

Gorman Learning Center San Bernardino/Santa Clarita

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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

Denice Burchett, Executive Director

 Principal, Gorman Learning Center San Bernardino/Santa Clarita

About Our School

Gorman Learning Center San Bernardino/Santa Clarita is a community of active parents and engaged students. It is a unique combination of flexibility and accountability, direct instruction and independence. A school of choice, Gorman Learning Center San Bernardino/Santa Clarita serves a population of motivated, passionate families.

Contact

Gorman Learning Center San Bernardino/Santa Clarita
16530 Lost Canyon Rd.
Santa Clarita, CA 91387-3239

Phone: 909-307-6312
Email: dburchett@gormanlc.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lucerne Valley Unified
Phone Number	(760) 248-6108
Superintendent	Peter Livingston
Email Address	peter_livingston@lucernevalleyusd.org
Website	http://www.lucernevalleyusd.org

School Contact Information (School Year 2019—20)	
School Name	Gorman Learning Center San Bernardino/Santa Clarita
Street	16530 Lost Canyon Rd.
City, State, Zip	Santa Clarita, Ca, 91387-3239
Phone Number	909-307-6312
Principal	Denice Burchett, Executive Director
Email Address	dburchett@gormanlc.org
Website	http://gormanlc.org/
County-District-School (CDS) Code	36750510137794

Last updated: 1/31/2020

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

Mission Statement

GLC SBSC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. Gorman emphasizes individualized student learning plans driven by interest, innovation and flexibility.

Vision Statement

GLC SBSC prepares students with the 21st century skills necessary for higher education and career readiness.

Motto

"Bringing Academic Excellence Home"

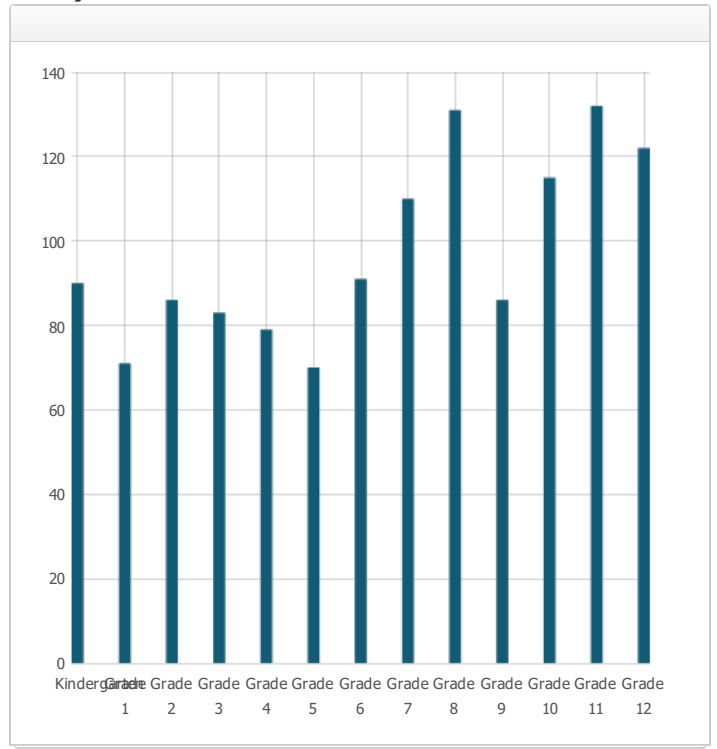
It is the goal of GLC SBSC to encourage our students to be prepared for their futures by becoming lifelong learners who are intrinsically self-motivated to learn, who have diverse, well developed interests, who are competent and prepared for the transition into adulthood, and can understand and function at their full potential in the world around them. Adults who have received a GLC SBSC education have realized their own aptitudes, talents, or abilities, whether they be in the arts, sciences, or other areas. They have an overview of the history of mankind in all its diversity, an understanding of political processes, the ability to solve mathematical problems and to think scientifically, and the community and global perspective necessary to vote responsibly as citizens in a democratic society.

GLC SBSC is a personalized learning charter school that supports parent choice and engagement with the community. Our intent is to foster the innate curiosity of our student, teach them how to access knowledge and ultimately be in charge of their own educational program. In this model, the parent, student and teacher collaborate to develop and academically rigorous education plan for the student.

Last updated: 1/31/2020

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	71
Grade 2	86
Grade 3	83
Grade 4	79
Grade 5	70
Grade 6	91
Grade 7	110
Grade 8	131
Grade 9	86
Grade 10	115
Grade 11	132
Grade 12	122
Total Enrollment	1266



Last updated: 1/31/2020

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

Student Group	Percent of Total Enrollment
Black or African American	4.20 %
American Indian or Alaska Native	0.20 %
Asian	2.30 %
Filipino	3.20 %
Hispanic or Latino	33.10 %
Native Hawaiian or Pacific Islander	0.10 %
White	46.60 %
Two or More Races	5.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.50 %
English Learners	2.80 %
Students with Disabilities	6.10 %
Foster Youth	0.10 %
Homeless	%

A. Conditions of Learning

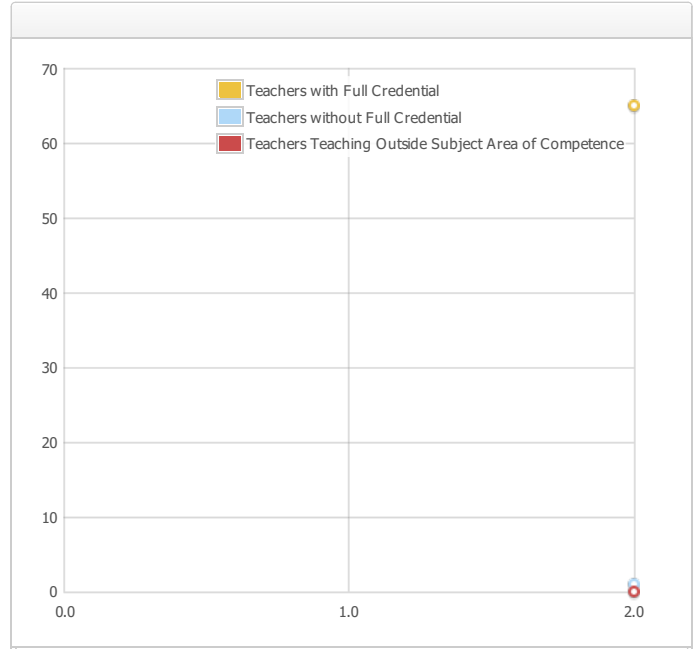
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential			65	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			1



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: 1/31/2020

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3: 2015-2016 4-12: 2016-2017		0.00 %
Mathematics	TK-3: 2015-2016 4-12: 2016-2017		0.00 %
Science	TK-3: 2015-2016 4-12: 2016-2017		0.00 %
History-Social Science	4-7: 2018-2019		0.00 %
Foreign Language	9-12: 2017-2018 (Spanish)		0.00 %
Health	For some of the Performing Arts 9-12: 2017		0.00 %
Visual and Performing Arts			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: 1/31/2020

School Facility Conditions and Planned Improvements

Gorman routinely schedules inspections of the main business office building, Redlands Resource Center, and Santa Clarita Resource Center. Gorman recently used grant funds to make the one building owned by Gorman, more energy efficient. ADA compliance is also on the list for Future Improvements as Gorman works to continue providing safe and easily accessible Resource Centers.

Inspections include but are not limited to:

- HVAC quarterly PM inspections
- Annual backflow prevention test
- Annual fire extinguisher inspections – (Warehouse and Redlands Administrative location)
- Asbestos Survey – (Redlands Administrative Building, cover sheet only)
- Annual Redlands Fire Department inspections – (Warehouse and Administrative Building)
- Quarterly Fire Alarm NFPA inspection and test
- Five-year Fire Suppression inspection and certificate, Title 19 compliance
- Monthly safety inspection reports – (Administrative Building and Warehouse)
- Monthly extinguisher inspection checklist
- Risk Management fire safety checklist
- Monthly pest control

Last updated: 1/31/2020

School Facility Good Repair Status

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

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: October 2019

Overall Rating	Exemplary
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Last updated: 1/31/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		46.0%	34.0%	37.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		24.0%	18.0%	20.0%	38.0%	39.0%

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

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

Last updated: 1/31/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	749	611	81.58%	18.42%	45.50%
Male	340	277	81.47%	18.53%	41.52%
Female	409	334	81.66%	18.34%	48.80%
Black or African American	30	23	76.67%	23.33%	13.04%
American Indian or Alaska Native	--	--	--	--	
Asian	21	21	100.00%	0.00%	61.90%
Filipino	16	15	93.75%	6.25%	60.00%
Hispanic or Latino	264	225	85.23%	14.77%	40.44%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	337	261	77.45%	22.55%	51.34%
Two or More Races	45	39	86.67%	13.33%	43.59%
Socioeconomically Disadvantaged	271	226	83.39%	16.61%	37.61%
English Learners	34	31	91.18%	8.82%	32.26%
Students with Disabilities	65	48	73.85%	26.15%	16.67%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/31/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	749	613	81.84%	18.16%	24.14%
Male	340	278	81.76%	18.24%	29.14%
Female	409	335	81.91%	18.09%	20.00%
Black or African American	30	23	76.67%	23.33%	8.70%
American Indian or Alaska Native	--	--	--	--	
Asian	21	21	100.00%	0.00%	47.62%
Filipino	16	15	93.75%	6.25%	66.67%
Hispanic or Latino	264	227	85.98%	14.02%	18.06%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	337	262	77.74%	22.26%	26.72%
Two or More Races	45	38	84.44%	15.56%	28.95%
Socioeconomically Disadvantaged	271	227	83.76%	16.24%	18.06%
English Learners	34	31	91.18%	8.82%	16.13%
Students with Disabilities	65	49	75.38%	24.62%	10.20%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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: 1/31/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/31/2020

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

For the 2018-2019 school year, the CTE program offered Year 2 courses in all pathways which were launched in 2017-2018. These included pathways in Business and Personal Finance, Education and Childhood Development, and Arts, Media, and Entertainment.

Most CTE courses were offered on the Virtual Resource Center. Theater CTE courses were offered which included live performances in the Santa Clarita area.

Gorman continues to develop CTE pathways and is on track to deliver Capstone courses in 2019-2020. In addition, the school continues to provide personnel and financial resources towards the professional development and credentialing of continuing and prospective Designated Subject Teachers.

Last updated: 1/31/2020

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	43
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2.80%

Last updated: 1/31/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	22.11%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Gorman relies a great deal on parental involvement. Parents provide primary day-to-day instruction.

During the 2018-19 school year, Gorman began to use Parent Square, an online/application communication service, to reach out to parents and communicate events, volunteer opportunities, and emergency alerts. Gorman has utilized this communication service to further parent involvement by allowing for two-way communication between the staff, faculty, and parents.

Our resource centers are available for parents seeking assistance in promoting the most well-rounded personalized learning education that they can provide for their children. Resource centers also give parents an opportunity to engage students with group activities like band, art, drama, choir, theater, and athletics. Each resource center invites parents to become involved in different ways outside the role of day-to-day instruction.

State Priority: Pupil Engagement

Last updated: 1/31/2020

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

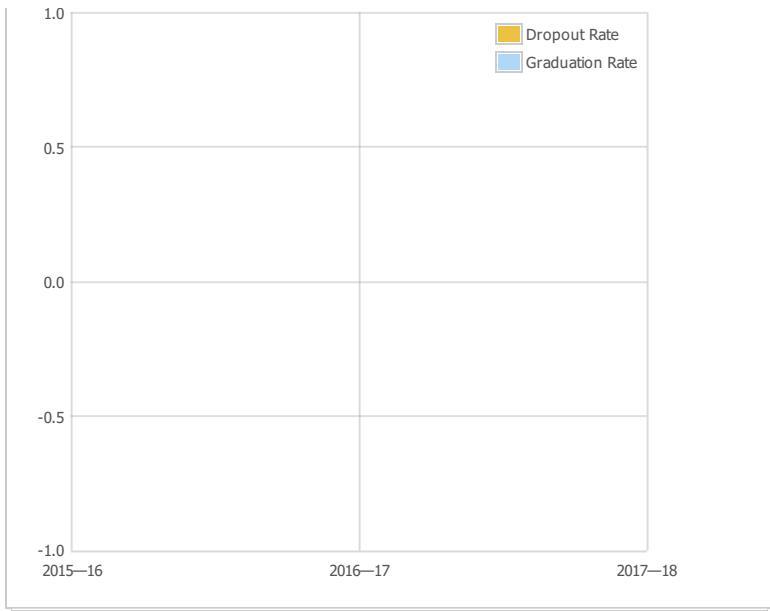
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	14.50%	9.70%
Graduation Rate	--	72.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.60%	19.70%	9.10%	9.60%
Graduation Rate	--	--	21.50%	24.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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

Last updated: 1/31/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	4.00%	1.50%	1.10%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

Gorman has developed a detailed Injury and Illness Prevention Program or IIPP. This program is laid out in a detailed guide which is reviewed and updated annually. The most updated version was available in March 2019.

The IIPP details procedures on everything from communication to workplace security to identifying and disposing of hazardous materials. Safety is everyone’s responsibility. If a potential safety hazard is observed or detected, it should be reported immediately to the Safety Officers, Maintenance Department, or to the Human Resources Department.

Proper communication is key to the success of our IIPP. There should be a two-way flow of communication; manager to employee and employee to manager. If an employee finds evidence of disrepair or damage it is expected they will report it in a timely manner to either their manager or maintenance. In this way, issues may be handled in an efficient and expedient fashion. Hazardous materials are to be handled by trained maintenance personnel only. Gorman’s Facilities department requires employees to attend and pass multiple ongoing training courses pertaining to BPP, SDS, hazmat, and other safety topics. Other hazardous materials, such as lab dissections, will be disposed of by the approved vendors.

Security protocols are in place to prevent endangering our students and employees. Action plans for evacuations and lock downs are detailed within the Comprehensive School Safety Plan or CSSP. This document is reviewed, updated, and made available to families annually in March. The CSSP includes subjects like: lock downs, emergencies, natural disaster plans, egress and ingress of students, and emergency communication information.

Last updated: 1/31/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	6.00	1		
1				
2				
3				
4				
5				
6	1.00	1		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	273		
Mathematics	1.00	260		
Science	1.00	174		
Social Science	2.00	239		

* 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: 1/31/2020

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

Title	Ratio**
Counselors*	703.30

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

**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	1.40

*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: 1/31/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10335.41	\$520.00	\$9815.41	\$66000.00
District	N/A	N/A	--	\$74669.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

In addition to the personalized learning program, the school provides:

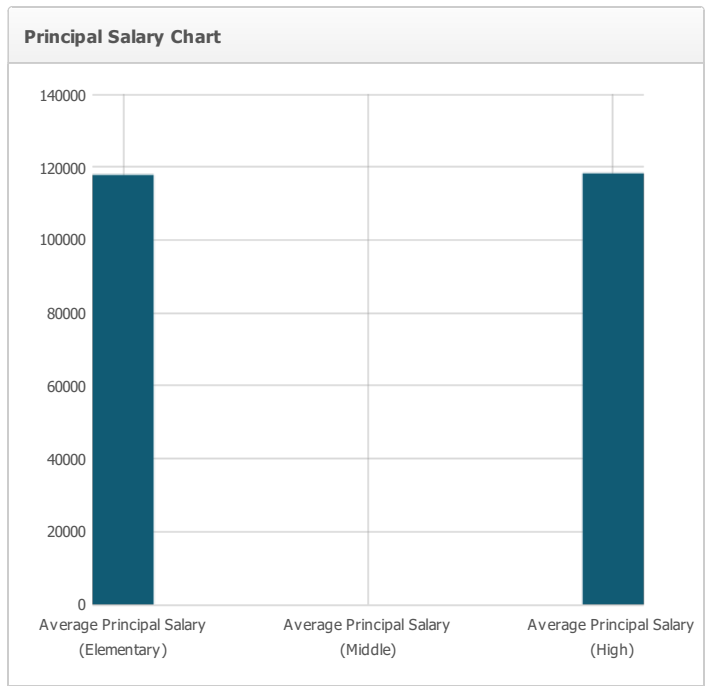
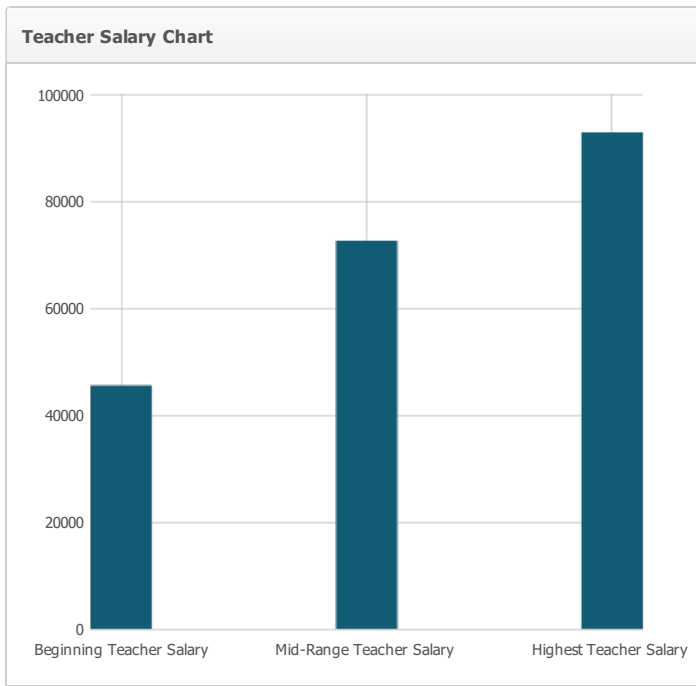
- Special Education Services
- Title I Supplemental Reading and Math Tutoring via Targeted Assistance
- Response to Intervention and Instruction program
- Resource Center small-group core and elective direct instruction
- Vendor Course Instruction
- Third-party online courses

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,528	\$43,574
Mid-Range Teacher Salary	\$72,576	\$63,243
Highest Teacher Salary	\$92,863	\$86,896
Average Principal Salary (Elementary)	\$117,872	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$118,276	\$108,954
Superintendent Salary	\$139,050	\$136,125
Percent of Budget for Teacher Salaries	26.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/31/2020

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	8	N/A
All Courses	9	0.60%

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

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		5	8