

Guidance Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/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](#) 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.

Kamal Al-Khatib, Executive Director

Principal, Guidance Charter

About Our School

It is our wish to perpetuate a school culture that fosters the success of all the students who attend the Guidance Charter School (GCS). It takes an entire team-administrators, certificated teachers, classified staff, parents, and students to make this accomplishment. Together, it is our intention to do just that, nurture students' potential to be successful.

We will nurture students' potential with a common vision, shared leadership and the responsibility that value relationships, continuous improvement and mindful reflection. It's very important to "walk the talk" and encourage students to become involved in their own education. It sounds simple, but by listening to their needs and responding to them appropriately will have drastic effects on their achievement. When students are involved in the process, they become motivated to excel.

Our positive attitude to maintain and create a supporting environment is essential to our future. We aim to cheer others for all their contributions and efforts towards achieving our goals. Celebrating small successes on our journey towards excellence lets us see the gains we make towards actual achievement. The journey makes us much more aware, strategic, and mindful of what we do.

How are you doing this? We are using data to drive our decisions. It gives us clarity so that we can devise plans to implement improvement. Learning is the purpose of our institution, and student achievement is our goal. All stakeholders play their roles in implementing this vision and in helping students learn; and together we continuously evaluate growth to reach school objectives.

Together, we display one mind, one purpose, and one goal.

Dutifully,

Robin Moorezaid, K-6 Principal

Suresh Bajnath, 7-12 Principal

Contact

Guidance Charter
37230 37th St. East
Palmdale, CA 93550-2542

Phone: 661-285-1600
E-mail: kamal@thegcs.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Palmdale Elementary
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	rmaldonado@palmdalesd.org
Web Site	www.palmdalesd.org

School Contact Information (School Year 2016-17)	
School Name	Guidance Charter
Street	37230 37th St. East
City, State, Zip	Palmdale, Ca, 93550-2542
Phone Number	661-285-1600
Principal	Kamal Al-Khatib, Executive Director
E-mail Address	kamal@thegcs.org
Web Site	www.thegcs.org
County-District-School (CDS) Code	19648576119580

Last updated: 1/29/2017

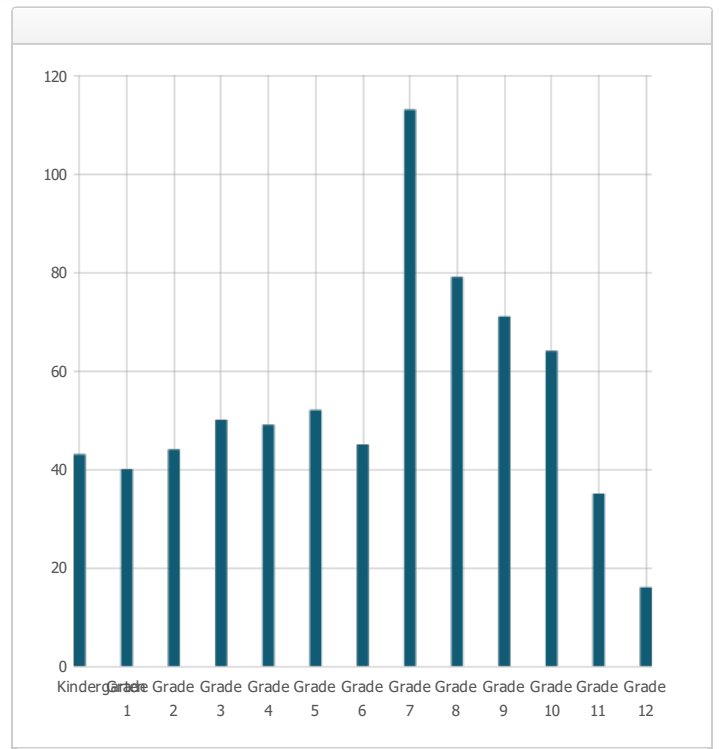
School Description and Mission Statement (School Year 2016-17)

<p>Mission Statement</p> <p>The Guidance Charter School will empower every student with essential skills and knowledge, inspire lifelong learning, and develop responsible citizens in a K-12 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; the ability to participate passionately and responsibly in the life of the community.</p>
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Last updated: 1/29/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	43
Grade 1	40
Grade 2	44
Grade 3	50
Grade 4	49
Grade 5	52
Grade 6	45
Grade 7	113
Grade 8	79
Grade 9	71
Grade 10	64
Grade 11	35
Grade 12	16
Total Enrollment	701



Last updated: 1/29/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	20.3 %
American Indian or Alaska Native	0.7 %
Asian	1.6 %
Filipino	0.5 %
Hispanic or Latino	71.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	4.5 %
Two or More Races	1.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.0 %
English Learners	17.5 %
Students with Disabilities	6.7 %
Foster Youth	0.7 %

Last updated: 1/31/2017

A. Conditions of Learning

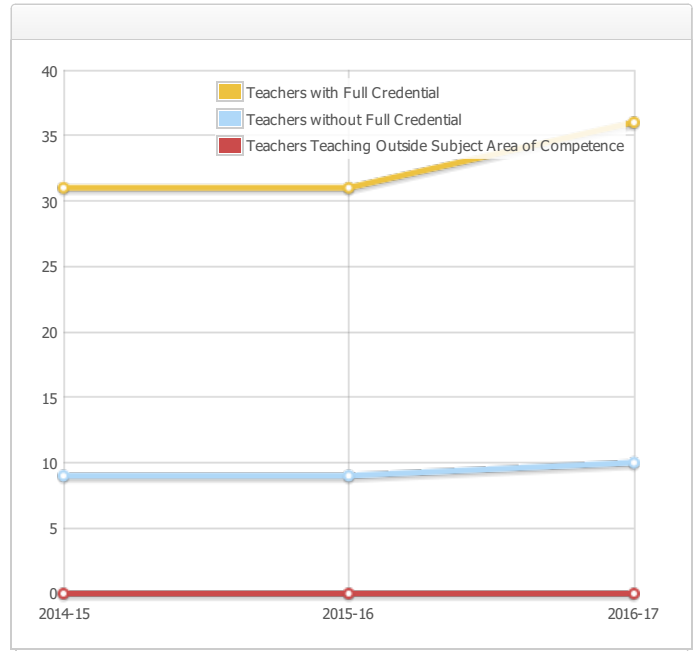
State Priority: Basic

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	31	36	36
Without Full Credential	9	9	10	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	89.0%	11.0%
High-Poverty Schools in District	89.0%	11.0%
Low-Poverty Schools in District	62.0%	38.0%

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.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Core Curriculum Language Arts differentiated Instruction anthology texts and workbooks. Classroom basic reading book sets, focus wall posters, sound cards, English Learners teacher intervention guides, teachers and student online resource cd-dvd.	Yes	0.0 %
Mathematics	Math K-5: Engage New York Math 2015 Math 6-8: Houghton Mifflin Math Big Ideas 2015	Yes	0.0 %
Science	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	0.0 %
History-Social Science	Social Studies Core Curriculum differentiated instruction music cd-dvd. Student textbooks and workbooks class library reading books. Online teacher-student resource	Yes	0.0 %
Foreign Language	Arabic K-6 Campus Spanish 7-12 Campus	Yes	0.0 %
Health	Houghton Mifflin Harcourt Curriculum differentiated instruction textbook and support materials	Yes	0.0 %
Visual and Performing Arts	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 drumline.	Yes	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: 1/31/2017

School Facility Conditions and Planned Improvements

K-6 Campus school custodian completes a monthly safety checklist that is logged on a routine basis and verified by the Principal. Custodian clears campus of any debris on a daily basis. Custodian disinfects and vacuum 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.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	27.0%	29.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	10.0%	12.0%	19.0%	19.0%	34.0%	36.0%

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.

Last updated: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	10.6%
Male	23	23	100.0%	9.0%
Female	25	24	96.0%	12.5%
Black or African American	13	13	92.3%	25.0%
American Indian or Alaska Native	1	1	100.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	2	2	100.0%	0.0%
Hispanic or Latino	30	30	100.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	3	3	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%
Socioeconomically Disadvantaged	48	47	97.9%	11.0%
English Learners	14	14	100.0%	7.1%
Students with Disabilities	3	3	100.0%	0.0%
Students Receiving Migrant Education Services	2	2	2.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	24.0%
Male	21	21	100.0%	19.0%
Female	27	26	96.3%	27.0%
Black or African American	9	9	92.3%	25.0%
American Indian or Alaska Native	1	1	100.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	2	2	100.0%	0.0%
Hispanic or Latino	33	32	96.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	1	1	100.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	43	42	97.7%	24.0%
English Learners	19	18	94.7%	22.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	49	96.1%	24.0%
Male	29	28	96.6%	25.0%
Female	22	21	95.5%	24.0%
Black or African American	11	10	90.9%	0.0%
American Indian or Alaska Native	1	1	100.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	36	35	97.2%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	2	2	100.0%	0.0%
Two or More Races	1	0	0.0%	0.0%
Socioeconomically Disadvantaged	45	43	95.5%	21.0%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	2	2	0.0%	0.0%
Students Receiving Migrant Education Services	1	1	0.0%	0.0%
Foster Youth	1	1	100.0%	0.0%

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

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	24.0%
Male	24	23	95.8%	22.0%
Female	19	19	100.0%	26.0%
Black or African American	6	5	83.3%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	29	29	100.0%	24.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	6	6	100.0%	0.0%
Two or More Races	0	1	0.0%	0.0%
Socioeconomically Disadvantaged	39	38	97.4%	21.0%
English Learners	13	13	100.0%	8.0%
Students with Disabilities	3	2	66.7%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	112	98.2%	18.0%
Male	50	48	96.0%	13.0%
Female	64	64	100.0%	22.0%
Black or African American	23	23	100.0%	17.4%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	85	84	98.8%	21.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	5	4	80.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	102	101	99.0%	17.8%
English Learners	26	26	100.0%	0.0%
Students with Disabilities	11	11	100.0%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%
Foster Youth	3	3	100.0%	0.0%

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

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Last updated: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.0%	21.0%
Male	30	30	100.0%	17.0%
Female	48	48	100.0%	23.0%
Black or African American	10	10	100.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	0.0%
Asian	1	1	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	62	62	100.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	4	4	100.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	70	100.0%	23.0%
English Learners	13	13	100.0%	5.0%
Students with Disabilities	5	100	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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: 1/30/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	34	94.4%	44.1%
Male	18	16	88.9%	56.3%
Female	18	18	100.0%	33.3%
Black or African American	5	5	100.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	28	26	92.9%	42.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	3	3	100.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	31	30	96.8%	46.7%
English Learners	4	3	75.0%	0.0%
Students with Disabilities	3	2	66.7%	0.0%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	9.0%
Male	23	23	100.0%	9.0%
Female	25	24	96.0%	8.0%
Black or African American	13	12	92.3%	17.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	30	30	100.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	3	3	100.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	48	47	97.9%	9.0%
English Learners	14	14	100.0%	7.1%
Students with Disabilities	3	3	100.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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Last updated: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.9%	23.4%
Male	21	21	100.0%	28.6%
Female	27	26	96.3%	19.2%
Black or African American	9	9	100.0%	0.0%
American Indian or Alaska Native	1	1	100.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	2	2	100.0%	0.0%
Hispanic or Latino	33	32	97.0%	21.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	1	1	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%
Socioeconomically Disadvantaged	43	42	97.7%	23.8%
English Learners	19	18	94.7%	16.7%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	49	96.1%	9.0%
Male	29	28	96.5%	28.6%
Female	22	21	95.5%	5.0%
Black or African American	11	10	90.9%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	36	35	97.2%	11.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	2	2	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%
Socioeconomically Disadvantaged	45	43	95.6%	18.6%
English Learners	11	11	100.0%	0.0%
Students with Disabilities	2	2	100.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	1	1	100.0%	0.0%

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

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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: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.7%	9.5%
Male	24	23	95.8%	4.4%
Female	19	19	100.0%	15.8%
Black or African American	6	5	83.3%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	29	29	100.0%	10.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	6	6	0.0%	0.0%
Two or More Races	1	1	0.0%	0.0%
Socioeconomically Disadvantaged	39	38	97.4%	7.9%
English Learners	13	13	100.0%	0.0%
Students with Disabilities	3	2	66.7%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	112	98.2%	13.0%
Male	50	48	96.0%	10.4%
Female	64	64	100.0%	14.1%
Black or African American	23	23	100.0%	9.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	85	84	98.8%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	5	4	80.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	102	101	99.0%	9.9%
English Learners	26	26	100.0%	0.0%
Students with Disabilities	11	11	100.0%	9.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	3	3	100.0%	0.0%

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

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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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.0%	9.0%
Male	30	30	100.0%	10.0%
Female	48	48	100.0%	8.3%
Black or African American	10	10	0.0%	0.0%
American Indian or Alaska Native	1	1	0.0%	0.0%
Asian	1	1	100.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	62	62	100.0%	6.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	4	4	100.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	70	70	100.0%	10.0%
English Learners	13	13	100.0%	0.0%
Students with Disabilities	5	5	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

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

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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: 1/30/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	36	34	94.4%	3.0%
Male	18	16	88.9%	6.3%
Female	18	18	100.0%	0.0%
Black or African American	5	5	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	28	26	92.9%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	3	3	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	31	30	96.8%	3.3%
English Learners	4	3	75.0%	0.0%
Students with Disabilities	3	2	66.7%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	0	0	0.0%	0.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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: 1/30/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34.0%	31.0%	30.0%	34.0%	31.0%	30.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	184	182	98.9%	30.0%
Male	81	80	98.8%	36.3%
Female	103	102	99.0%	26.3%
Black or African American	33	32	97.0%	25.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	134	133	99.3%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	0	0	0.0%	0.0%
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	162	160	98.8%	31.3%
English Learners	33	33	100.0%	8.0%
Students with Disabilities	13	13	100.0%	15.4%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	1	1	100.0%	0.0%

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/30/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/30/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0%	0.0%	0.0%
7	17.2%	26.9%	16.1%

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

Last updated: 1/31/2017

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 schoolsite

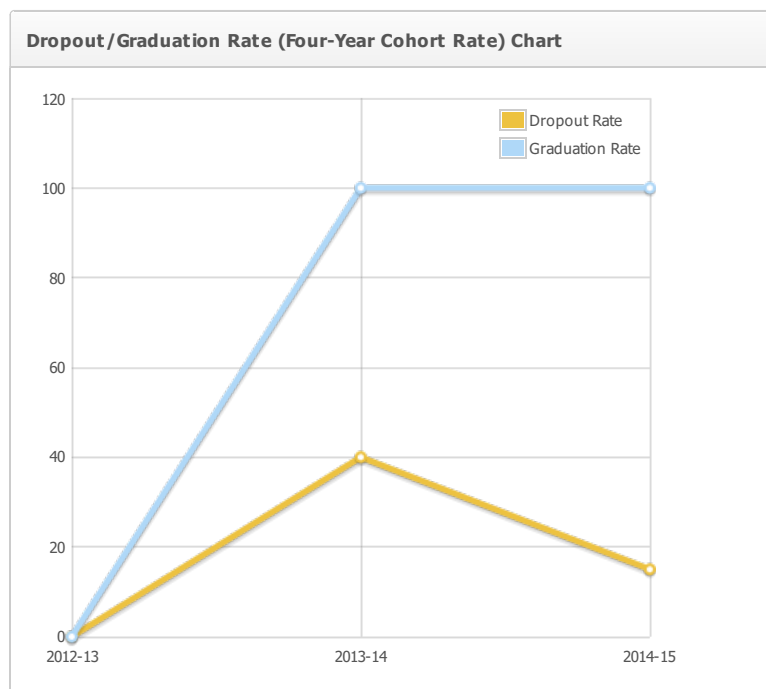
State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	40.0%	15.0%	0.0%	40.0%	15.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	100.00	100.00	80.40	81.00	82.30	80.44	80.95	82.27



Last updated: 1/30/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	16	85	85
Black or African American	3	--	77
American Indian or Alaska Native	0	0	75
Asian	1	--	99
Filipino	0	0	97
Hispanic or Latino	11	--	84
Native Hawaiian or Pacific Islander	0	0	85
White	1	--	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	11	--	77
English Learners	4	--	51
Students with Disabilities	1	--	68
Foster Youth	0	--	--

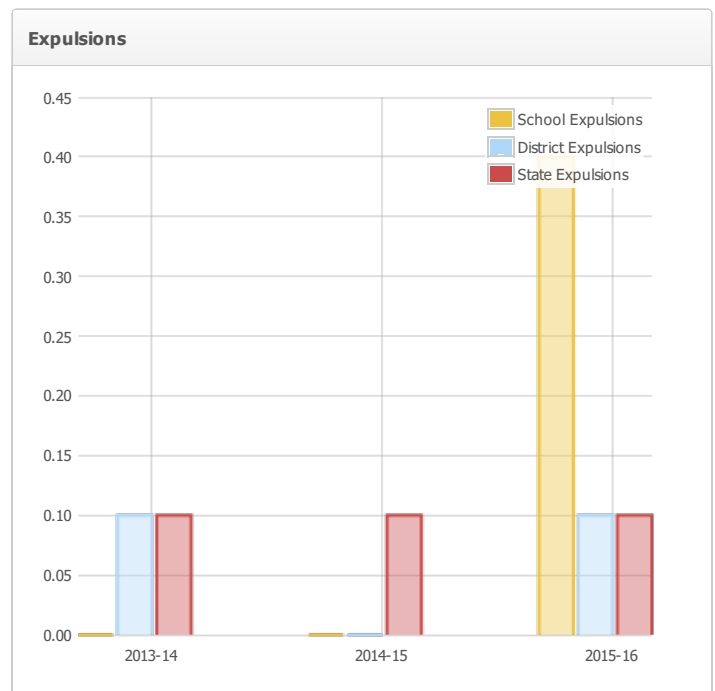
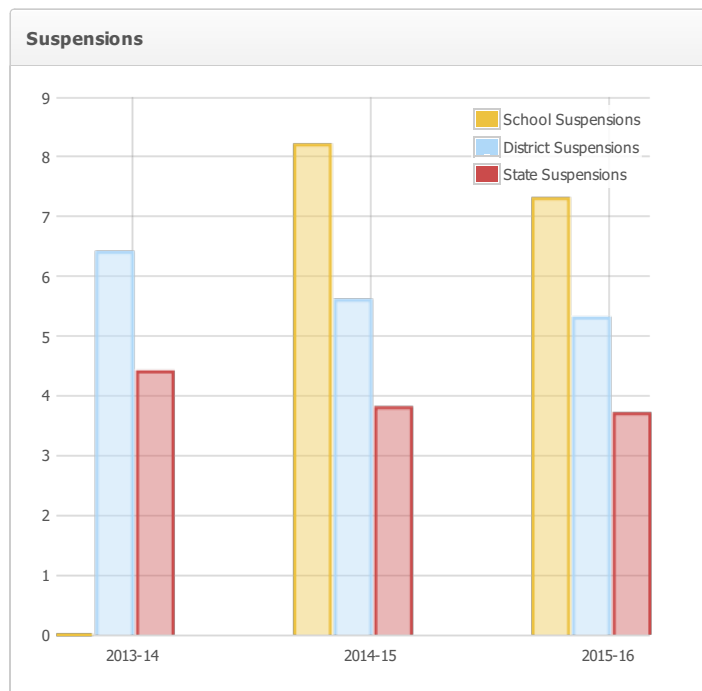
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	8.2	7.3	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.4	0.1	0.0	0.1	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

Safety Plan was reviewed and updated on July 2016.

Our Safety/Emergency Response plan is to save as many lives possible. To effectively take pro-active procedures to protect and many lives and unjuries a s possible. We encourage students and parents the importance of preparation and procedures for such emergencies. Planning, preparation, and training will help staff personnel, Emergency Response Team learn the proper course of action during various emergency situations.

Last updated: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2	0	0	18.0	2	0	0	20.0	2	0	0
1	18.0	2	0	0	17.0	1	0	0	19.0	2	0	0
2	19.0	2	0	0	19.0	2	0	0	20.0	2	0	0
3	21.0	1	1	0	23.0	0	2	0	23.0	0	2	0
4	24.0	0	2	0	0.0	0	0	0	25.0	0	2	0
5	22.0	1	1	0	43.0	0	0	1	25.0	0	2	0
6	19.0	1	0	0	23.0	0	2	0	20.0	2	0	0
Other	0.0	0	0	0	22.0	0	2	0	25.0	0	0	0

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

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	18.0	10	5	0	20.0	20	0	0
Mathematics	28.0	2	1	1	14.0	6	0	0	20.0	24	0	0
Science	23.0	3	0	1	18.0	9	5	0	20.0	22	0	0
Social Science	6.0	4	0	0	18.0	12	2	0	25.0	17	0	0

* 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: 1/30/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	701.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	2.0	N/A

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

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

Last updated: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$2286.5	\$0.0	\$2286.5	\$50892.9
District	N/A	N/A	\$0.0	\$71737.0
Percent Difference – School Site and District	--	--	0.0%	--
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	-65.1%	-28.1%

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

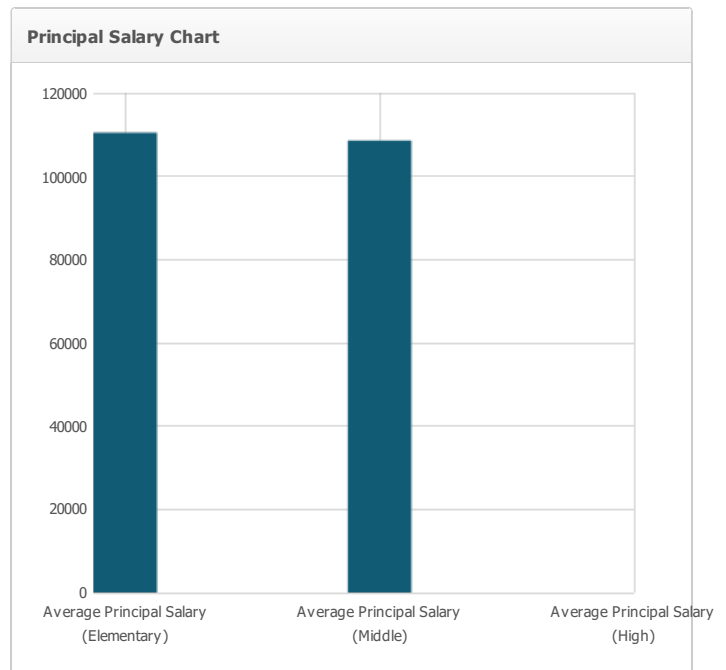
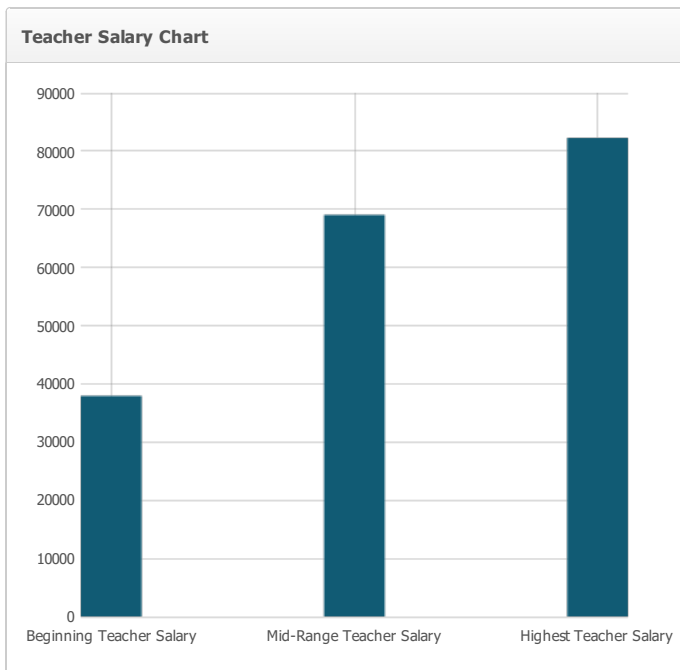
Last updated: 1/30/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/31/2017

Professional Development

- Aeries School Information System- To determine grade distribution analysis by teacher
- Mastery Connect Introduction- For data analysis by teachers for reteaching and enrichment
- Renaissance Introduction- For assessment and student placement into master schedule
- CAASPP/Smarter Balance- To transition into new state test
- STEM annual conference - To design STEAM Program
- PBIS (Possible Behavior Intervention Support) - To educate staff on pro-active measures in order to reduce suspensions
- GATE/Honors for STEAM Program - To in service staff on teaching/Learning strategies
- ELD Staff Development - To address the needs of English Learners
- RTI (Response to Intervention) - To offer a multi- tier system for all groups of students
- EDI (Explicit Direct Instruction) - For teachers to deliver instruction and increase mastery
- Targeting API/AYP - To monitor progress of all students for a more predictable outcomeAll the above was selected through staff, student, and community surveys and student performance data
- PD is delivered through weekly PLC meetings, conferences, workshops, and individual mentoring by the Principal
- Teachers are supported through conferences, workshops, and individual mentoring by the Principal

Last updated: 1/31/2017