

Guajome Learning Center

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Guajome Learning Center
Street	2000 North Santa Fe Ave.
City, State, Zip	Vista, CA 92083-1534
Phone Number	(760) 631-8500
Principal	Kevin Humphrey
Email Address	humphreyke@guajome.net
School Website	Guajome.net
County-District-School (CDS) Code	37-68452-0124917

2023-24 District Contact Information

District Name	Guajome Schools
Phone Number	(760) 726-2170
Superintendent	Matt Doyle Ed. D.
Email Address	superintendentsoffice@vistausd.org
District Website	www.vistausd.org

2023-24 School Description and Mission Statement

Guajome Learning Center (GLC) is a public charter school of choice. It is a public independent study and home schooling program, which serves students in grades K-12. GLC provides a venue for students and families who prefer or need a smaller learning environment, home school or independent study, including students with credit-deficiencies and students who face personal barriers in obtaining their high school diplomas.

The program includes a standards based curriculum with enrichment support, using technology integrated instruction. GLC strives to provide students with an educational program that is altogether flexible, demanding, and real world applicable. The goal of GLC is to educate all students to endeavor to achieve the qualities of the GLC Expected Schoolwide Learning Outcomes (ESLO's): self-directed learners, critical thinkers, effective communicators, and responsible citizens.

Guajome Learning Center recognizes that students prosper in a variety of educational settings, and encourages upper high school students to participate in concurrent enrollment programs offered through the local community colleges.

The ultimate objective of GLC is that each student becomes a self-motivated, competent, and lifelong learner.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	3
Grade 2	3
Grade 3	1
Grade 4	1
Grade 5	3
Grade 7	1
Grade 8	5
Grade 9	7
Grade 10	8
Grade 11	10
Grade 12	10
Total Enrollment	55

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.4%
Male	43.6%
Asian	1.8%
Hispanic or Latino	65.5%
Two or More Races	12.7%
White	20%
English Learners	7.3%
Homeless	3.6%
Migrant	1.8%
Socioeconomically Disadvantaged	38.2%
Students with Disabilities	5.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	53.33	920.80	87.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.40	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	44.80	4.24	12115.80	4.41
Unknown	1.60	46.39	72.90	6.90	18854.30	6.86
Total Teaching Positions	3.60	100.00	1057.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	55.79	917.70	86.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.28	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	21.10	1.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	43.95	48.20	4.55	11953.10	4.28
Unknown	0.00	0.00	70.40	6.64	15831.90	5.67
Total Teaching Positions	3.80	100.00	1060.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.60
Total Out-of-Field Teachers	0.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook Adoption Process:

Teachers work with our Instructional Leadership Team (ILT) to determine textbook adoption need. The ILT leader fills out the ‘Instructional Materials Adoption’ and submits the paperwork to Administration. If approved by Administration, the ILT leader turns approved paperwork for Board of Directors for approval or denial during the designated Board meeting. Upon approval by the Board of Directors, the ILT leader fills out the ‘Purchase Requisition’ form for orders of approved textbooks.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin-Reading California K-5 Edmentum Virtual Learning-Online Program 6-12	Yes	0%
Mathematics	Excel K-5 Edmentum Virtual Learning-Online Program 6-12	Yes	0%
Science	Edmentum Virtual Learning-Online Program 6-12 Harcourt-Big Book of Science; K-5 HSP Science; K-5	Yes	0%
History-Social Science	Houghton Mifflin-Bringing Social Studies Alive; K-5 Edmentum Virtual Learning-Online Program 6-12	Yes	0%
Foreign Language	Edmentum Virtual Learning-Online Program 9-12	Yes	0%
Visual and Performing Arts	Edmentum Virtual Learning-Online Program 9-12	Yes	0%

School Facility Conditions and Planned Improvements

Guajome Learning Center is able to benefit from the same services and inspections as Guajome Park Academy (GPA) with its location in the lower Administration building. Office areas enable staff members to meet with their students on a one-on-one basis to enhance the individualized learning environment. GLC students are given a chromebook to work on throughout the school year making it a 1 to 1 campus. Additional learning spaces enhance the learning environment.

GLC provides a safe and clean environment for learning through proper facilities maintenance and campus supervision of our state of the art facility which was completed in 2004. Ongoing inspections and maintenance ensure school facilities are kept safe and well maintained. Assessments of the school's safety conditions are made by the Safety Committee in collaboration with the Plant Manager; with routine inspections for potentially unsafe conditions. The custodial crew, security staff, and facilities/maintenance staff work closely together to uphold high safety and cleaning standards. The janitorial staff makes routine, daily inspections of all classroom environments, inside and out. GLC is compliant with all required safety standards. A thorough deep cleaning of all surfaces is done every Winter Break, followed by a deep cleaning of all carpets and flooring surfaces over the spring and summer breaks.

All repairs and maintenance items are taken care of by qualified, professional staff in a timely manner. The school is inspected for safety hazards, graffiti, etc. on a daily basis and corrections are made by maintenance staff immediately.

Personal protective equipment continues to be provided to all our stakeholders.

Year and month of the most recent FIT report

2024 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Regular maintenance items include changing belts on HVAC system and drain pans. Service is done on a quarterly basis to prevent major breakdown. Gas and sewer system have been free from any major breakdowns due to the maintenance plan in place. Items are checked on a monthly basis and services when faulty.
Interior: Interior Surfaces	X			Monthly inspections limit the wear and tear of items. Every 3 months, a plan is in place to freshen up interior surfaces including painting and repair of walls. Other surfaces are cleaned daily by the custodial staff.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The 14 acres we are settled on include a wide variety of pests and vermin. We have a monthly exterminator who comes and does regular inspections and prevention. This service drastically minimizes any infestation throughout the property.
Electrical	X			Electrical systems are inspected on a monthly basis. The electrical panels, ballasts and outlets are inspected to ensure that they are working in a safe manner.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms go through regular daily maintenance. All restrooms are thoroughly disinfected and cleaned daily once again through our custodial crew at night. All sinks and fountains are disinfected and cleaned on a daily basis.
Safety: Fire Safety, Hazardous Materials	X			All of our fire safety and hazardous materials are inspected on a weekly basis. The fire panel is checked for trouble codes on a daily basis and maintenance is

School Facility Conditions and Planned Improvements

			performed on all of our fire safety systems according to the Fire Code. Fire extinguishers are checked monthly to ensure working conditions. Hazardous materials, if any, are labeled and stored according to standards in place.
Structural: Structural Damage, Roofs	X		Our roofs are maintained when needed. They do exhibit some bubbling, peeling and leaking. Leaks are fixed as soon as possible, with District permission. Repairs are made to any deficiencies in the bonding material.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		All of our windows, doors, gates, and fences are in good condition. Our playground and school grounds are kept safe and free of debris or structural problems.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	42	43	43	47	46
Mathematics (grades 3-8 and 11)	25	14	28	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	36	97.30	2.70	41.67
Female	23	22	95.65	4.35	31.82
Male	14	14	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	43.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	47.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	37	94.87	5.13	13.51
Female	25	23	92.00	8.00	0.00
Male	14	14	100.00	0.00	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	30	93.75	6.25	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	5.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.55	21.43	27.48	29.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67	2.33	21.43
Female	26	25	96.15	3.85	8.00
Male	17	17	100.00	0.00	41.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	19.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	4.17	17.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

CTE courses are offered as a part of the Apex Virtual School program. The following are the CTE courses available to students:

Business Applications

Computer Applications

Information Technology Applications

Principles of Information Technology

Principles of Business, Marketing and Finance

Legal Environment of Business

Human Resources Principals

Introduction to Business and Technology

Accounting I

Accounting II

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	36.36

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98	97	97	94	99
Grade 9	97	9	95	92	97

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents attend an orientation at the beginning of the student's enrollment to learn the expectations and guidelines of the program. Parents are encouraged to monitor student progress daily and attend weekly meetings with the student and teacher. In addition, each week, parents are emailed student progress updates, to ensure both parents and students are aware of the student's standing in each class.

At the K-5 level, parents must attend parent-teacher conferences monthly and provide work samples. This allows time for the teacher to provide parent support with instructional strategies. Field trips are also planned for the K-5 students and parents. These allow for hands on activities for students as well as an avenue for parents to collaborate and support each other with homeschooling.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.2	12	16.7	22.3	15.3	22.6	9.4	7.8	8.2
Graduation Rate	95.8	88	83.3	69.9	76.8	71.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	10	83.3
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.00
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	87	25	28.7
Female	57	51	13	25.5
Male	42	35	11	31.4
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	0	0.0
Filipino	1	0	0	0.0
Hispanic or Latino	66	55	18	32.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	9	1	11.1
White	20	20	5	25.0
English Learners	8	5	3	60.0
Foster Youth	0	0	0	0.0
Homeless	6	3	2	66.7
Socioeconomically Disadvantaged	47	38	12	31.6
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	9	7	3	42.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	1.26	4.93	4.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.05	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

GLC has a small school atmosphere, with staff, students and parents interacting to make student learning experiences positive, both academically and socially. GLC's commitment to serve the needs of all stakeholders remains steadfast, and is evident in the programs and policies implemented in regards to safety, cleanliness, and orderliness. Guajome fosters an atmosphere of trust and high expectations for all students. The commitment to continuous improvement in all areas is a priority.

The School Safety Plan was developed in collaboration with local law enforcement and fire department representatives and school staff to fulfill Senate Bill 187 requirements. It is updated and revised annually. The plan includes data regarding safe school procedures and compliance with laws such as: child abuse reporting, disaster response, suspension and expulsion policies, notification of dangerous pupils to teachers, sexual harassment, and procedures to ensure a safe and orderly environment conducive to learning. Students and staff regularly participate in fire drills, disaster drills, and lockdown drills.

The campus is locked and gated to ensure student safety. Visitors are required to check in at the front gate and then again at the front office before entering the campus. There is sufficient campus supervision before and after school as well as throughout the day. Parking stickers and student off-campus passes are required and checked. Security staff ensures student safety throughout the facility and parking areas by patrolling on a routine basis. Security, staff, and/or administrative supervision is also provided at all student after-hour activities. All GLC stakeholders and community members are committed to student safety.

2023-24 COVID-19 Protocol

Protecting the health, safety, and well-being of our school community remains our top priority and it is our hope that through clear communication and a collaborative effort between home and school that we will continue to minimize the risk of exposure to COVID-19 on our campus.

In accordance with the latest SDCOE recommendations for COVID-19, Guajome has updated our COVID-19 Attendance

2023-24 School Safety Plan

Protocol as follows:

It is NO longer necessary for parents/guardians/students to provide any test results (negative or positive) to the school, however, we do ask that they continue to report their student's absence/illness to the Attendance Hotline each and every day their student is absent, so that their student's attendance can be updated accordingly.

Symptomatic

Students who test positive and are symptomatic, should stay home when symptoms appear. They may return to school when they are fever-free for 24 hours without using fever-reducing medication AND other non-fever symptoms are mild and improving.

Asymptomatic

If students are Asymptomatic, they may remain at school unless symptoms develop. Then follow the Symptomatic guidance above.

All students who test positive for COVID-19 should wear a mask indoors through day 10 after their symptom onset or positive test date if asymptomatic. Students may remove their mask sooner than 10 days if they have two sequential negative tests at least one day apart. Students should avoid contact to 10 days with individuals who are at higher risk for severe COVID-19.

Close-Contact*

Students who are close-contacts may remain at school unless they develop symptoms. Then follow the Symptomatic guidance (above). All students who are close-contacts should test for COVID-19 if they:

1. Develop symptoms
2. Are at higher risk for severe COVID-19
3. Are around others who are at higher risk for severe COVID-19.

They should wear a mask through day 10 after the close-contact if they develop symptoms, or when around others indoors who are at higher risk for infection.

If students/parents/guardians need COVID-19 home test kits, we have free kits available in the Health Office for pick-up.

*Close-Contact is defined as: In indoor spaces of 400,000 or fewer cubic feet per floor (such as homes, clinic waiting rooms, airplanes, etc.), sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) during a confirmed case's infectious period. In large indoor spaces greater than 400,000 cubic feet per floor (such as open-floor-plan offices, warehouses, large retail stores, manufacturing, or food processing facilities), it's being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period. retail stores, manufacturing, or food processing facilities), it's being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period.

NOTE: The confirmed case is only considered infectious to close contacts when they are symptomatic.

MEDICAL EMERGENCY RESPONSE PLAN

ON CAMPUS – WITH MINOR INJURY

Staff will notify the health office (2107) or front office (1000).

Health tech or other designated staff member (all covers) administers first aid procedures as indicated by the nature of the accident.

Parents are notified by health tech or designee if necessary.

Staff witnessing the accident and/or providing first aid care should complete an accident report if necessary.

ON CAMPUS - WITH MAJOR INJURY OR UNCONSCIOUS STUDENT/STAFF (persistently unresponsive)

Defined as any medical emergency deemed by school staff to need obvious immediate physician care, EMS, or transport to a

2023-24 School Safety Plan

healthcare facility, including:

ALL insect stings, food allergy reactions, or other allergic reactions in students KNOWN to have anaphylactic reactions is an EMERGENCY – REQUEST F/A KIT-AED AND CALL 911.

ALL rapid onset (within a few minutes) breathing problems or swelling of the tongue and face is considered an EMERGENCY - REQUEST F/A KIT, AED AND CALL 911

ALL incidents where a student/staff has lost consciousness and remains unresponsive after attempts to rouse is an EMERGENCY – REQUEST F/A KIT, AED AND CALL 911.

ALL incidents where a student has a seizure and either does NOT have a KNOWN history of seizures OR where a student with a known seizure history has a seizure that lasts longer than (5) minutes, is an EMERGENCY – REQUEST F/A KIT, AED AND CALL 911.

ALL life-threatening bleeding, severe head injuries, compound fractures or serious dislocations is an EMERGENCY – REQUEST F/A KIT, AED and CALL 911.

Automated External Defibrillators (AEDs) are located (1) in the HEALTH OFFICE on the wall, beside the restrooms, (2) in the GYM to the right of the bleachers, on the wall, or (3) in the upper GPPA storage closet (Restroom - clearly marked.) Epinephrine Autoinjectors (EpiPens) are located (1) in the HEALTH OFFICE, (2) in the GYM, (3) in each building (upper and lower) in the teacher's lounge, (4) in the Upper GPPA storage closet (Restroom – clearly marked) and (5) in Lower GPPA - Room 5112.

If a staff member should come upon a student or other staff member with a major injury or who is unconscious (persistently unresponsive) we will follow these guidelines:

Notify the health office and/or front office that there is an unconscious student or staff member, and request that an AED and First-Aid kit are quickly brought to the location.

First staff member attending to the student administers first-aid to the best of their ability and training, while another staff member at the scene calls 911 immediately. If unsure, health tech or designee will make a determination when on scene. Health tech or designee will inform the health office and/or front office that 911 is being dispatched via two-way radio.

Front office #2 calls administration to alert them that 911 has been dispatched.

Front Office #1 calls parents or guardians immediately.

Upper admin office assistant prints student emergency card and carries it to the scene for EMS. (For injury or illness to staff, emergency card will be printed and delivered by Human Resources.)

Security secures pathway for ambulance and fire truck at closest point to scene.

If an EpiPen is administered, the staff member who assisted with the EpiPen must inform health tech and/or EMS regarding administration of an EpiPen,

NOTE: The first-aid kit's epinephrine auto-injector (EpiPen) may be administered to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting or after consuming a known allergen.

Staff witnessing the accident and/or providing first aid care will complete an accident report.

MEDICAL EMERGENCIES DURING FIELD TRIPS

The field trip staff member should ensure that appropriate first-aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency is en-route to or from the school or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or their designee.

In the event of an emergency while on a field trip:

2023-24 School Safety Plan

If a student is KNOWN to have a medical issue or concern, staff members will refer to and follow the student's Authorization of Medical Administration or Action Plan located (along with any medications) in the First-Aid Backpack.

If the student is NOT KNOWN to have a medical issue, or the injury or medical concern is major or life-threatening, designated school staff personnel will call 911 immediately and will administer first-aid procedures as indicated by the nature of the accident to the best of their ability or training until EMS arrives and takes over.

Parents will be notified simultaneously or as soon as possible, after immediate care has begun, by another staff member. Basic First-Aid administered may include administering EpiPen, inhaler or other basic life support (CPR, AED, rescue breathing, etc.) to the best of their ability or training until EMS arrive and take over.

Staff members or designee will contact administration to inform them of the situation.

SANITATION AND HYGIENE:

Hand sanitizer will be available through both automatic and traditional dispensers across campus.

Physical distancing measures and increased staff supervision will be used at restroom locations.

The cleaning crew will ensure all supplies are filled and available.

CLEANING AND DISINFECTION:

Staff will provide separate supplies to each student in order to eliminate sharing.

Desks, tables, chairs, keyboards, and any other similar equipment will be disinfected after each use, as practicable.

The cleaning crew will disinfect high touch points and hard surfaces daily. This is inclusive of door handles, sink handles, handrails and restrooms.

Restrooms will be disinfected multiple times throughout the day.

Staff will be trained on cleaning and disinfection and have these materials at their disposal.

AIR CIRCULATION/VENTILATION:

HVAC units will be set at the optimal ventilation levels.

Air purifiers will be placed in each elementary classroom.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	4		
2	5	4		
3	8	4		
4	2	4		
5	3	4		
6	4	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	5		
1	4	5		
2	2	5		
3	4	4		
4	7	6		
5	1	5		
6	4	5		
Other	5	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	5	0	0
1	3	5	0	0
2	3	5	0	0
3	1	5	0	0
4	1	5	0	0
5	3	5	0	0
6	0	0	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	13		
Mathematics	2	13		
Science	3	8		
Social Science	4	11		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	11		
Mathematics	2	20		
Science	3	9		
Social Science	5	10		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	9	0	0
Mathematics	2	11	0	0
Science	4	5	0	0
Social Science	5	8	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	275

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,453.54	\$280.58	\$9,172.96	\$72,915
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		-14.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	32.7	-19.2

Fiscal Year 2022-23 Types of Services Funded

In striving to meet the needs of a diverse student body, Guajome Learning Center provides a wide variety of programs. LCFF funds and mandated block grant funds are utilized to increase student achievement and provide a supportive environment. Services provided include but are not limited to: all academic programs for a K-12 Independent Study Program, alternative programs, technology, professional growth, BTSA/Induction, English Learner Program, Special Education Program, and curriculum development and alignment.

English Learner Program: GLC meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

All teachers of English learners are certified in Cross-cultural and Academic Development (CLAD) or comparable authorization. GLC teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners. The instructional design model used by GLC places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through a well-defined professional development program, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners.

Special Education Program: Guajome Learning Center complies with all applicable State and Federal Laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

GLC is categorized as a “public school” within the Vista Unified School District in conformity with Education Code Section 47641(b). GLC complies with membership and contractual agreement with the El Dorado Special Education Local Plan Area (SELPA). The charter school complies with all state and federal laws that are related to the provisions of Special Education instruction and related services, all SELPA policies and procedures, and utilizes appropriate SELPA forms.

Students having a disability are evaluated per IDEIA guidelines and are evaluated for appropriate placement and services through the Individual Education Plan (IEP) process. GLC provides Special Education services based on the IEP. Services cover, but are not limited to, Resource Specialist services, speech therapy, occupational and physical therapy, psychological services and counseling, transportation, and behavioral interventions.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$55,550
Mid-Range Teacher Salary		\$84,645
Highest Teacher Salary		\$111,284
Average Principal Salary (Elementary)		\$139,860
Average Principal Salary (Middle)		\$146,440
Average Principal Salary (High)		\$158,447
Superintendent Salary		\$278,268
Percent of Budget for Teacher Salaries	35.71%	32.21%
Percent of Budget for Administrative Salaries	4.17%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Guajome Learning Center (GLC) continues to pursue growth in its delivery of teacher induction and ongoing professional development as an assurance that teachers are trained in expected school wide learning outcomes and academic standards.

GLC is partnered with the San Diego County Office of Education BTSA/Teacher Induction Program. All staff has access to ongoing professional development. GLC staff receives time, materials, and fiscal resources for planning and professional development. Additionally, weekly professional development and collaboration meetings allow for further growth.

GLC is proactive in the area of staff development. It is imperative that all teachers are knowledgeable about the state standards and current trends in education and that they are reinforced with current practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5