

The Guidance Charter School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	The Guidance Charter School
Street	1125-B East Palmdale Blvd.
City, State, Zip	Palmdale, CA 93550
Phone Number	661-272-1701
Principal	Dr. Palacio
E-mail Address	ppalacio@thegcs.org
CDS Code	19-64857-6119580

District Contact Information	
District Name	The Guidance Charter K-12
Phone Number	661-272-1701
Web Site	www.thegcs.org
Superintendent	Kamal Al-Khatib
E-mail Address	kamal@thegcs.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The Guidance Charter School will empower every student with essential skills and knowledge, inspire lifelong learning, and develop responsible citizens in a school with both classroom-based and independent study options. Every student will demonstrate the ability to read, write, speak, and calculate with clarity and precision; and willingly participate passionately and responsibly within their community.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 different events and activities going on all year that we recruit and invite parents to help out with. Rebecca Chapman is the contact person at our school for the PTAC and activities. Ms. Chapman can be reached at 661-272-11701 or by email at rchapman@thegcs.org.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	49	41	41	44	42	54	56	55
Mathematics	50	58	53	47	49	43	49	50	50
Science	49	39	28	50	54	48	57	60	59
History-Social Science	57	29	23	36	42	38	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	38
All Student at the School	41	53	28	23
Male	42	59	36	25
Female	41	45	21	21
Black or African American	42	48		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	39	54	22	13
Native Hawaiian/Pacific Islander				
White	48	52		
Two or More Races				
Socioeconomically Disadvantaged	39	52	23	21
English Learners	8	35		
Students with Disabilities	27	53		
Students Receiving Migrant Education Services				

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.6	19.2	7.7
7	27.5	37.5	30.0

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	4
Similar Schools	6	5	9

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-7	39	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	10	-24
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-6	43	-32
English Learners		-52	-33
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	217	773	14,833	744	4,655,989	790
Black or African American	42	802	2,305	695	296,463	708
American Indian or Alaska Native	1		89	727	30,394	743
Asian	8		115	850	406,527	906
Filipino	1		218	854	121,054	867
Hispanic or Latino	134	758	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	1		23	773	25,351	774
White	19	817	1,121	795	1,200,127	853
Two or More Races	11	725	248	722	125,025	824
Socioeconomically Disadvantaged	114	753	12,561	731	2,774,640	743
English Learners	57	696	5,679	714	1,482,316	721
Students with Disabilities	14	667	1,946	590	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	30
Grade 1	37
Grade 2	34
Grade 3	43
Grade 4	41
Grade 5	26
Grade 6	22
Grade 7	31
Grade 8	26
Total Enrollment	290

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	20.89	White	9.18
American Indian or Alaska Native	0.32	Two or More Races	4.43
Asian	4.11	Socioeconomically Disadvantaged	33
Filipino	.01	English Learners	22
Hispanic or Latino	60.7	Students with Disabilities	.8
Native Hawaiian/Pacific Islander	0.32		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								19	2			
1								17	2			
2								13	3			
3								14	2	1		
4								15	1	2		
5								24		1		
6								24		1		
Other				0	9	0	0					

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	2010-11			2011-12			2012-13					
	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												
Mathematics												
Science												
Social Science												

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 13, 2010. It was last reviewed with faculty and staff on August 8, 2011.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	64.26	59	48	14.14		
Expulsions	0.63	0	0	0.69		0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 disenfects and vacuums classrooms on a daily basis.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: September, 2011				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	Tiles floors regouted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Health Department Inspection Conducted
Electrical: Electrical	[X]	[]	[]	Cafeteria electrical outage has been repaired, swamp coolers were added to K-1 classes.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Drinking fountains were all replaced with brand new fountains.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Roof tiles and leaks in front office were repaired
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Door handles have been repaired and/or replaced

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	11	11	
Without Full Credential	5	4	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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
Mathematics	Houghton Mifflin Harcourt Core Curriculum Math Differentiated instruction Textbook and workbooks. Manipulative tubs, English Language Learner intervention guide, student homework workbooks, online teacher-student resource cd-dvd	Yes	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
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
Foreign Language	Arabic	Yes	0
Health	N/A		0
Visual and Performing Arts	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.	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,708	\$2,774	\$1,934	\$50,478.28
District	---	---	\$1,934	\$65,654
Percent Difference: School Site and District	---	---	0.0	-23.1
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-65.1	-28.1

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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.