

# The Guidance Charter School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	The Guidance Charter School
<b>Street</b>	1125-B East Palmdale Blvd. k-6 campus
<b>City, State, Zip</b>	Palmdale, CA 93550
<b>Phone Number</b>	661-272-1701
<b>Principal</b>	Dr. Peter Palacio k-6, Mrs. Stephanie Najar 7-12
<b>E-mail Address</b>	ppalacio@thegcs.org
<b>Web Site</b>	
<b>Grades Served</b>	K-12
<b>CDS Code</b>	19-64857-6119580

<b>District Contact Information</b>	
<b>District Name</b>	The Guidance Charter School k-6 campus
<b>Phone Number</b>	661-272-1701
<b>Superintendent</b>	Kamal Al Khatib
<b>E-mail Address</b>	kamal@thegcs.org
<b>Web Site</b>	www.thegcs.org

### **School Description and Mission Statement (Most Recent Year)**

The Guidance Charter School will empower every student in K-12 with essential skills and knowledge, inspire lifelong learning, and develop responsible citizens in a school with both classroom-based and independent study options. This will be attained by equipping the students with three kinds of literacy necessary in the 21st century: ability to read, write, speak and calculate with clarity and precision; the ability to master the use of information technology tools in acquiring knowledge through worldwide data mines; and the ability to participate passionately and responsibly in the life of the community.

### **Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	36
Grade 1	41
Grade 2	40
Grade 3	49
Grade 4	46
Grade 5	49
Grade 6	47
Grade 7	101
Grade 8	96
Grade 9	49
Grade 10	45
Grade 11	27
Grade 12	19
<b>Total Enrollment</b>	<b>645</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	18.1
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.8
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0.2
White	7.1
Two or More Races	1.4
Socioeconomically Disadvantaged	81.7
English Learners	22.2
Students with Disabilities	7.1
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	31		
Without Full Credential	8	9		
Teaching Outside Subject Area of Competence (with full credential)	0			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	76.4	23.6
<b>High-Poverty Schools in District</b>	76.4	23.6
<b>Low-Poverty Schools in District</b>	0.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt Core Curriculum Language Arts. Differentiated Instruction Anthology Texts and Workbooks. Classroom basal reading book sets, focus wall posters, sound cards, English Language Learner teacher intervention guides, teacher and student on-line resource cd-dvd	Yes	0
<b>Mathematics</b>	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	Houghton Mifflin Harcourt Core Curriculum Science Differentiated Instruction Textbooks/workbooks. Tubs with materials needed for science experiments posters and realia items. Online teacher-student resource cd-dvd	Yes	0
<b>History-Social Science</b>	Social Studies Core Curriculum Differentiated Instruction Music cd-dvd Student textbooks and Workbooks Class library reading books. Online teacher -student resource	Yes	0
<b>Foreign Language</b>	Arabic k-6 Arabic, Spanish and French 7-12 campus	Yes	0
<b>Health</b>	Houghton Mifflin Harcourt Curriculum differentiated instruction textbook and support materials.		0
<b>Visual and Performing Arts</b>	K-6 students have been exposed to classical music, ballet, choreography, stage production via the Lancaster Performing Arts Theater. This performing group has come to visit the campus so students can appreciate the performing arts. These performances and activities are core curriculum adoption. 7-12 campus has Media classes, graphic arts, drama and drum line.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	3 fully stocked and functioning laboratories. One part-time lab. tech. supports the teacher and students with weekly laboratory in all sciences.		0

## School Facility Conditions and Planned Improvements (Most Recent Year)

K-6 campus, school custodian completes a monthly safety checklist that is logged on a routine basis and verified by Principal. Custodian clears campus of any debris on a daily basis. Custodian disinfests and vacuums classrooms on a daily basis. 7-12 campus has two custodians, that regularly report needed repairs or maintenance needs to the Principal. The 7-12 Principal creates work orders through our system and to the supporting District. Outside vendors are often used to complete repairs and projects by means of a bid process involving three or more bids to obtain the best service and price for the project.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Tiles floors regouted
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Health Department Inspection Conducted
<b>Electrical:</b> Electrical	X			Cafeteria electrical outage has been repaired, swamp coolers were added to K-1 classes.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Drinking fountains were all replaced with brand new fountains.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Roof tiles and leaks in front office were repaired
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door handles have been repaired and/or replaced

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	21	30	44
Mathematics	9	19	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	52	49	94.2	39	39	18	4
	4	48	47	97.9	72	19	6	2
	5	51	48	94.1	58	23	15	4
	6	51	47	92.2	57	30	11	0
	7	106	92	86.8	48	29	21	2
	8	109	98	89.9	35	35	24	6
	11	29	25	86.2	52	32	16	0
Male	3		18	34.6	44	39	11	6
	4		30	62.5	63	23	10	3
	5		28	54.9	68	14	14	4
	6		23	45.1	61	35	0	0
	7		35	33.0	57	26	17	0
	8		46	42.2	39	37	22	2
	11		12	41.4	42	33	25	0
Female	3		31	59.6	35	39	23	3
	4		17	35.4	88	12	0	0
	5		20	39.2	45	35	15	5
	6		24	47.1	54	25	21	0
	7		57	53.8	42	32	23	4
	8		52	47.7	31	33	27	10
	11		13	44.8	62	31	8	0
Black or African American	3		9	17.3	--	--	--	--
	4		11	22.9	73	18	9	0
	5		8	15.7	--	--	--	--
	6		12	23.5	75	17	8	0
	7		12	11.3	67	25	8	0
	8		15	13.8	67	20	7	7
	11		6	20.7	--	--	--	--
American Indian or Alaska Native	7		0	0.0	--	--	--	--
	11		1	3.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.9	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	2.0	--	--	--	--
	7		1	0.9	--	--	--	--
	8		1	0.9	--	--	--	--
Filipino	3		2	3.8	--	--	--	--
	6		2	3.9	--	--	--	--
	8		0	0.0	--	--	--	--
Hispanic or Latino	3		35	67.3	40	37	23	0
	4		31	64.6	74	19	3	3
	5		30	58.8	67	13	17	3
	6		26	51.0	62	31	8	0
	7		73	68.9	47	30	22	1
	8		76	69.7	28	38	28	7
	11		16	55.2	63	25	13	0
White	3		2	3.8	--	--	--	--
	4		2	4.2	--	--	--	--
	5		8	15.7	--	--	--	--
	6		3	5.9	--	--	--	--
	7		5	4.7	--	--	--	--
	8		5	4.6	--	--	--	--
	11		2	6.9	--	--	--	--
Two or More Races	4		2	4.2	--	--	--	--
	5		1	2.0	--	--	--	--
	6		3	5.9	--	--	--	--
	7		1	0.9	--	--	--	--
	8		1	0.9	--	--	--	--
	11		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	76.9	40	35	20	5
	4		40	83.3	73	18	8	3
	5		41	80.4	59	24	15	2
	6		39	76.5	59	31	10	0
	7		81	76.4	49	28	22	0
	8		77	70.6	30	36	27	6
	11		23	79.3	52	30	17	0
English Learners	3		17	32.7	53	35	12	0
	4		11	22.9	100	0	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		13	25.5	92	0	8	0
	6		6	11.8	--	--	--	--
	7		10	9.4	--	--	--	--
	8		20	18.3	50	45	5	0
	11		5	17.2	--	--	--	--
Students with Disabilities	3		1	1.9	--	--	--	--
	4		2	4.2	--	--	--	--
	5		5	9.8	--	--	--	--
	6		3	5.9	--	--	--	--
	7		5	4.7	--	--	--	--
	8		9	8.3	--	--	--	--
	11		2	6.9	--	--	--	--
Students Receiving Migrant Education Services	4		1	2.1	--	--	--	--
	7		1	0.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	52	50	96.2	48	34	16	2
	4	48	47	97.9	53	32	13	0
	5	51	48	94.1	58	31	2	6
	6	51	47	92.2	64	28	6	0
	7	106	91	85.8	73	20	5	1
	8	109	93	85.3	67	23	9	2
	11	29	25	86.2	88	12	0	0
Male	3		19	36.5	47	32	21	0
	4		30	62.5	43	37	17	0
	5		28	54.9	54	32	0	11



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		23	45.1	70	22	4	0
	7		33	31.1	79	21	0	0
	8		43	39.4	65	21	12	2
	11		12	41.4	75	25	0	0
<b>Female</b>	3		31	59.6	48	35	13	3
	4		17	35.4	71	24	6	0
	5		20	39.2	65	30	5	0
	6		24	47.1	58	33	8	0
	7		58	54.7	69	19	9	2
	8		50	45.9	68	24	6	2
	11		13	44.8	100	0	0	0
<b>Black or African American</b>	3		10	19.2	--	--	--	--
	4		10	20.8	--	--	--	--
	5		8	15.7	--	--	--	--
	6		12	23.5	83	17	0	0
	7		12	11.3	83	0	8	8
	8		14	12.8	93	7	0	0
	11		6	20.7	--	--	--	--
<b>American Indian or Alaska Native</b>	7		0	0.0	--	--	--	--
	11		1	3.4	--	--	--	--
<b>Asian</b>	3		1	1.9	--	--	--	--
	4		1	2.1	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	2.0	--	--	--	--
	7		1	0.9	--	--	--	--
	8		1	0.9	--	--	--	--
<b>Filipino</b>	3		2	3.8	--	--	--	--
	6		2	3.9	--	--	--	--
	8		0	0.0	--	--	--	--
<b>Hispanic or Latino</b>	3		35	67.3	51	29	17	3
	4		32	66.7	56	28	13	0
	5		30	58.8	57	37	0	7
	6		26	51.0	62	31	4	0
	7		72	67.9	75	21	3	0
	8		73	67.0	62	25	11	3
	11		16	55.2	88	13	0	0
<b>White</b>	3		2	3.8	--	--	--	--
	4		2	4.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		8	15.7	--	--	--	--
	6		3	5.9	--	--	--	--
	7		5	4.7	--	--	--	--
	8		4	3.7	--	--	--	--
	11		2	6.9	--	--	--	--
<b>Two or More Races</b>	4		2	4.2	--	--	--	--
	5		1	2.0	--	--	--	--
	6		3	5.9	--	--	--	--
	7		1	0.9	--	--	--	--
	8		1	0.9	--	--	--	--
	11		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		41	78.8	44	37	17	2
	4		41	85.4	49	34	15	0
	5		41	80.4	59	32	0	7
	6		39	76.5	64	28	5	0
	7		80	75.5	75	18	5	1
	8		75	68.8	65	23	11	1
	11		23	79.3	91	9	0	0
<b>English Learners</b>	3		17	32.7	76	18	6	0
	4		11	22.9	73	18	9	0
	5		13	25.5	77	23	0	0
	6		6	11.8	--	--	--	--
	7		11	10.4	91	0	0	0
	8		19	17.4	79	21	0	0
	11		5	17.2	--	--	--	--
<b>Students with Disabilities</b>	3		1	1.9	--	--	--	--
	4		2	4.2	--	--	--	--
	5		5	9.8	--	--	--	--
	6		3	5.9	--	--	--	--
	7		5	4.7	--	--	--	--
	8		9	8.3	--	--	--	--
	11		2	6.9	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	4		1	2.1	--	--	--	--
	7		1	0.9	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	28	34	31	48	48	49	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	31
Male	38
Female	25
Black or African American	18
Asian	--
Filipino	--
Hispanic or Latino	30
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	9
Students with Disabilities	31
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Career Technical Education Programs (School Year 2014-15)

The Guidance Charter school 9-12 program has opportunities through our general education classes and APEX. An individual plan is developed for the High School student and monitored by the academic counselor. The needs of our students determine the program offerings. Each year we implement additional learning resources for our students. We have three academies that are forming: Health, Media and Law Enforcement. Elective offerings are offered based on passionate qualified staff expertise and student surveys reflecting their desired elective options.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	12
% of pupils completing a CTE program and earning a high school diploma	N/D
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	4

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	24.96
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts		28	20	22	39	42	57	56	58
Mathematics		28	21	12	38	34	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	58	22	20	66	25	9
All Students at the School	80	11	9	79	21	
Male	74	16	11	67	33	
Female	84	8	8	88	12	
Hispanic or Latino	74	13	13	77	23	
Socioeconomically Disadvantaged	77	14	9	79	21	

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.70	39.60	22.90
7	28.20	14.10	22.40

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

At the K-6 campus, parents are invited and encouraged to volunteer in the classroom and to help out in the office. We also invite and encourage them to chaperon our field trips and donate needed items for their child's class. We have parents involved in our PTAC who help out in many instances with all of our activities, field trips, fun Friday's, Fundraising, and special events. We have parents that help make calls for donations, and who bring in donations themselves. Our PTAC is very active and continuously recruits new parents. There are no fees for our parents to volunteer and participate in our PTAC. We have many differnt events and activities going on all year that we recruit and invite parents to help out with. Ms. Erica Devenport is the contact person at our school for the PTAC and activities. Ms. Davenport can be reached at 661-272-1701 or by email at edavenport@thegcs.org. At the 7-12 campus we have monthly PTAC meetings and we encourage our parents to visit and assist us with student activities. Parents who volunteer are often offered positions on our campus in various areas. Parents who want to volunteer should come to a PTAC meeting and get involved at the 7-12 campus.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate		0.00	40.00				13.10	11.40	11.50
Graduation Rate		.00	60.00				78.87	80.44	80.95

#### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	50	26.2	84.6
Black or African American		27.38	76
American Indian or Alaska Native		18.18	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	60	23.48	81.28
Native Hawaiian/Pacific Islander			83.58
White		36.49	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		27.17	61.28
English Learners		16.48	50.76
Students with Disabilities	40	24.63	81.36
Foster Youth	--	--	--

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	6.61	0.00	8.17	7.14	6.41	5.58	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The Guidance Charter School recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. In doing so we have developed, exercise, and maintain a comprehensive Safe School Plan. This plan includes strategies and a design to maintain a high level of school safety and provides procedures for response to disasters such as earthquakes, fires, floods, and lockdown. It is an essential part of a comprehensive program for school safety and management. The Guidance Charter School Safety Plan and Emergency Response Plan was last updated with Board approval on January 8, 2015. It was last reviewed with faculty and staff in August 2014.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	24
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.9

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2			18	2			18	2		
1	17	2			18	2			17	1		
2	19	2			19	2			19	2		
3	21	1	1		21	1	1		23		2	
4	23		2		24		2					
5	25		1		22	1	1		43			1
6	24		1		19	1			23		2	
Other									22		2	

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

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

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									18	10	5	
Mathematics					28	2	1	1	14	6		
Science					23	3		1	18	9	5	
Social Science					6	4			18	12	2	

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	725
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	2	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,708	\$2,774	\$1,934	\$50,478.28
District	N/A	N/A	\$1,934	\$67,409
Percent Difference: School Site and District	N/A	N/A	0.0	-23.1
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-65.1	-28.1

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

### Types of Services Funded (Fiscal Year 2014-15)

Our school is not currently in PI status, however, we have resource and speech services for our students on an IEP. Other support programs we have include After School Academic Clubs for Language Arts, Mathematics, and Homework support.

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

Student achievement data is the primary focus in determining professional development needs for teachers. The Guidance Charter School requires all teachers to participate in five staff development classes of a minimum of 3 hours per class during each school year. GCS teachers generally attended staff development that is provided by the Palmdale School District, along with certain in services workshops provided by The Guidance Charter School. All teachers receive direct, instructional support by the school Principal, through regular classroom observations and in-class coaching, follow up meetings that consist of student assessment review, behavior modification, and discussion of alternative instructional techniques. Staff attend conferences and workshops designed to improve our school. Teachers are evaluated three times a year and coached to improve practices that are proven and effective.