

Pathways to College

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 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).

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.

Craig Merrill, Principal

Principal, Pathways to College

About Our School

Pathways to College (PTC) is a public charter school serving students in grades TK-8. PTC prepares students for college and career following the Common Core State Standards (CCSS). In order to provide all students with the foundational skills outlined in the CCSS, PTC engages students with a highly interactive curriculum that encourages students to think critically and creatively, collaborate with peers, and develop their communication skills.

This year, PTC will be developing and implementing Positive Behavioral Interventions and Supports (PBIS) for all students. Our focus on dealing with student behavior in a more positive way will enable us to set the tone for greater academic achievements. Students will succeed as we refine the Multi-Tiered System of Supports (academic interventions) for students at all levels, and particularly for those who struggle the most. Our team of interventionists are prepared to work with students to ensure progress in meeting the California State Standards.

Professional Development for teachers will also enhance the functioning of Professional Learning Communities (PLC) at Pathways to College. PLCs are teacher collaborative teams that discuss and implement instructional strategies that have a higher track record of success with students.

We also look forward to implementing an After School Education and Safety program to benefit participating students through provision of various enrichment and club activities from 3:15 to 6:15 p.m. Additionally, this program is free of charge!

And of course, what would PTC be without all the other fun activities that are scheduled throughout the year to make learning more engaging and productive?

As we all work together to make this year a great success, I would like to ask that parents and students be ready to share their ideas, time, and effort to make PTC a wonderful place to be. I count on your positive contributions on a daily basis.

Contact

Pathways to College
9144 Third Ave.
Hesperia, CA 92345-3643

Phone: 760-949-8002

E-mail: ptcinfo@pathways8.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
E-mail Address	david.olney@hesperiausd.org
Web Site	www.hesperiausd.org

School Contact Information (School Year 2018—19)	
School Name	Pathways to College
Street	9144 Third Ave.
City, State, Zip	Hesperia, Ca, 92345-3643
Phone Number	760-949-8002
Principal	Craig Merrill, Principal
E-mail Address	ptcinfo@pathwaysk8.com
Web Site	www.pathwaysk8.com
County-District-School (CDS) Code	36750440112441

Last updated: 2/1/2019

School Description and Mission Statement (School Year 2018—19)

About

Pathways to College (PTC) is a public charter school that serves approximately 340 students in grades TK-8. Students at PTC represent the diversity characteristic of most schools in California. In order to meet the needs our diverse student population, a variety of programs and structures have been put into place.

Students in grades TK-5 receive instruction from teachers who have multiple subject credentials with appropriate EL certifications. Students in these grades are taught in self-contained classrooms. Mixing and teaming occur on a limited basis as a method of differentiating instruction to address students' varied abilities and needs.

Students in middle grades (6-8), receive instruction from teachers who possess single subject credentials. Classes offered to middle grade students include math, science, social studies, English language arts as well as a host of elective classes. Students in middle grades are grouped into different classes that rotate through periods throughout the day. These different classes include both honors and regular class groupings to better meet the academic needs of students.

All teachers in grades TK through grade 8 are encouraged to monitor and/or incorporate the following into their instructional programs:

- Supporting appropriate behavior inside and outside the classrooms, during instruction, during assemblies, in the cafeteria, at recess, and during passing periods
- Checking homework daily
- Providing students with content review at the beginning of the day
- Promoting active learning
- Utilizing and referencing standards throughout the day
- Aligning curriculum to standards
- Working with small groups of students to differentiate learning
- Previewing new content
- Chunking content
- Making use of rubric, anchor, and criterion charts
- Keeping physical environment well organized

- Maintaining a positive classroom environment
- Prefacing all student work with lesson activities
- Monitoring student work progression
- Showing affection to students
- Celebrating success
- Designing curriculum to include project and inquiry based approaches
- Providing differentiated instruction

All of the aforementioned items are monitored through classroom observations conducted by the principal. Feedback is given to teachers, and data collected in this fashion is used to organize professional development for teachers and staff.

Mission

The mission of Pathways to College is to prepare students for the challenges of higher education and to provide meaningful, stimulating and educational opportunities to grow and mature emotionally, intellectually, physically, and socially.

Vision

The vision for students of Pathways to College is to learn skills, acquire knowledge, apply wisdom, and develop character to graduate with abilities, understanding, and values that prepare them to remain involved in lifelong learning.

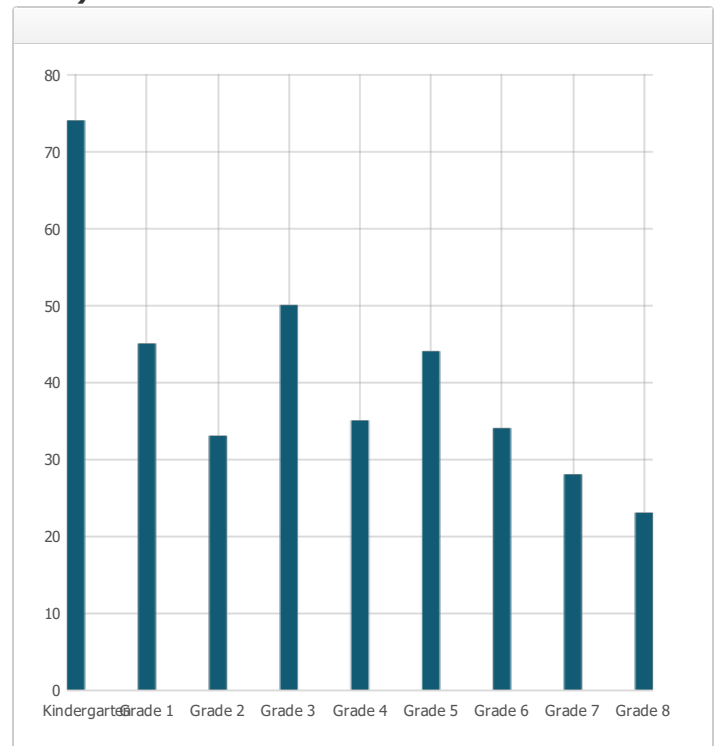
Goals

1. To nurture resiliency in all students by providing a challenging educational program designed to promote individual growth and academic achievement.
2. To foster students' critical thinking, problem solving, and leadership skills to navigate real-world situations.
3. To recruit and retain highly-qualified personnel who possess the knowledge, skills, and initiative required to educate students for the 21st century.
4. To use data to inform and guide grade level teams in their use of instructional practices and strategies to meet needs of students.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	74
Grade 1	45
Grade 2	33
Grade 3	50
Grade 4	35
Grade 5	44
Grade 6	34
Grade 7	28
Grade 8	23
Total Enrollment	366



Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	9.0 %
American Indian or Alaska Native	0.8 %
Asian	%
Filipino	%
Hispanic or Latino	73.8 %
Native Hawaiian or Pacific Islander	%
White	12.8 %
Two or More Races	2.5 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.1 %
English Learners	32.8 %
Students with Disabilities	8.5 %
Foster Youth	%

A. Conditions of Learning

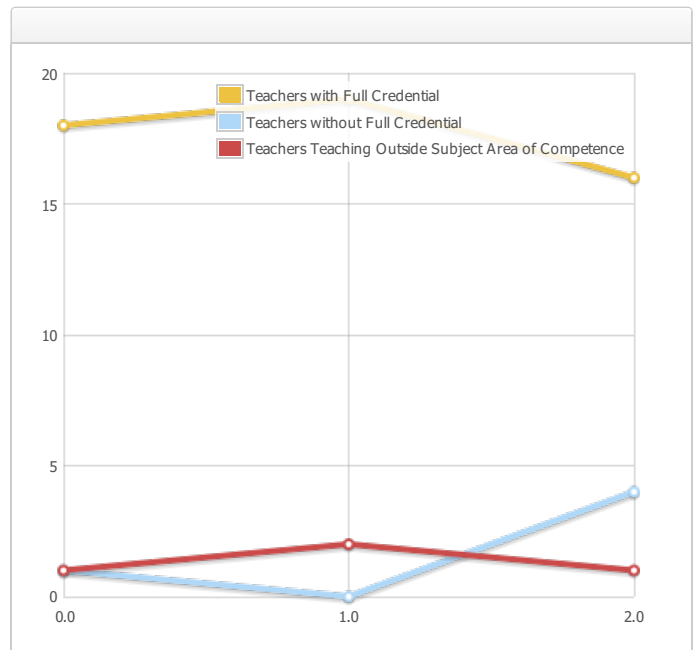
State Priority: Basic

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

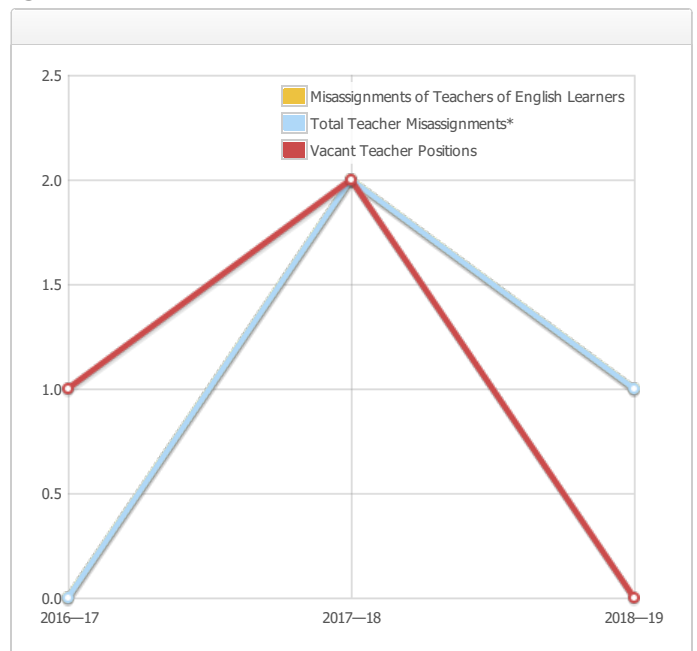
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	19	16	16
Without Full Credential	1	0	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	1	1



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	2	1
Total Teacher Misassignments*	0	2	1
Vacant Teacher Positions	1	2	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: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: June 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ReadyGEN - 2016 myPerspectives - 2016 Step up to Writing - 2016	Yes	0.0 %
Mathematics	enVision Math	Yes	0.0 %
Science	Discovery Education	Yes	0.0 %
History-Social Science	History Alive	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 2/1/2019

School Facility Conditions and Planned Improvements

Pathways to College (PTC) has an operations manager who oversees the facility needs of our campus. PTC also has custodial staff to maintain our building and provide scheduled routine maintenance. We take great efforts to ensure that our school is clean, safe, and functional. Food and restroom facilities are cleaned and maintained throughout the day to ensure the health and safety of students and staff.

School Repairs

Repairs are made using available resources based on the following priorities:

1. Emergency (Level of danger to health or safety of students, staff, or to the property)
2. Urgency (Presents issues of immediate concern)

Regular maintenance of school facilities occurs in the summer and throughout the school year. Recent work includes the repair of air-conditioning units, repair of ramps, replacement of a water heater, and the repair of a student restroom.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	Carpets are routinely cleaned and floors are waxed. Flooring tiles in the cafeteria and carpeting in the admin office was replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Buildings are old but functional; replaced hot water heater.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Fair	Fixed hole a classroom ramp. Wall in one of classrooms needs hole repaired.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Weathering of all outside surfaces is visible. Repairs are made according to priorities listed above.

Overall Facility Rate

Year and month of the most recent FIT report: June 2018

Overall Rating	Good
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	38.0%	33.0%	34.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	24.0%	21.0%	22.0%	37.0%	38.0%

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.

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.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	198	99.50%	37.88%
Male	116	115	99.14%	40.87%
Female	83	83	100.00%	33.73%
Black or African American	16	16	100.00%	25.00%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	144	143	99.31%	36.36%
Native Hawaiian or Pacific Islander				
White	27	27	100.00%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	183	182	99.45%	35.71%
English Learners	69	69	100.00%	34.78%
Students with Disabilities	26	26	100.00%	11.54%
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: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	199	99.50%	24.12%
Male	117	116	99.15%	28.45%
Female	83	83	100.00%	18.07%
Black or African American	16	16	100.00%	12.50%
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	145	144	99.31%	20.83%
Native Hawaiian or Pacific Islander				
White	27	27	100.00%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	184	183	99.46%	20.77%
English Learners	70	70	100.00%	25.71%
Students with Disabilities	26	26	100.00%	11.54%
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: 2/1/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

N/A

Last updated: 2/1/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

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	--

Last updated: 2/1/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1%	21.1%	21.1%
7	14.3%	32.1%	10.7%

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: 2/1/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Parents are integral to the success of any child's academic endeavors and as such must be included in all key aspects of student learning. Research has demonstrated that parental involvement has a positive impact on student learning (Chen, 2001, Educational Psychology Review). To achieve this, a school must provide open lines of communication among the parents, teachers, and administrators. For parental education and outreach programs to form the foundation of genuine parental involvement, all experiences must be meaningful and responsive to parents' cultural, economic and linguistic needs. Such programs assist parents to understand the goals and methods of schooling students for tomorrow's world.

PTC has many opportunities for parent involvement that include the School Site Council, Parent Tea's, Fundraising Events, Parent/Teacher Conferences, Student Performances, etc. Parents are encouraged to volunteer at school or at home helping out with materials preparation, school maintenance, or other organizational tasks.

The School Advisory Council is involved in the operations of the school in a variety of ways. The members of the committee work with school staff to voice concerns of parents and advocate for educational programs and issues related to the school.

The 501 (c)3 is the fundraising entity associated with the school. Committee Members of this organization work with school staff to implement many fundraising events throughout the year. Earnings from these events are used for such things as field trips, the music program, and student awards programs that enhance the students' academic life.

State Priority: Pupil Engagement

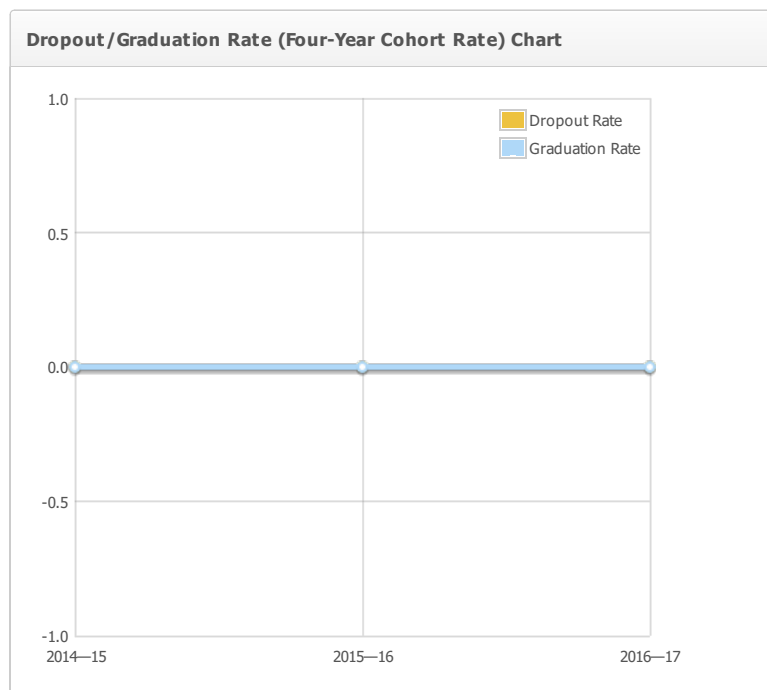
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	9.0%	4.6%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	87.2%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.5%	9.1%
Graduation Rate	0.0%	90.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

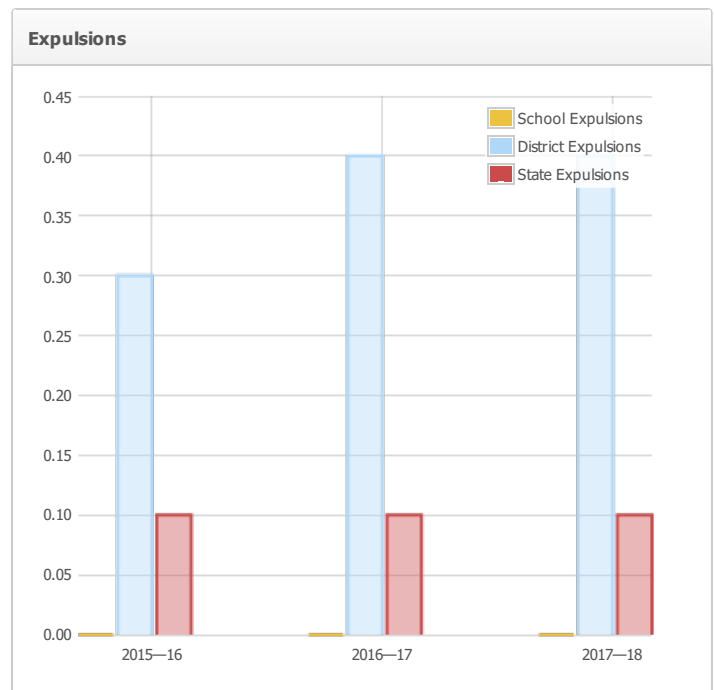
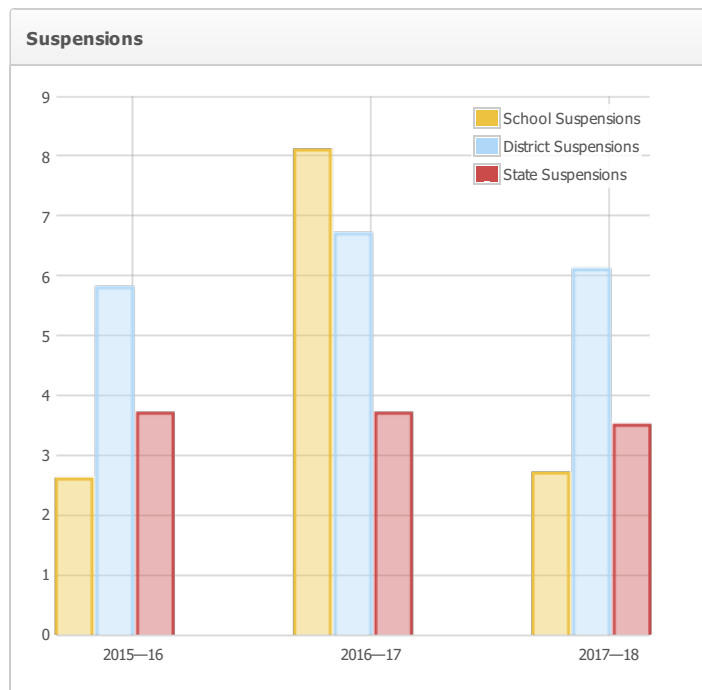
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.6%	8.1%	2.7%	5.8%	6.7%	6.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.4%	0.4%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

PTC makes every effort to provide a safe and clean environment for learning. We have a comprehensive emergency plan that includes all state and federal requirements. In addition, emergency drills are routinely held every month for our students and staff.

PTC Procedures and Policies on Health and Safety of Pupils and Staff

- Each employee of PTC will furnish the school with a criminal record summary.
- Each employee of PTC will furnish the school with Tuberculosis clearance.
- A school safety plan on file will be reviewed annually and updated as needed. School staff will be trained annually on the safety procedures outlined in the plan.
- School will conduct routine emergency drills in preparation for fire, earthquake, and other natural disasters.
- PTC will adhere to all policies and regulations related to provision of food services.
- PTC will follow the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- Staff will follow school policies in administering prescription drugs and other medicines. Staff will follow school policies in reporting and controlling the spread of disease and other ailments.
- All enrolling students will provide records documenting immunization against disease.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis by staff and the governing board.

Last updated: 2/1/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	2	
1	19.0	1	1	
2	23.0		2	
3	13.0	2	1	
4	14.0	2	1	
5	11.0	2	1	
6	9.0	11		
Other**	9.0	5		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3	6	
1	18.0	2	4	
2	8.0	8	2	
3	11.0	7		
4	8.0	10	2	
5	7.0	10	2	
6	9.0	18	3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	12	18	
1	15.0	18	9	
2	9.0	20		
3	16.0	8	16	
4	12.0	15	8	
5	14.0	17	8	
6	13.0	8	5	
Other**	18.0	5		

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

** "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	9.0	5		
Mathematics	9.0	5		
Science	10.0	4		
Social Science	9.0	5		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	8		
Mathematics	5.0	5		
Science	8.0	5		
Social Science	8.0	5		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	5		
Mathematics	11.0	4		
Science	13.0	4		
Social Science	13.0	4		

* 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: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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

Last updated: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$77743.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

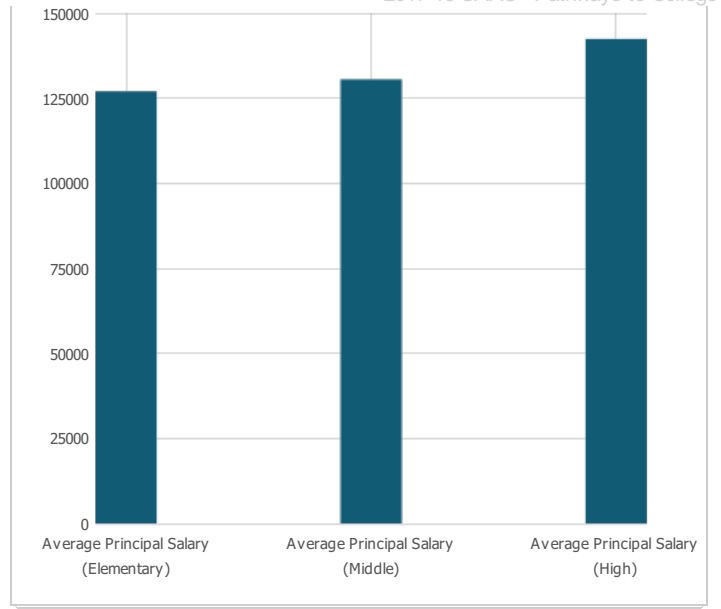
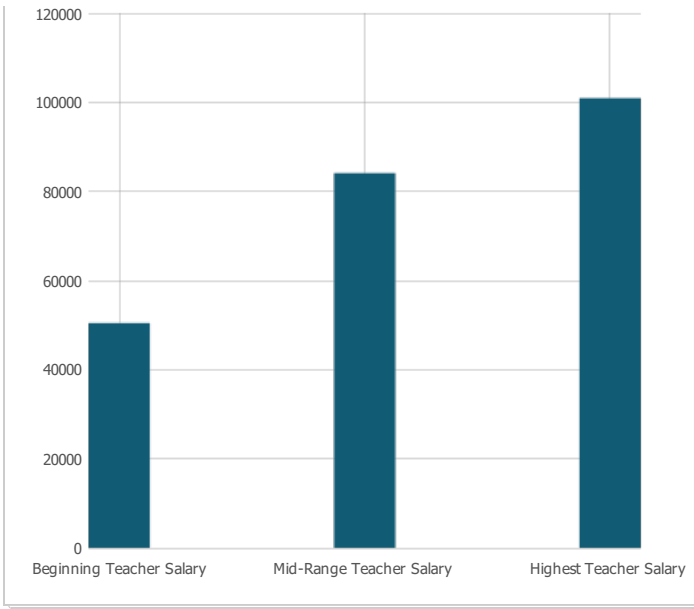
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,458	\$47,903
Mid-Range Teacher Salary	\$84,096	\$74,481
Highest Teacher Salary	\$100,917	\$98,269
Average Principal Salary (Elementary)	\$127,005	\$123,495
Average Principal Salary (Middle)	\$130,517	\$129,482
Average Principal Salary (High)	\$142,404	\$142,414
Superintendent Salary	\$195,473	\$271,429
Percent of Budget for Teacher Salaries	35.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

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: 2/1/2019

Professional Development

PTC encourages professional development focused on helping teachers to improve their instructional practices in ways that respond to the students' knowledge and skill needs. Through well-defined professional development, teachers are continuously trained on a variety of instructional strategies to support all learners especially English Language Learners, low performing students, and SPED students. Professional development includes understanding Common Core State Standards and effective implementation of research based teaching strategies. Professional development is also used as a time for teachers to collaborate with peers as well as to disaggregate and analyze data. With improved knowledge, skills, and abilities, teachers and staff members are better able to address the individual and unique academic and behavioral needs of all students. It is PTC's goal to provide teachers and staff with professional development opportunities that enable them to learn and apply new effective instructional strategies, and collaboratively refine themselves to help better meet individual student needs.

Last updated: 1/11/2019