMBER 2023**

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percentage Students Lacking Own Assigned Copy
Reading/Language Arts	Middle School: StrongMind® Core English/ 2023 Middle School: Language Tree® ELL/ 2023 Middle School: Edmentum® ELL/ 2022 High School: StrongMind® Core English/ 2023 High School: Language Tree® ELL/ 2023 High School: Edge® ELL/ 2022 High School: Apex Learning® Core English (a-g)/ 2022	0 years 0 years 3 years 0 years 0 years 3 years 3 years	0%
Mathematics	Middle School: StrongMind® Core Mathematics/ 2023 High School: StrongMind® Core Mathematics/ 2023 High School: Accelerate® Core Mathematics/ 2023 High School: Apex Learning® Core Mathematics (a-g)/ 2022	0 years 0 years 0 years 3 years	0%
Science	Middle School: StrongMind® Core Life and Physical Sciences/ 2023 High School: StrongMind® Core Life and Physical Sciences/ 2023 High School: Accelerate® Core Life and Physical Science/ 2023 High School: Apex Learning® Life and Physical Sciences (a-g)/ 2022	0 years 0 years 0 years 3 years	0%
History-Social Science	Middle School: StrongMind® Core Social-Sciences/ 2023 High School: StrongMind® Core Social-Sciences/ 2023 High School: Apex Learning® Social-Sciences (a-g)/ 2022	0 years 0 years 3 years	0%
Foreign Language	Middle School: StrongMind® Core Spanish/2023 High School: StrongMind® Core Spanish, French, American Sign Language/ 2023 Apex Learning® Spanish (a-g)/ 2022	0 years 0 years 3 years	0%
Health	Middle School: StrongMind® Health Education/ 2023 High School: StrongMind® Health Education/ 2023 Apex Learning® Health Opportunities through Physical Education (HOPE PE I, II)/ 2022	0 years 0 years 3 years	0%
Visual and Performing Arts	Middle School: StrongMind® Visual and Performing Arts/ 2023 High School: StrongMind® Visual and Performing Arts/ 2023 High School: Apex Learning® Visual and Performing Arts (a-g)/ 2022	0 years 0 years 3 years	0%
Science Laboratory Equipment (grades 9-12)	StrongMind® Supplemental Laboratory Science Kits/ 2023 Apex Learning® Supplemental Laboratory Science Kits/ 2022	0 years 3 years	0%

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

### School Facility Conditions and Planned Improvements School Year 2023-2024

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in October 2023.

**TABLE 13: SCHOOL FACILITY GOOD REPAIR STATUS | DATE OF LAST INSPECTION: OCTOBER 2023  
OVERALL SUMMARY OF SCHOOL FACILITY CONDITIONS: EXEMPLARY DATA COLLECTED: OCTOBER 2023**

System Inspected	Rate Good	Rate Fair	Rate Poor	Deficiency & Remedial Actions Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	N/A	N/A	N/A
Interior: Interior Surfaces	N/A	N/A	N/A	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	N/A	N/A	N/A
Electrical: Electrical	N/A	N/A	N/A	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	N/A	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials	N/A	N/A	N/A	N/A
Structural: Structural Damage, Roofs	N/A	N/A	N/A	N/A
External: Playground/ School Grounds, Windows/Doors/ Gates/Fences	N/A	N/A	N/A	N/A



**Overall Facility Rate**  
**Year and month of the most recent inspection:**  
**October 2023**

**TABLE 14: OVERALL RATING**

Exemplary	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
X				

**Overall Summary of School Facility Conditions:**  
**Exemplary**

**B. PUPIL OUTCOMES**

**State Priority: Pupil Achievement**

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for Mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the sponsoring district, so there is no district data to report for comparison in this section

**TABLE 15: CAASPP TEST RESULTS IN ELA AND MATHEMATICS FOR ALL STUDENTS GRADES THREE THROUGH EIGHT AND GRADE ELEVEN TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT**

**PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE STANDARD**

Subject	School 2021-2022	School 2022-2023	State 2021-2022	State 2022-2023
English Language Arts/Literacy (Grades 3-8 and 11)	16.67%	21.43%	47.06%	46.66%
Mathematics (Grades 3-8 and 11)	0%	0.00%	33.38%	34.62%

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

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.



**TABLE 16: CAASPP TEST RESULTS IN ELA BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2022-2023**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	14	93%	7%	21%
Female	*	*	83%	17%	20%
Male	*	*	100%	0%	22%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	0%	100%	0%
Black or African American	*	*	100%	0%	0%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	*	*	86%	14%	0%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	67%
White	*	*	100%	0%	25%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	11	11	100%	0%	18%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

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: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

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.

**TABLE 17: CAASPP TEST RESULTS IN MATHEMATICS BY STUDENT GROUP FOR STUDENTS TAKING AND COMPLETING A STATE-ADMINISTERED ASSESSMENT GRADES THREE THROUGH EIGHT AND GRADE ELEVEN SCHOOL YEAR 2022-2023**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	14	93%	7%	0%
Female	*	*	83%	17%	0%
Male	*	*	100%	0%	0%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	0%	100%	0%
Black or African American	*	*	100%	0%	0%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	*	*	86%	14%	0%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	100%	0%	0%
White	*	*	100%	0%	0%
English Learners	*	*	100%	0%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	100%	0%	0%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	11	11	100%	0%	0%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	100%	0%	0%

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: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

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.

**TABLE 18: 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 2021-2022	School 2022-2023	State 2021-2022	State 2022-2023
Science (grades 5, 8 and high school)	0%	0%	29.45%	30.18%

Note: Science test results include the CAST 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 CAST 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: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

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.



**TABLE 19: CAASPP TEST RESULTS IN SCIENCE BY STUDENT GROUP  
GRADES FIVE, EIGHT, AND HIGH SCHOOL / SCHOOL YEAR 2022-2023**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	*	*	0%	100%	0%
Female	*	*	0%	100%	0%
Male	*	*	0%	100%	0%
American Indian or Alaska Native	*	*	0%	100%	0%
Asian	*	*	0%	100%	0%
Black or African American	*	*	0%	100%	0%
Filipino	*	*	0%	100%	0%
Hispanic or Latino	*	*	0%	100%	0%
Native Hawaiian or Pacific Islander	*	*	0%	100%	0%
Two or More Races	*	*	0%	100%	0%
White	*	*	0%	100%	0%
English Learners	*	*	0%	100%	0%
Foster Youth	*	*	0%	100%	0%
Homeless	*	*	0%	100%	0%
Military	*	*	0%	100%	0%
Socioeconomically Disadvantaged	*	*	0%	100%	0%
Students Receiving Migrant Education Services	*	*	0%	100%	0%
Students with Disabilities	*	*	0%	100%	0%

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

### **Career Technical Education (CTE) Programs School Year 2022-2023**

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and community colleges. The school offers several professional skills and CTE courses that include:

- Child Development
- Introduction to Business
- Medical Terminology
- Child, Family & Society
- Small Business Management

This table displays information about participation in the school's Career Technical Education (CTE) programs.

TABLE 21: CAREER TECHNICAL EDUCATION (CTE) PARTICIPATION SCHOOL YEAR 2022-2023	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

### UC/CSU Course Completion

Students are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

TABLE 22: COURSE ENROLLMENT/COMPLETION OF UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION REQUIREMENTS	
UC/CSU Course Measure	Percent
2022-2023 Pupils Enrolled in Courses Required for UC/CSU Admission	52%
2021-2022 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### 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

### Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. Students who meet or exceed the standards in all six fitness areas are considered physically fit or in the "Healthy Fitness Zone" (HFZ).

TABLE 23: CALIFORNIA PHYSICAL FITNESS TEST 2022-2023 PERCENTAGE OF STUDENTS PARTICIPATING IN EACH OF THE FITNESS COMPONENTS					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	80.40%	80.40%	80.40%	80.40%	80.40%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## C. ENGAGEMENT

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement School Year 2023-2024

The active involvement of parents and guardians is crucial for the success of Paseo Grande. Paseo Grande understands that having positive adult role models significantly contributes to the future success and well-being of youth. In our program, we ensure that minor students' parents are consistently informed, involved, and engaged. Parents are notified about every communication sent home and are invited to attend weekly and quarterly progress meetings between teachers and students.

These meetings include teacher reports on the student's progress and engagement in classes. Our program promotes parental participation throughout the school year through the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC). These committees convene quarterly to provide valuable input in planning, developing, implementing, and evaluating various aspects of the school program, including financial decisions. We encourage parents and educational partners to actively contribute to the development of the Local Control and Accountability Plan (LCAP). To ensure effective communication, we employ automated phone calls and web-based tools such as emails and text messages, sent by teachers and administrators. Throughout the year, we organize virtual parent conference events, fostering open lines of communication between parents, teachers, students, and community partners. Parents have the convenience of using an automated scheduling app or contacting their child's teacher at any time to discuss their academic progress and journey toward graduation.

### State Priority: Pupil Engagement

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

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

### Dropout & Graduation Rates

In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment students' complete credit 1 of Professional Skills and receive a personalized learning plan to meet their goals. In addition, students are supported in determining their college and career interests and plans, The teacher builds upon this throughout the year to support academic planning as well as college and career readiness.



Students also participate in academic assessments, such as NWEA, after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses too far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all early interventions are intended to promote attendance and reduce the likelihood of student dropouts. However, these standard interventions are not always met with student success.

When faculty and staff (at school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a call home from the student’s teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Support specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school dropouts. If the student/parent cannot be reached, a home visit will be conducted.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, Supervising Teacher, School Administrator, and the Student Retention Support specialist. When the student and parent meet with the S.R.M. team, serious conversations take place about the appropriateness of

independent study for the student, school options, and the serious long-term consequences of dropping out of school.

Note: The California Department of Education DataQuest system reports four-year cohort graduation and dropout numbers. The one-year graduation rate is reported through the California School Dashboard and internal student information systems data was used in the chart below, because it was the most recently available source. The school is a Dashboard Alternative School Status (DASS), because the student population served is typically behind in credits. The tables display the most current data available. N/A is displayed when the school is new, or there is no data available to report, because the state did not report their data when this report was published.

Note: The California Department of Education DataQuest system reports the Four-Year Adjusted Cohort Rate (ACGR) for all regular high schools. However, the ACGR is not a match for our school, because we are an approved Dashboard Alternative School Status (DASS). We serve a student population who are typically behind in credits, and not likely to graduate on time in a regular school setting. As a DASS school, we report the one-year graduation rate, which is calculated internally or from the California School Dashboard. The tables display the most current data available. N/A means that data was not available at the time of publication.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

**TABLE 25: DROPOUT RATE AND GRADUATION RATE**

Indicator	School Cohort 2020-2021	School Cohort 2021-2022	School Cohort 2022-2023	State Cohort 2020-2021	State Cohort 2021-2022	State Cohort 2022-2023
One-Year Cohort Drop Rate	17.0%	5.4%	11.6%	N/A	N/A	N/A
One-Year Cohort Grad Rate	*	100.0%	N/A	N/A	N/A	N/A
Four-Year Cohort Drop Rate	14.3%	18.2%	26.0%	9.4%	7.8%	8.2%
Four-Year Cohort Grad Rate	*	0.0%	13.0%	83.6%	87.0%	86.2%



**TABLE 26a: GRADUATION RATE BY STUDENT GROUP, ONE-YEAR DASS COHORT RATE  
SCHOOL YEAR 2022-2023**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	*	*	100%
Female	*	*	100%
Male	*	*	100%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	100%
Filipino	*	*	*
Hispanic or Latino	*	*	100%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	100%
White	*	*	100%
English Learners	*	*	100%
Foster Youth	*	*	100%
Homeless	*	*	*
Socioeconomically Disadvantaged	*	*	100%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	*

The one-year graduation rate reflects the CDE rate for DASS schools, and the data above is from PowerBI.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.



**TABLE 26b: GRADUATION RATE BY STUDENT GROUP, FOUR-YEAR COHORT RATE  
SCHOOL YEAR 2022-2023**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	*	13.0%
Female	*	*	*
Male	13	*	7.7%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	*
White	*	*	*
English Learners	*	*	*
Foster Youth	*	*	*
Homeless	*	*	*
Socioeconomically Disadvantaged	*	*	9.5%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	*	*	*

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## Chronic Absenteeism

The current Chronic Absentee rate is not calculated in a manner for non-classroom based DASS programs to reflect the nature of the students served. According to the CDE, students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year and they were absent for 10% or more of the days they were expected to attend. Paseo Grande Charter follows all of the required CA State School Dashboard requirements.

**TABLE 27: CHRONIC ABSENTEEISM BY STUDENT GROUP  
SCHOOL YEAR 2022-2023**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	140	76	54.30%
Female	86	75	41	54.70%
Male	76	63	34	54.00%
American Indian or Alaska	*	*	*	*
Asian	11	11	*	72.70%
Black or African American	28	27	15	55.60%
Filipino	*	*	*	*
Hispanic or Latino	70	56	30	53.60%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	39	33	17	51.50%
English Learner	22	20	12	60.00%
Foster Youth	*	20	*	45.00%
Homeless	*	*	*	*
Socioeconomically Disadvantaged	142	121	70	57.90%
Students Receiving Migrant Ed	*	*	*	*
Students with Disabilities	35	30	24	80.00%

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## 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 & Expulsions

The table displays the suspension and expulsion rates at the school and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

TABLE 28: SUSPENSIONS AND EXPULSIONS						
DATA COLLECTED BETWEEN JULY THROUGH JUNE, EACH FULL SCHOOL YEAR RESPECTIVELY						
Rate	School 2020-2021	School 2021-2022	School 2022-2023	State 2020-2021	State 2021-2022	State 2022-2023
Suspensions	0.00%	0.00%	0.00%	0.2%	3.2%	N/A
Expulsions	0.00%	0.00%	0.00%	0%	0.1%	N/A

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

TABLE 29: SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP		
SCHOOL YEAR 2022-2023		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learner	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Ed	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, an asterisk (\*) is used in the table when the cell size within a selected student population is ten or fewer.

## School Safety School Year 2023-2024

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary. The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in Decemeber 2023.

## 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.

### Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

### Counseling & Support Staff School Year 2022-2023

Using the ASCA National Model as a framework to deliver comprehensive school counseling services, school counselors seek to assist all students in the social/emotional, career and academic domains with specific attention to healthy personal development and growth. The school counselor's primary role is to support students with any barriers hindering their academic progress as they work towards completing their high school diploma. School counseling services are delivered through guidance curriculum, individual planning, responsive services, referrals to outside agencies, consultation and collaboration.

The following is a list of support staff available to students at the school.

TABLE 37: RATIO OF PUPILS TO ACADEMIC COUNSELOR SCHOOL YEAR 2022-2023	
Title	Ratio
Pupils to Academic Counselor*	1:46

\*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.

TABLE 38: STUDENT SUPPORT SERVICES STAFF SCHOOL YEAR 2022-2023	
Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.10
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.20
Other	0.00

\*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.

## School Expenditures Fiscal Year 2021-2022

The table provides a comparison of the school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

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

To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### School Site Teacher Salaries - Fiscal Year 2021-2022

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

TABLE 39: EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES FISCAL YEAR 2021-2022				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,538.38	1,809.57	12,728.81	41,401
State	N/A	N/A	17,021	88,508.00
Percent Difference School Site and State	N/A	N/A	-15.73%	-72.52%

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

### Types of Services Funded Fiscal Year 2022-2023

Utilizing all of the funding sources provided to the school, we provide the following programs for students:

- Special Education programs for SELPA, students with special needs
- English Language Development - support for students in English Language acquisition - instructional and support methods
- Tutoring support - one-on-one, walk-in, in-person, and virtual tutoring support
- General operations -services, materials, technology, salaries, benefits, and support to the general education



## School Site Teacher Salaries Fiscal Year 2021-2022

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

TABLE 41: TEACHER AND ADMINISTRATIVE SALARIES FISCAL YEAR 2021-2022		
Category	LEA Amount	State Average for State In Same Category
Beginning Teacher Salary	79,500.00	49,934.00
Mid-Range Teacher Salary	84,800.00	66,543.00
Highest Teacher Salary	90,100.00	98,389.00
Average Principal Salary (High)	132,500.00	125,276.00
Superintendent Salary	178,750.00	150,478.00
Percent of Budget for Teacher Salaries	14.79%	25.54%
Percent of Budget for Administrative Salaries	22.21%	5.68%

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) Classes School Year 2022-2023

TABLE 42: ADVANCED PLACEMENT (AP) COURSES SCHOOL YEAR 2022-2023	
Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0
<b>Percent of Students in AP Courses: (Data Pulled from CALPADS)</b>	0%

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

## Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve curriculum and delivery of instruction with a focus on increasing student learning, leadership development, and social-emotional learning. Dedicated time is set aside for staff professional development throughout the school year. These sessions focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's

diverse learners. Special emphasis is placed on targeting the unique needs of English language learners, special education students, and lowest-performing students. With a focus on continued improvement, staff participate in regularly scheduled Professional Learning Communities in which they come together in content-alike teams to analyze student learning data to better inform curricular and instructional decisions that will address the immediate learning needs of students.

In addition, school administrators participate in ongoing professional learning with a focus on effective school leadership practices and instructional leadership. The Leadership Team and the Instructional Specialist work together to identify school-wide focuses for its schools each year. They take the lead in conducting or organizing large and small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school's needs. Topics covered through professional development are based on the school's needs, suggestions made by the school staff through department meetings and/or staff surveys, and the collection and analysis of data indicating school needs and/or needed changes. Professional Development will be measured annually to determine the effectiveness of student learning outcomes.

Newly hired teachers, tutors, and paraprofessionals are partnered with existing expert job-alike mentors through the school's New Team Member (NTM) Onboarding Program and participate in a required on-the-job training for the purpose of familiarizing them to their specific scope of work within the program and equipping them with the necessary skills to be successful. The NTM Onboarding Program also requires that all educators participate in a multi-part module series of synchronous and asynchronous learning activities to gain an understanding of the mission and vision of the school with a specific focus on curriculum and instruction, data and assessment, personalizing student learning, serving special populations, distance learning, and trauma-informed practices.

The school also provides New Teacher Induction training to its preliminary credentialed teachers through its partnership with the local county offices of education. Participating teachers are partnered with a highly qualified Induction Mentor from their designated school site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as effective instructional strategies for improving academic achievement.

In addition to ongoing professional development opportunities offered locally, staff also participate in conferences such as CCSA, CSDC, APLUS, and other conferences sponsored by local county offices of education and educational organizations.

TABLE 43: PROFESSIONAL DEVELOPMENT			
Measure	2021-2022	2022-2023	2023-2024
Number of school days dedicated to Staff Development and Continuous Improvement	10	20	10