

# Pacific Springs Charter

## School Accountability Report Card Reported Using Data from the 2018—19 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.



## Kathleen Hermsmeyer, Superintendent

Principal, Pacific Springs Charter

### About Our School

Welcome to Pacific Springs Charter School's School Accountability Report Card. On behalf of the faculty and staff, I thank you for taking the time to learn about our wonderful school. Our mission is innovative and lofty. We empower our students, engage their parents, and foster innate curiosity by personalizing the learning experience for each student.

Pacific Springs Charter School is a K-12th grade independent charter school redesigning the public school experience. Our students have a personalized academic program, including time in the regular school day to pursue their personal goals and interests. Our students may attend a traditional classroom location only a few times each semester, or as often as every day. Pacific Springs Charter School offers one student center location. We believe that the community is our classroom, which requires that students have access to the community. We provide numerous community enrichment experiences such as field trips and small-group classes for elementary students, community service and league activities in middle school, and career internships and courses for high school.

Our school is WASC accredited. The school's action plan is in line with the Student Learner Outcomes, focusing on creating Independent Learners, Capable Communicators, Analytical Thinkers, and Noteworthy Citizens (I CAN!).

It is an honor and a privilege to serve our families who are so devoted to empowering their children and personalizing the learning experience to meet their needs and interests.

For more information about our school, please take a look at our website at [www.springscharterschools.org](http://www.springscharterschools.org) or contact us at [receptionist@springscs.org](mailto:receptionist@springscs.org).

Sincerely,  
Dr. Kathleen Hermsmeyer  
Superintendent

Pacific Springs Charter School Student Centers:

Otay Ranch Academy for the Arts <https://springscs.org/programs/chula-vista-area/otay-ranch-academy-arts-tk-8>

### Contact

*Pacific Springs Charter  
1615 Mater Dei Dr.  
Chula Vista, CA 91913-3953*

*Phone: 951-252-8800  
Email: [receptionist@springscs.org](mailto:receptionist@springscs.org)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	(858) 292-3500
<b>Superintendent</b>	Paul Gothold
<b>Email Address</b>	<a href="mailto:paul.gothold@sdcoe.net">paul.gothold@sdcoe.net</a>
<b>Website</b>	<a href="http://www.sdcoe.net">www.sdcoe.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Pacific Springs Charter
<b>Street</b>	1615 Mater Dei Dr.
<b>City, State, Zip</b>	Chula Vista, Ca, 91913-3953
<b>Phone Number</b>	951-252-8800
<b>Principal</b>	Kathleen Hermsmeyer, Superintendent
<b>Email Address</b>	<a href="mailto:receptionist@springscs.org">receptionist@springscs.org</a>
<b>Website</b>	<a href="http://www.springcharterschools.org">www.springcharterschools.org</a>
<b>County-District-School (CDS) Code</b>	37103710138016

*Last updated: 1/30/2020*

### School Description and Mission Statement (School Year 2019—20)

Pacific Springs Charter School is a parent choice school where the community is our classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student. Through choice of curriculum, teachers, and program the educators and participants of Pacific Springs Charter School believe that the best learning occurs when:

- The parent is directly involved in the teaching / learning process
- Learning styles are tailored to each individual student's needs.
- One-to-one teaching is the primary arrangement.
- Real life "context-based" learning is emphasized.
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.
- The entire community serves as the school campus.

#### The Pacific Springs Community

Pacific Springs Charter School (PSCS) is authorized by the San Diego County Office of Education and began serving students in August 2018. During the 2018-19 school year, the charter was granted initial WASC accreditation for grades TK-12. The first graduating class will commence in June 2018. PSCS serves students residing in San Diego, with authorization to serve students in the contiguous counties. Of over the 440 students served by PSCS all reside in San Diego County.

#### Program Options

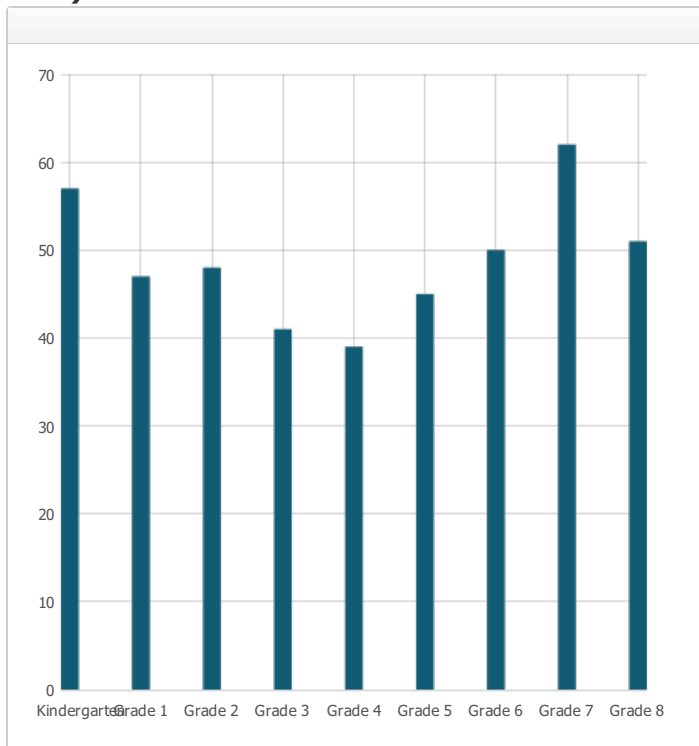
PSCS offers 2 program options for students: Homeschool (TK-12) and Otay Ranch Academy of the Arts (TK-8). Detailed program descriptions and contact information can be found on the school's website:

- Homeschool: <https://springscs.org/programs/homeschool/homeschooltk-12>
- Otay Ranch Academy of the Arts: <https://springscs.org/programs/chula-vista-area/otay-ranch-academy-arts-tk-8>

*Last updated: 1/30/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	57
Grade 1	47
Grade 2	48
Grade 3	41
Grade 4	39
Grade 5	45
Grade 6	50
Grade 7	62
Grade 8	51
<b>Total Enrollment</b>	<b>440</b>



Last updated: 1/30/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	0.20 %
Asian	0.90 %
Filipino	8.00 %
Hispanic or Latino	57.50 %
Native Hawaiian or Pacific Islander	0.20 %
White	22.00 %
Two or More Races	10.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.00 %
English Learners	18.40 %
Students with Disabilities	9.30 %
Foster Youth	0.70 %
Homeless	7.30 %

## A. Conditions of Learning

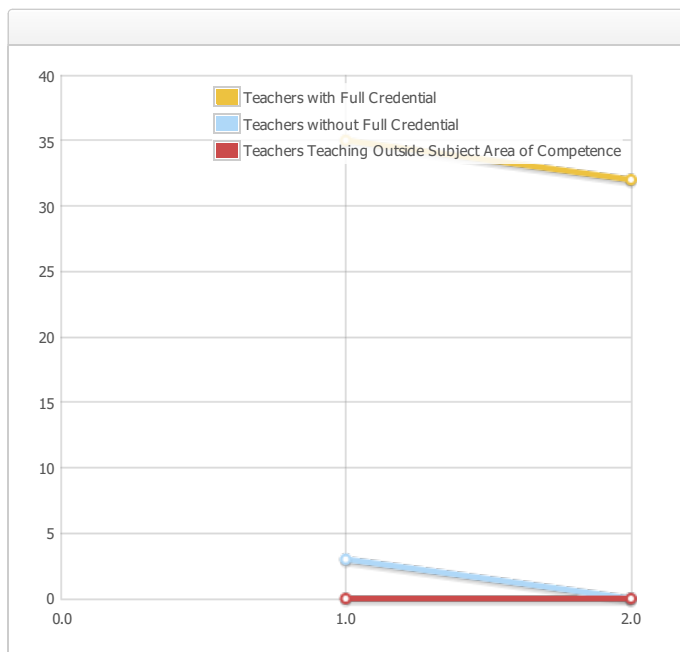
### State Priority: Basic

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

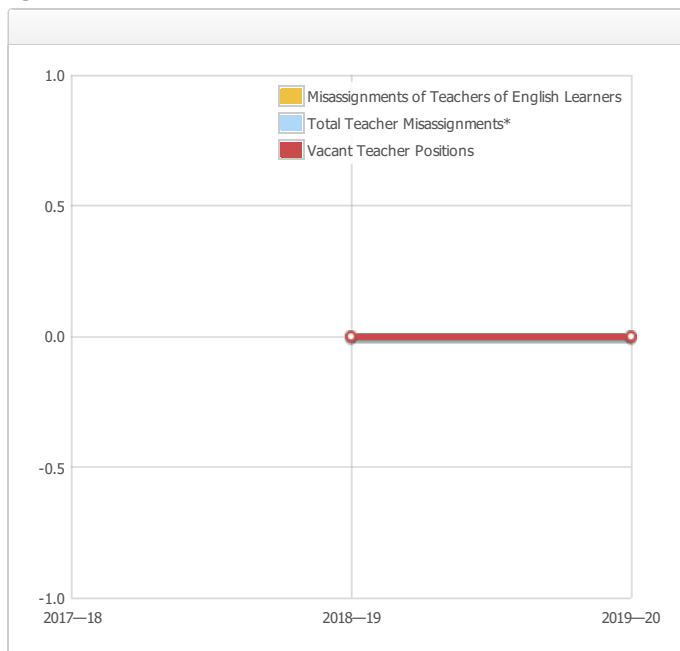
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		35	32	
Without Full Credential		3	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/30/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
Mathematics	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
Science	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
History-Social Science	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
Foreign Language	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
Health	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.00 %
Visual and Performing Arts	As a Charter School, Pacific Springs is exempt from the adoption requirement. Pacific Springs currently has 0% of students lacking instructional materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

## School Facility Conditions and Planned Improvements

Pacific Springs Charter School has one student center, which is used for academic classes for academy students, enrichment classes for homeschooled students, and additional space for meetings, specialized student services, and special school events.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: April 2019

Overall Rating	Good
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*Last updated: 1/30/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		60.0%	52.0%	54.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		44.0%	44.0%	40.0%	38.0%	39.0%

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: 1/30/2020*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	295	98.33%	1.67%	59.66%
Male	152	149	98.03%	1.97%	55.03%
Female	148	146	98.65%	1.35%	64.38%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	20	20	100.00%	0.00%	50.00%
Hispanic or Latino	187	184	98.40%	1.60%	55.98%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	52	51	98.08%	1.92%	66.67%
Two or More Races	30	30	100.00%	0.00%	73.33%
Socioeconomically Disadvantaged	146	145	99.32%	0.68%	54.48%
English Learners	83	83	100.00%	0.00%	44.58%
Students with Disabilities	45	45	100.00%	0.00%	17.78%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	23	23	100.00%	0.00%	47.83%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	294	98.00%	2.00%	43.54%
Male	152	149	98.03%	1.97%	42.28%
Female	148	145	97.97%	2.03%	44.83%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	20	20	100.00%	0.00%	55.00%
Hispanic or Latino	187	183	97.86%	2.14%	39.89%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	52	51	98.08%	1.92%	49.02%
Two or More Races	30	30	100.00%	0.00%	46.67%
Socioeconomically Disadvantaged	146	144	98.63%	1.37%	34.72%
English Learners	83	82	98.80%	1.20%	30.49%
Students with Disabilities	45	45	100.00%	0.00%	20.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	23	23	100.00%	0.00%	17.39%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2020*

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/30/2020*

### Career Technical Education (CTE) Programs (School Year 2018—19)

There are currently no high school students enrolled at Pacific Springs Charter.

*Last updated: 1/30/2020*

### Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 1/30/2020*

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 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 2018—19)

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	18.20%	18.20%	4.50%
7	8.50%	3.40%	1.70%
9	--	--	--

Note: 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.

Last updated: 1/30/2020

## 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 2019—20)

Our school's core mission is centered on parent involvement and personalized learning for each student. A variety of strategies are used to encourage parental and community involvement with the teaching and learning process. Student Learning Outcomes (SLOs) are inherent in the opportunities that students participate in, especially using the community as the classroom.

We support our mission statement that the community is the student's classroom in all programs. School staff includes a field trip coordinator who arranges group and reduced cost trips for our students school-wide. Academy and homeschool students have the opportunity to attend a number of field trips each year. Our list of field trips include the Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Huntington Library, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair, Ocean Classroom, Space/Astro Camp, and Catalina Island camping.

Homeschool students have the opportunity to attend over fifty regional field trips at no additional cost to them. These trips include those listed above. We also have a wide range of vendors providing educational opportunities for our homeschool students. Students participate in their local communities in a variety of ways with regular involvement in community fundraisers and events. Our students use community resources as an extension of the classroom and celebrate with the members of their particular community. Students participate in local career and vocational opportunities, and Career Technical Education (CTE) Pathways including transportation, health, engineering, business, performing arts and information technology.

Our students participate in competitions such as California History Day, Science Fair, Spelling and Bee at all state levels, Karate competition at all state levels, Robotics, and Lego League.

Our teachers are the first step in effectively involving the parents and community as active partners in the teaching/learning process. We offer a wide range of educational opportunities for parents including monthly in-services for Homeschool parents, workshops, notification of community events, high school outreach, PTSO opportunities offered at student centers, and networking opportunities.

We have a variety of communication strategies used to ensure involvement of parents and the community such as online community connection resources, Daily Refreshments with teaching tips, telecommunications, newsletters at the school and local levels, school advisory council meetings, PTSO meetings, Governing Board meetings, and MTSS collaborative communication process between parents and staff to address individual student achievement.

Non-English speaking parents are involved in ELAC, PTSO, and as parent volunteers. We provide translators for school-sponsored events, parent-teacher conferences, and for communication between school and home. Our certificated staff is credentialed in CLAD or SDAIE teaching strategies to provide ELD support to our EL students. We also have bilingual teachers, ESes and counselors to serve our non-English speaking parents.

The school hosts an annual curriculum conference for staff and homeschool parents. The conference provides opportunities for networking, previewing curriculum from our vendors, engaging in hands-on workshops and listening to guest speakers addressing topics in education.

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

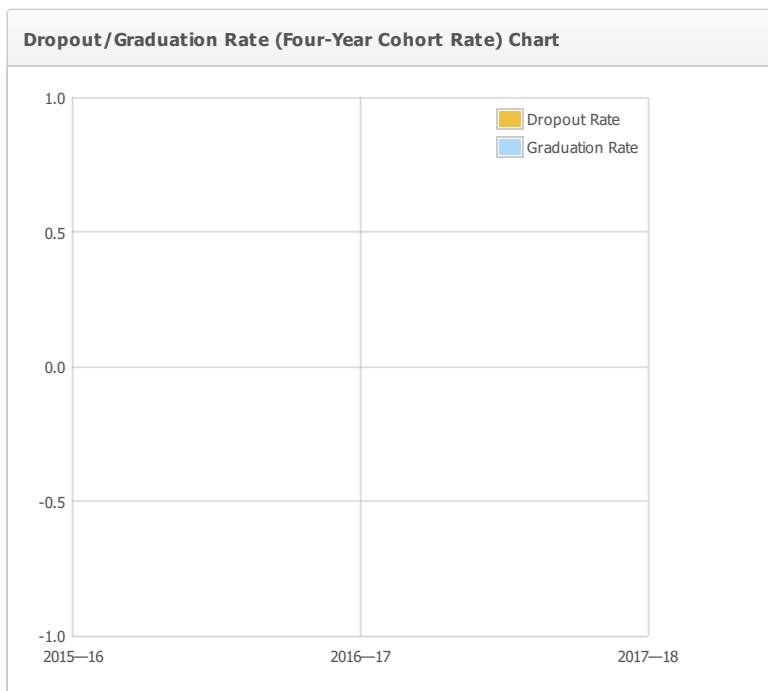
- High school dropout rates; and
- High school graduation rates

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

School	District	State
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Indicator	2015-16	2015-16	2015-16
Dropout Rate	--	58.80%	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016-17	School 2017-18	District 2016-17	District 2017-18	State 2016-17	State 2017-18
Dropout Rate	--	--	57.80%	50.70%	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/30/2020*

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	1.80%	5.80%	7.70%	3.70%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/30/2020*

## School Safety Plan (School Year 2019—20)

Pacific Springs has a comprehensive safety plan. For the current school site safety plan, please contact our Safety and Risk Management Department.

*Last updated: 1/30/2020*

## 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 (2016—17)

Pacific Springs is a non-classroom-based charter school, so this section does not apply. For hybrid programs, parents may contact the school for more information.

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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				
1				
2				
3				
4				
5				
6				
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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 (Secondary) (School Year 2016—17)**

Pacific Springs is a non-classroom-based charter school, so this section does not apply. For hybrid programs, parents may contact the school for more information.

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/30/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	440

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/30/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	0.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/30/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7076.28	\$1170.61	\$7076.28	\$55748.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/30/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

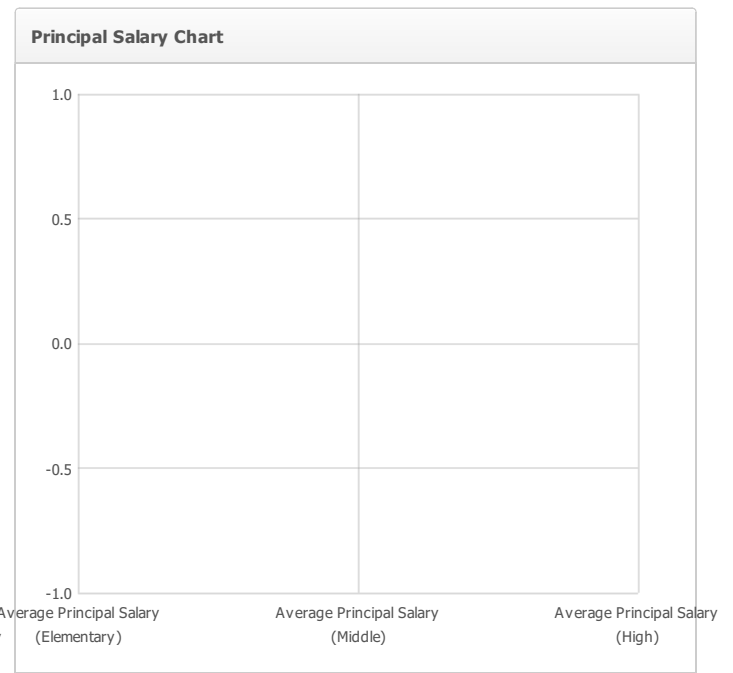
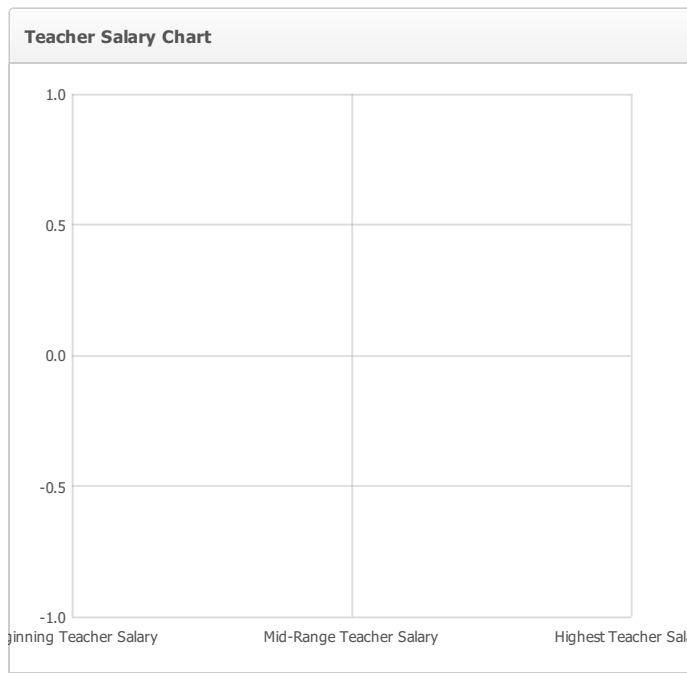
Pacific Springs Charter School is a fully-functioning independent direct-funded public charter school. The school supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, Title I (Free/Reduced), Title III (English Learner), and other student support necessities.

*Last updated: 1/30/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	24.81%	--
Percent of Budget for Administrative Salaries	9.09%	--

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



Last updated: 1/30/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

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	0.00%

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

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

*Last updated: 1/30/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		10	10