

Guajome Learning Centers

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Guajome Learning Centers
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	www.guajome.net
Grade Span	K-12
County-District-School (CDS) Code	37-68452-0124917

2025-26 District Contact Information

District Name	Vista Unified School District
Phone Number	(760) 726-2170
Superintendent	Matt Doyle Ed. D.
Email Address	superintendentoffice@vistausd.org
District Website	www.vistausd.org

2025-26 School Description and Mission Statement

Guajome Learning Centers (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 Schoolwide Learning Outcomes (SLO's):

2025-26 School Description and Mission Statement

self-directed learners, critical thinkers, effective communicators, and responsible citizens.

Guajome Learning Centers 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 3	1
Grade 4	3
Grade 7	3
Grade 8	4
Grade 9	9
Grade 10	9
Grade 11	14
Grade 12	17
Total Enrollment	61

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.1
Male	45.9
American Indian or Alaska Native	1.6
Asian	1.6
Filipino	1.6
Hispanic or Latino	73.8
Two or More Races	6.6
White	14.8
English Learners	4.9
Homeless	3.3
Socioeconomically Disadvantaged	50.8
Students with Disabilities	16.4

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.

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)	2.1	55.79	917.7	86.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	0.28	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21.1	1.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	43.95	48.2	4.55	11953.1	4.28
Unknown/Incomplete/NA	0	0	70.4	6.64	15831.9	5.67
Total Teaching Positions	3.8	100	1060.5	100	279044.8	100

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.

2022-23 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)	1.7	45.48	925.3	87.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.4	0.04	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.7	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	52.13	39.2	3.72	11746.9	4.23
Unknown/Incomplete/NA	0	2.39	66.9	6.34	14303.8	5.15
Total Teaching Positions	3.7	100	1054.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1.2	29.88	888	86.94	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.3	0.23	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.1	1.97	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	30.5	2.99	12112.8	4.34
Unknown/Incomplete/NA	2.8	69.88	80.3	7.86	13705.8	4.91
Total Teaching Positions	4	100	1021.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.1	0
Local Assignment Options	1.60	1.8	0
Total Out-of-Field Teachers	1.60	1.9	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Guajome Learning Centers (GLC) provides standards-aligned instructional materials for all students in core subject areas. Instructional materials are delivered primarily through Edmentum Virtual Learning platforms, including Calvert, Courseware, and Exact Path. These resources provide comprehensive digital curriculum, differentiated instructional content, intervention and enrichment supports, and virtual laboratory components where applicable. Teachers also provide targeted supplemental instruction and remediation through Exact Path, which individualizes learning pathways for students working below grade level and supports academic growth based on diagnostic data.

In addition to digital access, students have access to print-based instructional materials, including textbooks and supplemental resources. Print materials may be provided or purchased by the school through approved Courseware and Calvert options when needed to support student learning, accessibility, or instructional differentiation. The textbook adoption process is collaborative and systematic: teachers work with the Instructional Leadership Team (ILT) to identify instructional material needs, including digital and print formats. Adoption requests are reviewed by administration and submitted to the Board of Directors for approval prior to purchase.

Based on the most recent data collected in August 2025, 0% of students lacked sufficient textbooks or instructional materials. All students had full access to required instructional materials in appropriate formats for the 2025–26 school year.

Year and month in which the data were collected

January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Virtual Learning – Calvert K–5; Courseware 6–12; Exact Path K–12 (intervention and enrichment)	0%
Mathematics	Edmentum Virtual Learning – Calvert K–5; Courseware 6–12; Exact Path K–12 (intervention and enrichment); K–5 Generation Genius	0%
Science	Edmentum Virtual Learning – Calvert K–5; Courseware 6–12; K–5 Generation Genius	0%
History-Social Science	Edmentum Virtual Learning – Calvert K–5; Courseware 6–12	0%
Foreign Language	Edmentum Virtual Learning – Calvert K–5; Courseware 6–12	0%
Health	Edmentum Virtual Learning – Health content embedded in K–8 Calvert/Courseware; Courseware 9–12 health courses	0%
Visual and Performing Arts	Edmentum Virtual Learning – Courseware 6–12	0%
Science Laboratory Equipment (grades 9-12)	Edmentum Virtual Learning – Courseware includes virtual laboratory simulations; wet lab materials provided upon request	0%

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

School Facility Conditions and Planned Improvements

Guajome Learning Centers 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

1/14/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All windows, doors, gates, and fencing are in good condition and fully operational. Playground areas and school grounds are maintained to ensure safety and are free of debris or structural hazards. Monthly inspections are conducted on all equipment, and repairs are completed as needed. No deficiencies were identified during the most recent inspection, and all gates, doors, fences, and windows are in excellent working order.
Interior: Interior Surfaces		X		Interior finishes show signs of normal wear and tear, including drywall damage in several areas, detached base molding, wall tears, and paint deterioration. These items were identified during the most recent FIT inspection. Certain rooms, including the GLC area, exhibit drywall damage resulting from a prior leak; these repairs will be addressed by the Plant Manager. Additionally, some classrooms have cabinet door damage; now that these issues have been identified, the affected hinges will be repaired or replaced. The boys' locker room has sustained more extensive damage to tile and painted surfaces. These repairs are scheduled to be completed during the spring to minimize operational disruption.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All facilities are cleaned nightly, with carpets shampooed twice annually. Classrooms are refreshed with paint and miscellaneous repairs on a five-year cycle, or as needed. The FIT inspection confirmed that overall cleanliness—including school grounds, common areas, and individual classrooms—is maintained to a high standard and is free of refuse, dirt, and grime. Graffiti is promptly removed upon identification, and restrooms, drinking fountains, and food preparation areas are cleaned daily. No evidence of pests or vermin was observed.

School Facility Conditions and Planned Improvements

Electrical	X		<p>Electrical systems are inspected on a monthly basis to ensure safe and reliable operation. Inspections include electrical panels, ballasts, and outlets to verify proper functionality and compliance with safety standards. These routine inspections support consistency in meeting the school's electrical needs. The most recent FIT inspection identified two deficiencies involving light fixtures with failed ballasts. A licensed electrical vendor was engaged to replace the affected ballasts. No additional issues were identified, and there is no evidence of power failure in any area of the campus. All other electrical components are functioning properly.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Restrooms receive routine daily maintenance and are thoroughly cleaned and disinfected each evening by the custodial team. All sinks and drinking fountains are disinfected and cleaned daily, and tile floors are deep cleaned twice annually. In addition, a day porter monitors restroom conditions throughout the day to ensure cleanliness and proper functionality. During the most recent inspection, several clogged urinals, a small number of missing sink handles, and malfunctioning toilet diaphragms were identified. A licensed plumbing vendor completed the necessary repairs, restoring all fixtures to full working order.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>All fire safety systems and hazardous materials are inspected on a weekly basis. The fire alarm control panel is reviewed daily for trouble codes, and maintenance of all fire safety systems is performed in accordance with applicable Fire Code requirements. Fire extinguishers are inspected monthly to confirm they are in proper working condition. Any hazardous materials present are clearly labeled and stored in compliance with established safety standards. During the most recent review, three trouble codes were identified on the fire alarm system. A qualified vendor has been scheduled to perform the necessary repairs to restore the system to full operational status.</p>
Structural: Structural Damage, Roofs	X		<p>Roofing systems are maintained on an as-needed basis. Some areas exhibit bubbling and peeling, which has resulted in leaks in select interior spaces. Identified leaks are addressed promptly upon discovery, with District approval, and repairs are completed to correct deficiencies in the bonding materials. A comprehensive roofing replacement for all buildings is scheduled to take place during the summer of the 2025–2026 school year.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>All windows, doors, gates, and fencing are in good condition and fully operational. Playground areas and school grounds are maintained to ensure safety and are free of debris or structural hazards. Monthly inspections are conducted on all equipment, and repairs are completed as needed. No deficiencies were identified during the most recent inspection, and all gates, doors, fences, and windows are in excellent working order.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	33	62	42	44	47	48
Mathematics (grades 3-8 and 11)	4	21	31	32	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	34	34	100.00	0.00	61.76
Female	17	17	100.00	0.00	58.82
Male	15	15	100.00	0.00	60.00
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	24	24	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	34	34	100.00	0.00	20.59
Female	17	17	100.00	0.00	5.88
Male	15	15	100.00	0.00	33.33
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	24	24	100.00	0.00	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.29	30.43	28.5	29.99	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	38	95.00	5.00	26.32
Female	26	25	96.15	3.85	20.00
Male	13	12	92.31	7.69	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	24.14
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	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Guajome Learning Centers (GLC) offers Career Technical Education (CTE) programs for students in grades 9–12 that are aligned to the California Career Technical Education Model Curriculum Standards pursuant to Education Code Section 51226. Students may participate in CTE pathways including Business Management, Marketing, Agriscience and Agricultural Business, Food Service and Hospitality, Child Development, Patient Care, Health Care Administrative Services, Family and Human Services, Information Support and Services, and Public Safety. These programs are integrated into students' individualized academic plans and support college and career readiness.

CTE program sequences are conducted directly by Guajome Learning Centers through approved instructional providers. Course sequences are designed to progress from introductory to advanced coursework and may include applied or capstone experiences. Courses offered include, but are not limited to: Principles of Business, Marketing, and Finance I and II; Business Management; Marketing; Introduction to Business and Technology; Business Applications; Computer Applications; Information Technology Applications; Principles of Information Technology; Accounting I and II; Legal Environment of Business; Child Development; Family and Human Services; Agriscience; Agricultural Business; Food Service and Hospitality; Patient Care; Health Care Administrative Services; Information Support and Services; and Public Safety. GLC does not currently offer CTE courses through a Regional Occupational Center or Program (ROC/P).

Oversight of the CTE program is provided by school administration. The primary representative for CTE advisory input is the GLC CTE Program Administrator, with advisory perspectives drawn from individuals representing the business, agriculture,

2024-25 Career Technical Education Programs

health care, hospitality, information technology, human services, and public safety industries. Advisory input is used to review program relevance, course alignment, and pathway development to support continuous improvement.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	35.29

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

Guajome Learning Centers (GLC) encourages active parent involvement as a key component of student success. Parents attend an orientation at the beginning of enrollment to review program expectations and instructional guidelines. Parents are encouraged to monitor student progress regularly, attend scheduled meetings with their student and teacher, and participate in ongoing communication throughout the school year. Parents are provided with view access to their student's online instructional platform to support monitoring of coursework and progress. Monthly parent newsletters and ongoing communication are provided through ParentSquare.

At the K–5 level, parents participate in regular parent-teacher conferences and are encouraged to attend online meetings with their student and teacher. Parents have access to Calvert Learning parent support, including direct teacher contact, an online Help & Support Center with guides, videos, and FAQs, the Calvert Teaching Navigator for lesson guidance, and resources to support a successful home learning environment. These tools allow parents to access instructional materials, receive technical support, and connect with teachers for academic assistance to support their child's independent study or homeschool program.

GLC partners with local and regional organizations to provide workshops, training, and support services for students and families. Partnerships include organizations such as the San Diego County Office of Education, University of California San Diego, Rady Children's Hospital Transforming Mental Health Initiative, Vista Community Clinic, Feeding San Diego, North County Lifeline, and local public safety agencies. Workshops and activities address topics including mental health and wellness, bullying prevention, stress and resilience, college and career readiness, parenting strategies, safety education, and access to community resources.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	16.7	11.1	5.6	22.6	23.1	19	8.2	8.9	8
Graduation Rate	83.3	88.9	94.4	71.9	70.7	75.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	18	17	94.4
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0.00
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	12	11	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	12	92.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	114	82	17	20.7
Female	70	48	10	20.8
Male	42	32	7	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	60	13	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	12	3	25.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	66	50	12	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	19	13	3	23.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	4.73	3.24	3.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.09	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 School Safety Plan was reviewed and approved on February 5th, 2026. 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.

2025-26 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 Protocol as follows:

It is NO longer necessary for parents/guardians/students to provide any COVID 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.

- Maintaining hygiene practices
- Wearing a mask
- Physical distancing
- Testing when the student will be around others indoors.

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.

*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.

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

MEDICAL EMERGENCY RESPONSE PLAN ON CAMPUS – WITH MINOR INJURY

2025-26 School Safety Plan

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 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 to the left of the sink (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

2025-26 School Safety Plan

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:

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
1	1	5	0	0
2	2	5	0	0
3	3	5	0	0
4	0	0	0	0
5	0	0	0	0
6	4	8	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	5		
3	1	5		
4	3	5		

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12		
Mathematics	2	17		
Science	3	8		
Social Science	3	18		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9		
Mathematics	2	12		
Science	3	10		
Social Science	3	19		

2024-25 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	16.33

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	13613.38	648.28	12965.10	128397
District	N/A	N/A	12965.10	\$95,692
Percent Difference - School Site and District	N/A	N/A	0.0	29.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	15.1	21.2

Fiscal Year 2024-25 Types of Services Funded

In striving to meet the needs of a diverse student body, Guajome Learning Centers (GLC) 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,

Fiscal Year 2024-25 Types of Services Funded

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 requirements.

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 Centers 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$57,722	\$62,783
Mid-Range Teacher Salary	\$91,745	\$97,783
Highest Teacher Salary	\$120,983	\$128,020
Average Principal Salary (Elementary)	\$154,363	\$160,224
Average Principal Salary (Middle)	\$169,112	\$166,992
Average Principal Salary (High)	\$156,741	\$180,971
Superintendent Salary	\$310,000	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.53%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Guajome Learning Centers (GLC) continues to strengthen its systems for teacher induction and ongoing professional learning to ensure staff are well-prepared to deliver standards-aligned instruction and support the school's Expected Schoolwide Learning Outcomes. Professional development at GLC is intentionally designed to support continuous instructional improvement, data-informed decision-making, and responsiveness to the academic and social-emotional needs of students in an independent study and hybrid learning environment.

GLC partners with the San Diego County Office of Education's BTSA/Teacher Induction Program to support new teachers, while all certificated and classified staff participate in ongoing professional learning throughout the year. Professional development priorities for 2025–26 include strengthening core instructional strategies, promoting creative and critical thinking, using multiple data sources to guide intervention and instructional adjustments, improving differentiation and SDAIE practices, and advancing college and career readiness through Academic Learning Plan fidelity and CTE pathway development.

Professional learning is embedded into the school calendar through weekly Friday collaboration meetings and scheduled non-student professional development days. Staff are provided dedicated time, materials, and fiscal resources to engage in collaborative planning, instructional calibration, and continuous improvement activities aligned to schoolwide goals and Local Control and Accountability Plan (LCAP) priorities.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5