

# Palmdale Academy Charter School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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/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).

#### 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.



## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Palmdale Academy Charter School   |
| <b>Street</b>                            | 3838 E. Ave R   |
| <b>City, State, Zip</b>                  | Palmdale, CA, 93551   |
| <b>Phone Number</b>                      | 661-234-4800  |
| <b>Principal</b>                         | Kathya Arriaran-Buono   |
| <b>Email Address</b>                     | karriaranbuono@palmdalesd.org   |
| <b>School Website</b>                    | <a href="https://www.palmdalesd.org/Page/5892">https://www.palmdalesd.org/Page/5892</a> |
| <b>County-District-School (CDS) Code</b> | 19-64857-0140889  |

## 2023-24 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Palmdale Elementary School District                        |
| <b>Phone Number</b>     | 661-947-7191   |
| <b>Superintendent</b>   | Raul Maldonado   |
| <b>Email Address</b>    | DJNardi@palmdalesd.org                                     |
| <b>District Website</b> | <a href="http://www.palmdalesd.org">www.palmdalesd.org</a> |

## 2023-24 School Description and Mission Statement

Palmdale Academy Charter School is located in Palmdale, California and is in its 3rd year of operation. PACS currently serves approximately 720 students in the 9th, 10th, and 11th grades. We will have our first graduating class in 2025. Palmdale Academy Charter School's teachers, staff, and parents work to make our school friendly, warm, and inclusive. We offer a rigorous academic program including 8 AP classes and concurrent enrollment classes through a partnership with Antelope Valley College. These offerings will be expanded in 24-25 when we have our first senior class. We also offer a wide variety of electives, daily advisory, a CTE Construction pathway, co-taught classes in ELA and Math, and Special Day classes. We have a full-time school psychologist, 3 counselors, a Speech and Language pathologist and paraprofessionals who support our students and classrooms. The counseling team ensures that our students know the requirements for high school graduation and meet with all of them individually to discuss their plans for college and or career. They also facilitate small group counseling, see individual students when they are in crisis, and make referrals to outside mental health agencies. Our technology specialist supports students with 1:1 devices and supports our teachers as they integrate more technology into their classrooms. We have a beautiful, brand new track and field, and we are looking forward to our CIF gym and additional permanent buildings that will be completed within the next couple of years. PACS has a growing athletics program offering cross country, volleyball, basketball, soccer, cheerleading and baseball. We expose our students to a well- rounded visual and performing arts program where we offer music, film and art. Our AVID program helps students develop the skills they need to become college and career ready. Additionally, Palmdale Academy Charter School has dozens of student clubs and active ELAC and AAPAC groups for parents.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| <b>Grade 9</b>          | 268                |
| <b>Grade 10</b>         | 267                |
| <b>Total Enrollment</b> | 535                |



## 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 49.9%                       |
| Male                             | 50.1%                       |
| American Indian or Alaska Native | 0.6%                        |
| Asian                            | 0.2%                        |
| Black or African American        | 9%                          |
| Filipino                         | 0.7%                        |
| Hispanic or Latino               | 83.4%                       |
| Two or More Races                | 2.1%                        |
| White                            | 3.4%                        |
| English Learners                 | 13.6%                       |
| Foster Youth                     | 0.9%                        |
| Homeless                         | 3.7%                        |
| Migrant                          | 0.6%                        |
| Socioeconomically Disadvantaged  | 85.2%                       |
| Students with Disabilities       | 14.6%                       |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                | 740.50          | 82.02            | 228366.10    | 83.12         |
| Intern Credential Holders Properly Assigned   |               |                | 11.50           | 1.28             | 4205.90      | 1.53          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                | 26.70           | 2.97             | 11216.70     | 4.08          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                | 73.80           | 8.18             | 12115.80     | 4.41          |
| Unknown   |               |                | 50.10           | 5.56             | 18854.30     | 6.86          |
| Total Teaching Positions  |               |                | 902.80          | 100.00           | 274759.10    | 100.00        |



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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 12.50         | 87.25          | 738.10          | 81.83            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 16.90           | 1.88             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.00          | 6.97           | 61.30           | 6.80             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.80          | 5.78           | 58.20           | 6.46             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.00          | 0.00           | 27.30           | 3.03             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 14.30         | 100.00         | 902.00          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Permits and Waivers</b>                                   |         | 0.00    |
| <b>Misassignments</b>  |         | 1.00    |
| <b>Vacant Positions</b>                                      |         | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> |         | 1.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2020-21 | 2021-22 |
|---|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> |         | 0.80    |
| <b>Local Assignment Options</b>                               |         | 0.00    |
| <b>Total Out-of-Field Teachers</b>                            |         | 0.80    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.



## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)  |         | 8.4     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach)   |         | 0       |
| The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.  |         |         |
| Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a> . |         |         |

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Credit Recovery - Stride online  
CTE - LIUNA LEARN

Year and month in which the data were collected

November 2023

| Subject                           | Textbooks and Other Instructional Materials/year of Adoption                     | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b>      | Studysync / 2021. (ELD - E3D)  | Yes                         | 0  |
| <b>Mathematics</b>                | Springboard / 2023 and Open Up resources/2023                                    | Yes                         | 0  |
| <b>Science</b>                    | Stemscopes / 2022  | Yes                         | 0  |
| <b>History-Social Science</b>     | TCI/ 2022  | Yes                         | 0  |
| <b>Foreign Language</b>           | Spanish/ Carnegie / 2021   | Yes                         | 0  |
| <b>Health</b>                     | Positive Prevention Plus/ 2022   | Yes                         | 0  |
| <b>Visual and Performing Arts</b> | All for strings/ 2021, Youth Cinema Project/2023, Norton Anthology of Drama/2023 | Yes                         | 0  |

## School Facility Conditions and Planned Improvements

The school facility conditions are good and recently our brand new CIF certified track is done. The next project is to work on completing our CIF certified gym.

Year and month of the most recent FIT report

June 2023

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |   |



| School Facility Conditions and Planned Improvements                           |   |  |  |  |
|---|---|--|--|--|
| <b>Interior:</b><br>Interior Surfaces   | X |  |  |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |  |  |
| <b>Electrical</b>   | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| Exemplary             | Good | Fair | Poor |
|                       | X    |      |      |

| B. Pupil Outcomes | State Priority: Pupil Achievement   |
|-------------------|---|
|                   | <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p><b>Statewide Assessments</b><br/>           (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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> <li>1. <b>Smarter Balanced Summative Assessments and CAAs for ELA</b> in grades three through eight and grade eleven.</li> <li>2. <b>Smarter Balanced Summative Assessments and CAAs for mathematics</b> in grades three through eight and grade eleven.</li> <li>3. <b>California Science Test (CAST) and CAAs for Science</b> in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).</li> </ol> <p><b>College and Career Ready</b><br/>           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.</p> |



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) |                   |                   |                     |                     | 47               | 46               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    |                   |                   |                     |                     | 33               | 34               |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP<br>Student Groups                   | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| <b>All Students</b>                        |                               |                            |                             |                                 |   |
| <b>Female</b>                              |                               |                            |                             |                                 |   |
| <b>Male</b>                                |                               |                            |                             |                                 |   |
| <b>American Indian or Alaska Native</b>    |                               |                            |                             |                                 |   |
| <b>Asian</b>                               |                               |                            |                             |                                 |   |
| <b>Black or African American</b>           |                               |                            |                             |                                 |   |
| <b>Filipino</b>                            |                               |                            |                             |                                 |   |
| <b>Hispanic or Latino</b>                  |                               |                            |                             |                                 |   |
| <b>Native Hawaiian or Pacific Islander</b> |                               |                            |                             |                                 |   |
| <b>Two or More Races</b>                   |                               |                            |                             |                                 |   |
| <b>White</b>                               |                               |                            |                             |                                 |   |
| <b>English Learners</b>                    |                               |                            |                             |                                 |   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Foster Youth</b>                                  |  |  |  |  |  |
| <b>Homeless</b>                                      |  |  |  |  |  |
| <b>Military</b>                                      |  |  |  |  |  |
| <b>Socioeconomically Disadvantaged</b>               |  |  |  |  |  |
| <b>Students Receiving Migrant Education Services</b> |  |  |  |  |  |
| <b>Students with Disabilities</b>                    |  |  |  |  |  |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

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



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

| Subject   | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                   |                   | 13.34               | 13.64               | 29.47            | 30.29            |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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



## 2022-23 Career Technical Education Programs

This year we are offering our first CTE course, Construction Craft 1. This full year course focuses on basic safety, and provides an introduction to hand tools, power tools, construction drawings, material handling, and construction applied math. Textbook is LiUNA LEARN. For additional information on our CTE course, please contact Regina Zurbano, PSD Director of Curriculum and Instruction for Secondary Schools.

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9     | 99.59                            | 99.59  | 99.59   | 99.59   | 99.59                       |

## 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.



## 2023-24 Opportunities for Parental Involvement

Parents at Palmdale Academy Charter School are actively involved in the following advisory committees: ELAC, School Site Council, and AAPAC. Parents also are welcomed to CIF sports events, music performances, semester awards assemblies (via Zoom), Hispanic Heritage Month performances, Back to School Night, our annual Title 1 Meeting, parent teacher conference days, Breakfast with the Superintendent, and monthly "Bagels with Dr. B".

We also involve parents in MTSS meetings, IEP and 504 plan development, sessions/workshops held by our counseling team, WASC Accreditation, and AVID Family Nights. Parent Square allows for parents and staff to communicate regularly and effectively with families about school events, policies, and their child's progress.

## C. Engagement

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

| Indicator       | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                |                | 12.9             | 14.1             | 14.2             | 9.4           | 7.8           | 8.2           |
| Graduation Rate |                |                |                | 49.8             | 54.4             | 50.7             | 83.6          | 87            | 86.2          |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                       | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-------------------------------------|------------------------------|----------------------------|------------------------|
| All Students                        | 0.0                          | 0.0                        | 0.0                    |
| Female                              | 0.0                          | 0.0                        | 0.0                    |
| Male                                | 0.0                          | 0.0                        | 0.0                    |
| Non-Binary                          |                              |                            |                        |
| American Indian or Alaska Native    | 0.0                          | 0.0                        | 0.0                    |
| Asian                               | 0.0                          | 0.0                        | 0.0                    |
| Black or African American           | 0.0                          | 0.0                        | 0.0                    |
| Filipino                            | 0.0                          | 0.0                        | 0.0                    |
| Hispanic or Latino                  | 0.0                          | 0.0                        | 0.0                    |
| Native Hawaiian or Pacific Islander | 0.0                          | 0.0                        | 0.0                    |
| Two or More Races                   | 0.0                          | 0.0                        | 0.0                    |



|   |     |     |     |
|---|-----|-----|-----|
| White   | 0.0 | 0.0 | 0.0 |
| English Learners                              | 0.0 | 0.0 | 0.0 |
| Foster Youth                                  | 0.0 | 0.0 | 0.0 |
| Homeless                                      | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged               | 0.0 | 0.0 | 0.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities                    | 0.0 | 0.0 | 0.0 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 581                   | 567                                     | 137                       | 24.2                     |
| Female  | 293                   | 287                                     | 71                        | 24.7                     |
| Male  | 288                   | 280                                     | 66                        | 23.6                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 10                    | 10                                      | 2                         | 20.0                     |
| Asian   | 1                     | 1                                       | 0                         | 0.0                      |
| Black or African American                     | 53                    | 50                                      | 6                         | 12.0                     |
| Filipino                                      | 4                     | 4                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 474                   | 464                                     | 115                       | 24.8                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 14                    | 14                                      | 4                         | 28.6                     |
| White   | 22                    | 21                                      | 9                         | 42.9                     |
| English Learners                              | 78                    | 77                                      | 14                        | 18.2                     |
| Foster Youth                                  | 8                     | 7                                       | 3                         | 42.9                     |
| Homeless                                      | 22                    | 22                                      | 6                         | 27.3                     |
| Socioeconomically Disadvantaged               | 504                   | 494                                     | 125                       | 25.3                     |
| Students Receiving Migrant Education Services | 3                     | 3                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 86                    | 83                                      | 30                        | 36.1                     |

## C. Engagement

### 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

This table displays suspensions and expulsions data.

| Rate               | School<br>2020-21 | School<br>2021-22 | School<br>2022-23 | District<br>2020-21 | District<br>2021-22 | District<br>2022-23 | State<br>2020-21 | State<br>2021-22 | State<br>2022-23 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> |                   | 5.74              | 9.47              | 0.06                | 5.41                | 5.27                | 0.20             | 3.17             | 3.60             |
| <b>Expulsions</b>  |                   | 0.34              | 0.00              | 0.00                | 0.11                | 0.07                | 0.00             | 0.07             | 0.08             |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 9.47             | 0               |
| <b>Female</b>  | 9.22             | 0               |
| <b>Male</b>  | 9.72             | 0               |
| <b>Non-Binary</b>                                    |                  |                 |
| <b>American Indian or Alaska Native</b>              | 0                | 0               |
| <b>Asian</b>   | 0                | 0               |
| <b>Black or African American</b>                     | 9.43             | 0               |
| <b>Filipino</b>                                      | 0                | 0               |
| <b>Hispanic or Latino</b>                            | 10.13            | 0               |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0               |
| <b>Two or More Races</b>                             | 14.29            | 0               |
| <b>White</b>   | 0                | 0               |
| <b>English Learners</b>                              | 11.54            | 0               |
| <b>Foster Youth</b>                                  | 0                | 0               |
| <b>Homeless</b>                                      | 9.09             | 0               |
| <b>Socioeconomically Disadvantaged</b>               | 9.72             | 0               |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0               |
| <b>Students with Disabilities</b>                    | 10.47            | 0               |

## 2023-24 School Safety Plan

PACS' safety team meets monthly and reviews and updates our Comprehensive School Safety Plan annually. Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). PACS students and staff will be training, practicing, and drilling the protocol throughout the school year. The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. SRP utilizes a common vocabulary of 5 specific actions that can be performed during an incident. When communicating these, the action is followed by a directive. Execution of the action is performed by active participants. In the event of an emergency, the action and appropriate direction will be called on the public address system and delivered to your campus safety application. The following are the 5 actions with example directives:

Hold is followed by the Directive: "In Your Room or Area" and is the protocol used when hallways need to be kept clear of occupants. Students are trained to clear the hallways, remain in their area or room until the "All Clear" is announced, and do business as usual. Adults and staff are trained to close and lock the door, account for students and adults, and do business as usual.



## 2023-24 School Safety Plan

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard people within the building. Students are trained to return to inside of building and do business as usual. Adults and staff are trained to bring everyone indoors, lock the outside doors, increase situational awareness, account for students and adults, and do business as usual.

Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep occupants quiet and in place. Students are trained to move away from sight, maintain silence, and to not open the door. Adults and staff are trained to recover students from hallway if possible, lock the classroom door, turn out the lights, move away from sight, maintain silence, not open the door, and prepare to evade or defend.

Evacuate is followed by a location, and is used to move people from one location to a different location in or out of the building. Students are trained to leave their belongings behind if required, to (if possible) bring their phone, show their hands, and be prepared for alternative instructions. Teachers and staff are trained to bring their roll sheet and emergency bag (unless instructed not to take anything with them, dependent on reason for evacuation.), lead students to evacuation location, account for students, visitors and others, and report injuries or problems to first responders using red card/green card method.

Shelter is followed by a statement of the hazard (ex. earthquake) and safety strategy (ex. drop, cover, and hold) for group and self protection. Students are trained to use appropriate safety strategies for the hazard.

Teachers and staff are trained to lead appropriate safety strategies for the hazard, account for students, visitors and others, and report injuries or problems to first responders using red card/green card method.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23                 | 6                                    | 7                                     |                                     |
| Mathematics           | 22                 | 6                                    | 9                                     |                                     |
| Science               | 18                 | 8                                    | 3                                     |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22                 | 13                                   | 13                                    | 1                                   |
| Mathematics           | 21                 | 16                                   | 13                                    | 0                                   |
| Science               | 30                 | 2                                    | 12                                    | 6                                   |
| Social Science        | 25                 | 3                                    | 9                                     | 0                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio  |
|------------------------------|--------|
| Pupils to Academic Counselor | 178.33 |



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 3                                |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  | 0.5                              |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   | 0.3                              |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 3                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$37,449                     | \$2,413                             | \$35,036                              | \$105,387              |
| <b>District</b>                                      | N/A                          | N/A                                 | \$4,552                               | \$97,605               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 154.0                                 | 7.7                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$89,574               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 128.6                                 | 16.2                   |

## Fiscal Year 2022-23 Types of Services Funded

PACS offers a challenging and unique program for students who are interested in continuing key programs that are offered through the Palmdale School District, such as the Dual Immersion program, Visual and Performing Arts programs, Career and Technical Pathway of Arts, Media and Entertainment, athletics, as well as A-G coursework . PACS provides students with additional opportunities that develop students' multilingual, multicultural, creative, and intellectual skills and capacities in ways that make them optimally prepared as global citizens of the world, ready to use these skills and capacities in college, career, and life journeys.

Recognizing the importance of good first teaching, PACS will offer a series of professional developments that are data driven around the teachers' needs. PACS will ensure students receive socioemotional support through the Advisory program. Advisory is a tier one intervention and provides support academically, socioemotional, and college and career. Additionally, team building contests will be a part of this program such as golden ruler, math pie day, and school wide school culture events. PACS leadership will continue to coach and observe teachers to increase understanding of best practices, collaboration, inform instructional decisions related to closing the achievement gap, and development of MTSS with target actions specific for low-income , foster youth, English Learner student groups to support their efforts towards academic achievement. PACS administration with the support of PSD will determine the need for supplemental curriculum, instruction and assessment to fill



## Fiscal Year 2022-23 Types of Services Funded

curricular gaps with material that are relevant, culturally responsive and address the specific needs of English Learners, foster youth, and low income students.

Curriculum materials and supplemental supplies may be developed or purchased in order to meet academic goals and to fully support our unduplicated students. PACS administration will provide instructional materials, technology and equipment for the Career Technical Education (CTE) course offerings and Visual and Performing Arts electives including and not limited to Fine Art 1 and 2, Orchestra, Mariachi, Film and Construction Craft Laborer. The CTE programs help develop technical and employability skills needed to succeed in the world of work. This will greatly impact our subgroups of English Learners, foster youth and low income students. PACS recognizes the importance of Visual and Performing Arts(VAPA). VAPA electives satisfy both a F and G in the UC/CSU A-G course requirements. Having high level, credentialed staff is essential in ensuring they are able to explore an interest or perhaps a future career pathway.

Certificated PE staff will ensure students' physical needs are met through a well-rounded Physical Education program ensuring all students, including English Learners, have access to school programs and services that are aligned with California's academic content and performance standards.

PACS is a one to one campus where all students are issued a chromebook upon registration. All classroom assignments are turned in through google classroom giving students the opportunity to use technology on a regular basis as they would in a college and career setting. A Technology Liaison will also be staffed to provide technology support for staff and students. Additionally, hotspots are available for students identified as foster, English Learners, and low income.

A wellness center was created on campus to provide a safe and welcoming environment for all student groups. In the wellness center, the school counselor or social emotional learning specialist pulls groups or individual students based on academic, or social emotional needs. This will be especially important for our foster youth and low income student groups to ensure their wellness both academically and emotionally. As a building high school, PACS will have a yearly summer retreat in order to ensure all returning and incoming PACS teacher are aligned with the mission and vision of the school, build community as a staff, become restorative justice trained, professional learning community, how we treat our students and most importantly continue PACS positive school culture. There is a direct correlation between a positive school culture and student achievement.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$52,172        | \$54,215                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$83,295        | \$86,843                                     |
| <b>Highest Teacher Salary</b>                        | \$116,624       | \$111,440                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$128,005       | \$140,851                                    |
| <b>Average Principal Salary (Middle)</b>             | \$132,060       | \$147,065                                    |
| <b>Average Principal Salary (High)</b>               | \$122,519       | \$142,189                                    |
| <b>Superintendent Salary</b>                         | \$251,125       | \$252,466                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 26.83%          | 33.16%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.13%           | 5.15%  |



## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|  |      |
|--|------|
| <b>Percent of Students in AP Courses</b> | 16.5 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 3                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 2                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 5                            |

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 36      | 36      | 36      |