

Guidance Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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/kj/>.
- 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

The Guidance Charter School K-12th (GCS) has been an outstanding institution of learning in Palmdale for the past eighteen years. We have a proud history which we strive to improve upon each year. All stakeholders play their roles in implementing the vision to educate our youth and we are fortunate that you are part of it. Together, we are committed to continuous improvement in our mission, vision and student outcomes. It is our wish to perpetuate a school culture that fosters the success of all the students who attend the Guidance Charter School K-12th. 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 learn by doing 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 allows us to see the gains we make towards actual achievement. The GCS uses data to drive our decisions. It gives us clarity so that we can devise plans to make improvement. Together, we display one mind, one purpose, and one goal. Thank you GCS Gators for another exciting and productive school year! We hope you have had a rewarding experience and are looking forward to a new academic adventure in your next grade level, college or new job.

Respectfully,

Suresh Bajnath

6-12 Principal

Dr. Byron Briggs

K-5 Principal

Contact

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

Phone: 661-285-1600
E-mail: info@theacs.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
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	info@thegcs.org
Web Site	www.thegcs.org
County-District-School (CDS) Code	19648576119580

Last updated: 1/2/2018

School Description and Mission Statement (School Year 2017-18)

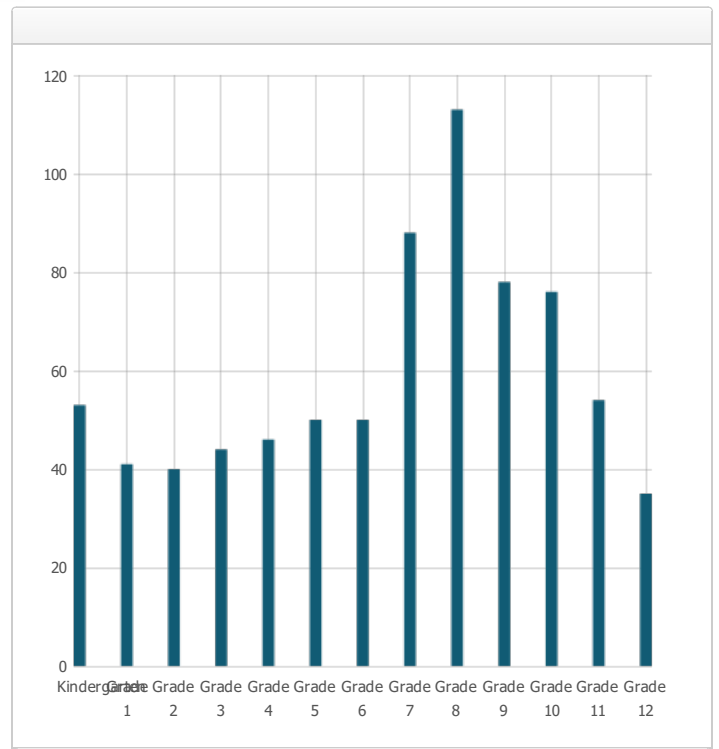
Mission Statement

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, and 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.

Last updated: 12/29/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	53
Grade 1	41
Grade 2	40
Grade 3	44
Grade 4	46
Grade 5	50
Grade 6	50
Grade 7	88
Grade 8	113
Grade 9	78
Grade 10	76
Grade 11	54
Grade 12	35
Total Enrollment	768



Last updated: 12/29/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	17.4 %
American Indian or Alaska Native	0.5 %
Asian	1.9 %
Filipino	0.6 %
Hispanic or Latino	72.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	3.4 %
Two or More Races	3.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.0 %
English Learners	21.6 %
Students with Disabilities	7.3 %
Foster Youth	2.0 %

Last updated: 2/1/2018

A. Conditions of Learning

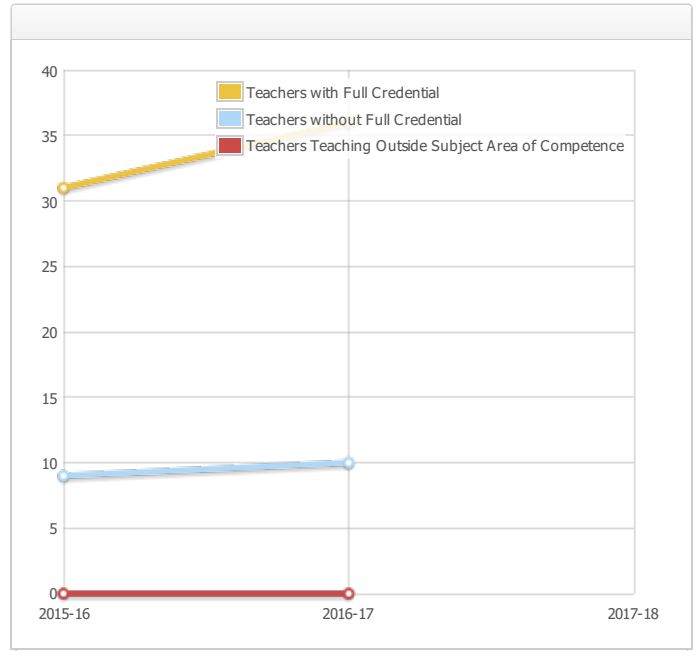
State Priority: Basic

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

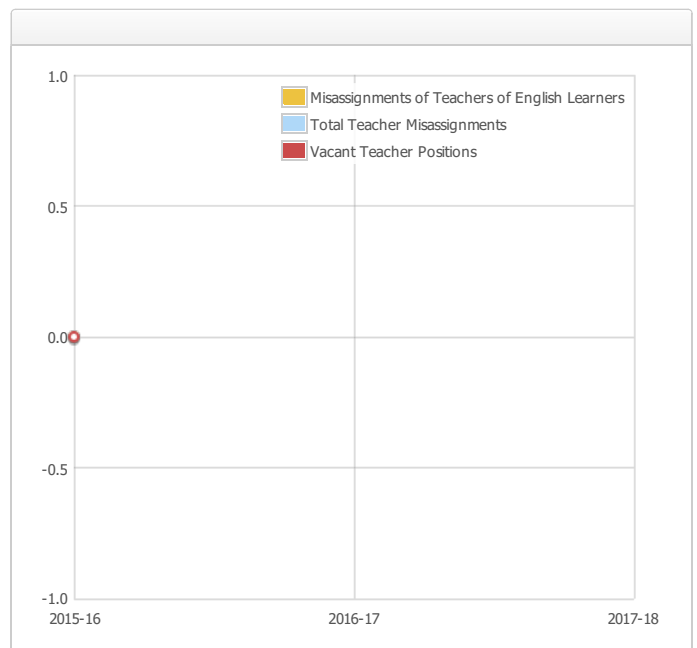
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	36		
Without Full Credential	9	10		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 12/29/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 12/29/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the 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 books sets, focus wall posters, sound cards, English Learners teacher intervention guides, teachers and students online resource cd-dvd. Houghton Mifflin Harcourt Literature for 9-12	Yes	0.0 %
Mathematics	Math K-5: Engage New York Math 2015 Math 6-8: Houghton Mifflin Math Big Ideas 2015/Holt McDougal Go Math 6-7/Pre-Algebra Holt McDougal 8 Math 9-12 Houghton Mifflin Holt McDougal Algebra 1, Algebra 2, Geometry, Prob & Stats	Yes	0.0 %
Science	Houghton Mifflin Harcourt Core Curriculum Science differentiated instruction textbooks/workbooks. Tubs with materials needed for science experiments and posters. Online teacher-student resource. Holt McDougal Physical Science, Holt McDougal Modern Chemistry, Holt McDougal Biology, Holt McDougal Physics.	Yes	0.0 %
History-Social Science	Social Studies Core Curriculum differentiated instruction cd-dvd. Student textbooks and workbooks. Tubs with materials needed for science experiments and posters. Online teacher-student resource cd-dvd. K-12 9-12 Houghton Mifflin Holt McDougal American History, World History, U.S. Government, Economics.	Yes	0.0 %
Foreign Language	Arabic K-8 Spanish 9-12 Houghton Mifflin Harcourt Curriculum Holt McDougal Spanish 1, 2, 3. American Sign Language - Dawn Sign Press (2008)	Yes	0.0 %
Health	9-12 Houghton Mifflin Harcourt Curriculum differentiated instruction textbook and support materials.	Yes	0.0 %
Visual and Performing Arts	9-12 Music Theory(Supplemental Materilas) 9-12Drumline (Supplemental Materials) 9-12 Art (Supplemental Materials)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2018

School Facility Conditions and Planned Improvements

Our Campus school custodian complete 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 vacuums classrooms on a daily basis.

The K-6 Campus has one custodian. 7-12 campus has two custodians, that regularly report any needed repairs or maintenance needed to the Principal. The 7-12 Principal creates work orders through our system. Out side 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: 1/2/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Good	None needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None needed
Electrical: Electrical	Good	none needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	A few plumbing fixtures needed to be replaced in High School/Middle School restrooms. Contracted outside vendor to fix and replace.
Safety: Fire Safety, Hazardous Materials	Good	No repair needed only annual maintenance done
Structural: Structural Damage, Roofs	Good	Leak in Main office. Called the District for repairs to be made.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None needed

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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Last updated: 2/1/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	27%	30%	31%	29%	48%	48%
Mathematics (grades 3-8 and 11)	12%	11%	19%	19%	36%	37%

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: 1/23/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	445	441	99.10%	30.16%
Male	211	208	98.58%	25.00%
Female	234	233	99.57%	34.76%
Black or African American	83	82	98.80%	32.93%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	321	318	99.07%	29.25%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	376	374	99.47%	29.41%
English Learners	148	146	98.65%	19.18%
Students with Disabilities	43	43	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth			100.00%	--

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

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

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

Last updated: 1/19/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	441	99.55%	11.34%
Male	211	210	99.53%	12.86%
Female	232	231	99.57%	--
Black or African American	82	81	98.78%	11.11%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69%	--
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	374	373	99.73%	11.26%
English Learners	148	147	99.32%	--
Students with Disabilities	43	43	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth			100.00%	--

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

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

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

Last updated: 1/19/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	31.0%	30.0%	31.0%	30.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/19/2018

Career Technical Education Programs (School Year 2016-17)

This year we did not have CTE programs. We will be having that for the next school year.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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: 2/1/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	31.6%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	29.4%	21.6%	23.5%
7	18.0%	28.1%	20.2%
9	32.6%	17.4%	30.4%

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: 2/1/2018

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

Opportunities for Parental Involvement (School Year 2017-18)

Our parents are involved in PTAC, LCAP, Board Meetings, Back to School Night, Parent conferences and events that our done at our school like sports, community events, parades.

State Priority: Pupil Engagement

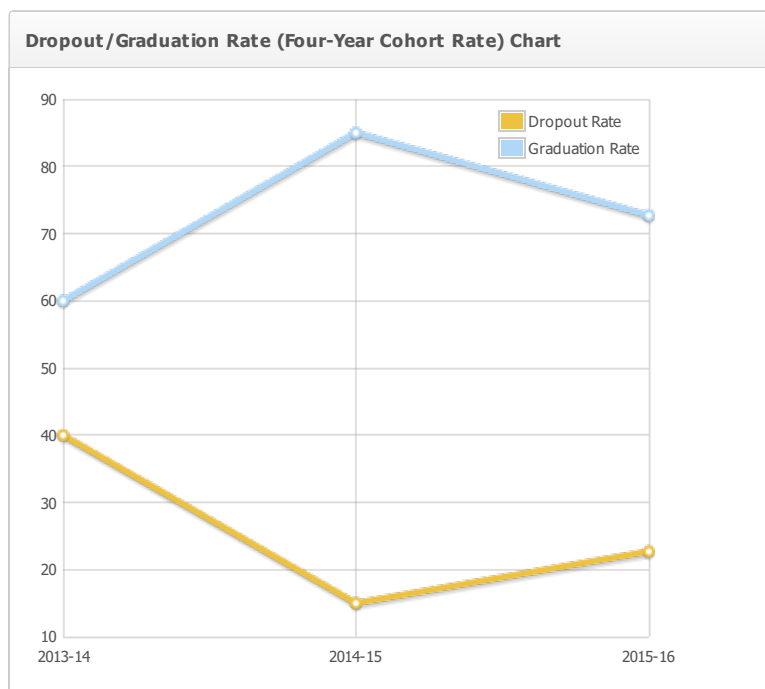
Last updated: 2/1/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	40.0%	15.0%	22.7%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	60.0%	85.0%	72.7%	--	--	--	81.0%	82.3%	83.8%



Last updated: 2/1/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	80.0%	39.1%	87.1%
Black or African American	80.0%	34.8%	79.2%
American Indian or Alaska Native	0.0%	25.0%	80.2%
Asian	0.0%	75.0%	94.4%
Filipino	0.0%	50.0%	93.8%
Hispanic or Latino	76.9%	40.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	36.8%	91.0%
Two or More Races	0.0%	0.0%	90.6%
Socioeconomically Disadvantaged	80.0%	38.4%	85.5%
English Learners	100.0%	28.4%	55.4%
Students with Disabilities	100.0%	39.6%	63.9%
Foster Youth	0.0%	27.3%	68.2%

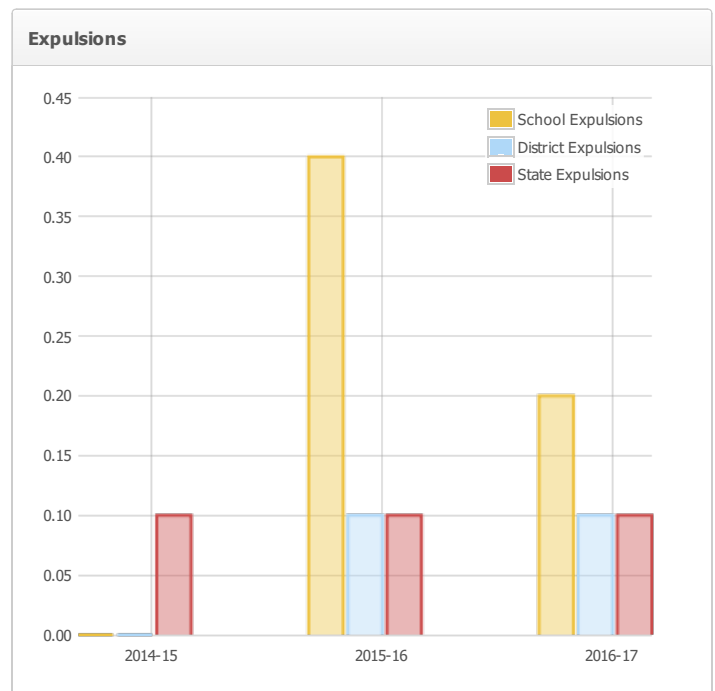
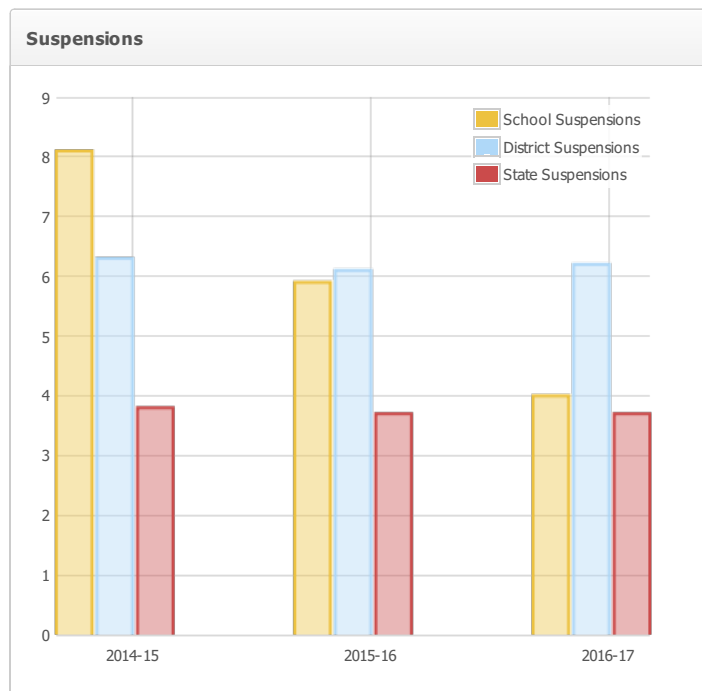
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.1%	5.9%	4.0%	6.3%	6.1%	6.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.4%	0.2%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

Our safety plan was last reviewed and updated in the month of July 2017. We have prepared a plan that will guide the school through any crisis or emergency situation that may arise. The school has developed, exercises, and maintains a comprehensive safe school plan. The plan includes procedures for response to disasters such as earthquakes, fires, floods, and lockdowns. We have other components of safe school plan which include injury incident reports, inclement weather, how to respond to a school fight, how to respond when confronted with a weapon, child abuse, neglect, child custody issues, suicidal, bullying prevention, physical setting and conditions of the school, etc...

Last updated: 2/1/2018

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 2017-18)

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	82.1%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	20.0	2	0	0	17.0	1	1	0	27.0	0	2	0
1	20.0	2	0	0	20.0	1	1	0	18.0	1	0	0
2	20.0	2	0	0	23.0	0	2	0	21.0	1	2	0
3	23.0	2	2	0	24.0	0	1	0	22.0	1	1	0
4	25.0	2	0	0	26.0	0	2	0	24.0	0	2	0
5	25.0	2	0	1	25.0	0	2	0	25.0	0	2	0
6	25.0	2	2	0	23.0	0	2	0	25.0	0	2	0
Other	22.0	0	2	0	24.0	0	1	0	0.0	0	0	0

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	18.0	10	5	0	18.0	14	6	0	16.0	12	2	0
Mathematics	14.0	6	0	0	17.0	2	0	0	21.0	3	0	0
Science	18.0	9	5	0	19.0	9	3	0	18.0	6	3	0
Social Science	18.0	12	2	0	17.0	8	3	0	22.0	9	7	1

* 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: 2/1/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	100.0	600.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	50.0	N/A
Psychologist	50.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	50.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$2286.5	\$0.0	\$2286.5	\$50892.9
District	N/A	N/A	\$0.0	\$81688.0
Percent Difference – School Site and District	N/A	N/A	0.0%	7173.0%
State	N/A	N/A	\$6574.0	\$78363.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

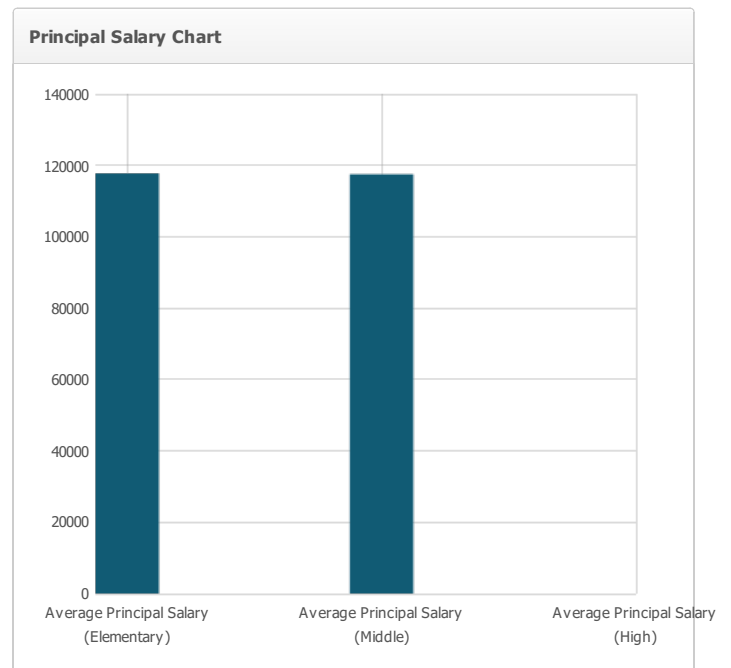
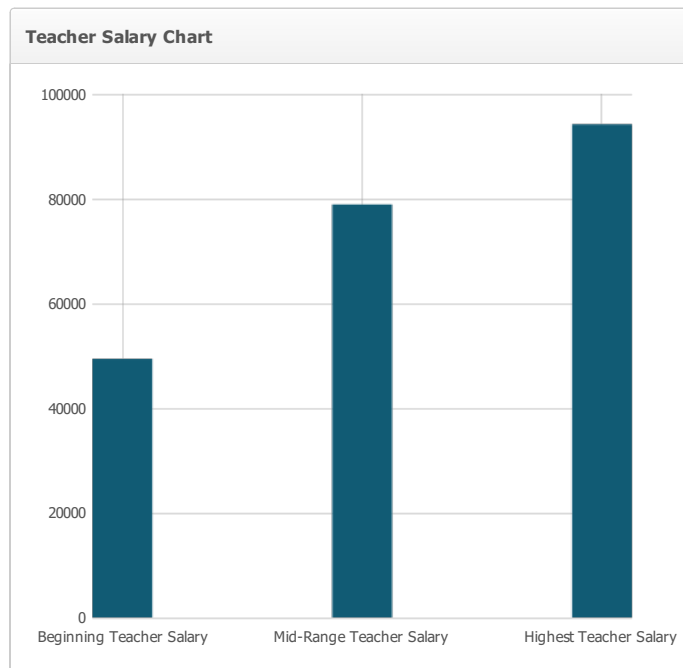
We have Renaissance, PBIS, iexcel, rosetta stone, tutoring to assist the students

Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,417	\$48,678
Mid-Range Teacher Salary	\$78,896	\$78,254
Highest Teacher Salary	\$94,229	\$96,372
Average Principal Salary (Elementary)	\$117,765	\$122,364
Average Principal Salary (Middle)	\$117,499	\$125,958
Average Principal Salary (High)	\$	\$126,758
Superintendent Salary	\$245,000	\$212,818
Percent of Budget for Teacher Salaries	35.0%	38.0%
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: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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.

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Professional Development

- Aeries - Student school information system- to determine grade distribution analysis by teacher
- Mastery Connect - For data analysis by teachers for reteaching and enrichment
- EDI - for teachers to deliver instruction and increase mastery
- STEM - To design STEAM Program
- CAASPP- to transition and implement new state testing
- GATE/Honors - To service staff on teaching learning strategies.
- PBIS - Possible Behavior Intervention Program to educate staff on pro-active measures in order to reduce suspensions

Professional Development is done through weekly PLC meetings, conferences, workshops, and individual mentoring by the Principal. Teachers are supported through conferences, workshops, training.

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