

# Golden Eagle Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Ms. Shelly Blakely, Director

Principal, Golden Eagle Charter

#### About Our School

GECS is a personalized learning public charter school. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to educate students through personalized learning and support parental choice in education in the context of a CA Standards based education. GECS offers a variety of learning approaches that may include a blend of home-based learning, small group instruction, and extra-curricular activities. The world is the classroom.

#### Contact

Golden Eagle Charter  
2226 South Mount Shasta Blvd., #3  
Mount Shasta, CA 96067-9626

Phone: 530-926-5800  
E-mail: [admin@gecs.org](mailto:admin@gecs.org)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Siskiyou County Office of Education
<b>Phone Number</b>	(530) 842-8400
<b>Superintendent</b>	Kermith Walters
<b>E-mail Address</b>	<a href="mailto:kwalters@siskiyocoe.net">kwalters@siskiyocoe.net</a>
<b>Web Site</b>	<a href="http://www.siskiyocoe.net">www.siskiyocoe.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Golden Eagle Charter
<b>Street</b>	2226 South Mount Shasta Blvd., #3
<b>City, State, Zip</b>	Mount Shasta, Ca, 96067-9626
<b>Phone Number</b>	530-926-5800
<b>Principal</b>	Ms. Shelly Blakely, Director
<b>E-mail Address</b>	<a href="mailto:admin@gecs.org">admin@gecs.org</a>
<b>Web Site</b>	<a href="http://www.gecs.org">http://www.gecs.org</a>
<b>County-District-School (CDS) Code</b>	47104700117168

Last updated: 1/30/2018

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

*Where students, teachers, and families work together to build community, promote academic excellence, and create engaging and inspiring learning experiences.*

GECS is a personalized learning public charter school that provides a voluntary educational choice for families. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to educate students through personalized learning and support parental choice in education in the context of a CA Standards based education.

The three tenets of Golden Eagle Charter School are:

- Relationships – Relationships between students, teachers, parents/guardians, staff/vendors, administration, community partnerships.
- Engagement – Inspired teachers, engaged students and parents/guardians, academic rigor.
- Personalized Learning – Adapting the educational model to meet the needs of the student, considering their interests, talents, and abilities, while supporting their needs in areas for growth and promoting academic rigor.

### Educational Philosophy

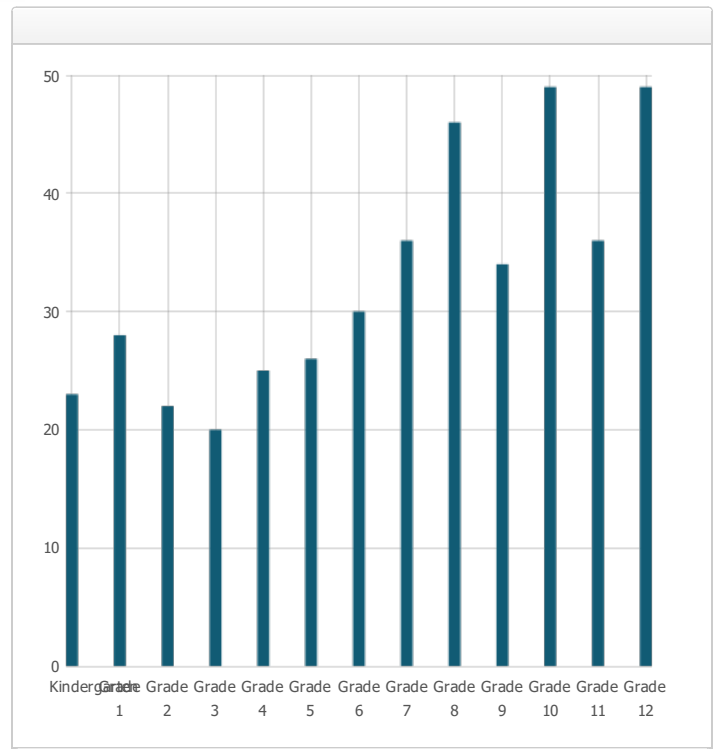
GECS serves students in grades Kindergarten through Twelfth, who reside in Siskiyou County and Castella, CA. Personalized learning is offered to meet the unique educational needs of families who seek an established alternative instructional strategy. The student, parent, and a supervising credentialed teacher contract as a team to facilitate this process. GECS enables students to become competent, productive, literate, self-motivated, lifelong learners by providing students and parents the opportunity to design a customized curriculum that is relevant, rigorous, takes learning styles into consideration, embraces the students' interests, and addresses the California State Standards (including the Common Core State Standards ("CCSS"), the Next Generation Science Standards ("NGSS"), remaining State Content Standards, and English Language Development ("ELD") standards). GECS provides unique opportunities and diverse resources, including technology, small group classes and enrichment workshops, tutors, field trips, college class opportunities, and community resources such as dance, music, and PE. We encourage students to develop their academic potential and discover and pursue their unique interests, talents, and passions in life. Our program encourages the use of innovative teaching methods and education philosophies, utilizes varied forms of assessment, and provides ongoing professional development for teachers. GECS employs qualified credentialed teachers and support staff that possess a love for children and a passion for individualized learning. We forge partnerships with parents, community organizations, and other educational institutions including the Siskiyou County Office of Education.

Last updated: 1/30/2018



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

Grade Level	Number of Students
Kindergarten	23
Grade 1	28
Grade 2	22
Grade 3	20
Grade 4	25
Grade 5	26
Grade 6	30
Grade 7	36
Grade 8	46
Grade 9	34
Grade 10	49
Grade 11	36
Grade 12	49
Total Enrollment	424



Last updated: 1/30/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	2.8 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	13.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	69.8 %
Two or More Races	13.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.2 %
English Learners	0.7 %
Students with Disabilities	7.8 %
Foster Youth	0.2 %

Last updated: 1/30/2018

## A. Conditions of Learning

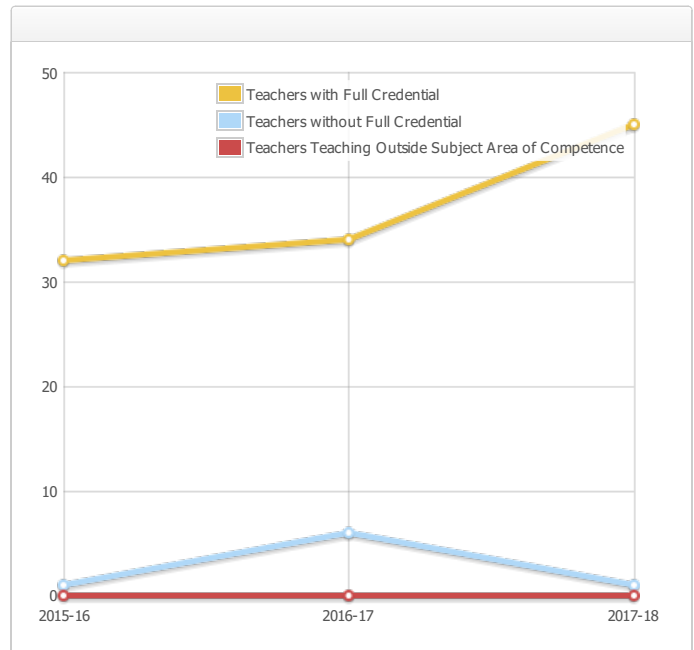
### State Priority: Basic

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

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

#### Teacher Credentials

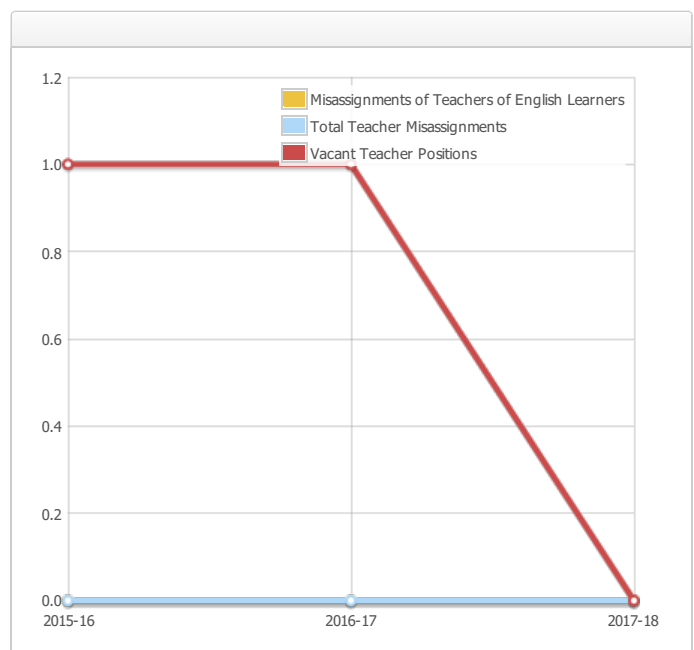
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	34	45	
Without Full Credential	1	6	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2018

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

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	N/A		0.0 %
Mathematics	N/A		0.0 %
Science	N/A		0.0 %
History-Social Science	N/A		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/30/2018*

## School Facility Conditions and Planned Improvements

Golden Eagle Charter School has four leased facilities that include three resource centers and a main office/conference room facility. The main office and Yreka facilities also house resource libraries. Building supervisors ensure that necessary repairs are addressed and completed. The custodial supervisor develops cleaning procedures and schedules with the janitors to ensure clean school facilities. All Facilities are in Good Repair as per the FIT data.

*Last updated: 1/30/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
----------------	------

*Last updated: 1/30/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	46%	47%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	26%	25%	23%	23%	36%	37%

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

*Last updated: 1/30/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	234	225	96.15%	46.67%
Male	121	116	95.87%	36.21%
Female	113	109	96.46%	57.80%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	30	30	100.00%	36.67%
Native Hawaiian or Pacific Islander				
White	171	164	95.91%	48.78%
Two or More Races	24	23	95.83%	47.83%
Socioeconomically Disadvantaged	160	154	96.25%	42.21%
English Learners	--	--	--	
Students with Disabilities	27	24	88.89%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/30/2018*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	234	224	95.73%	25.00%
Male	121	116	95.87%	25.86%
Female	113	108	95.58%	24.07%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	30	30	100.00%	23.33%
Native Hawaiian or Pacific Islander				
White	171	163	95.32%	25.77%
Two or More Races	24	23	95.83%	21.74%
Socioeconomically Disadvantaged	160	153	95.63%	21.57%
English Learners	--	--	--	
Students with Disabilities	27	24	88.89%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/30/2018*

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	49.0%	59.0%	60.0%	56%	54%	

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

*Last updated: 1/30/2018*

**Career Technical Education Programs (School Year 2016-17)**

GECS offers CTE Culinary I, CTE Construction I, and CTE Computer I. Common Core math and ELA standards are incorporated, along with CTE industry and career ready standards, into all CTE courses. CTE and career preparation courses are open to all students, with accommodations as specified in the student's IEP as necessary. Students with disabilities may also receive services through the workability program through Department of Rehabilitation.

The committee is in development. Industries represented include culinary arts, construction, and computer science. The main district representative is Alana Althaus-Cressman. The program just started this year; we will not have program completion until next year at the earliest, as this is a 2-year program.

*Last updated: 1/30/2018*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	46
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/30/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	21.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	15.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	10.3%	37.9%	24.1%
7	13.9%	30.6%	30.6%
9	17.9%	20.5%	25.6%

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

Last updated: 1/30/2018

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

Parent participation is a necessary component for success at Golden Eagle Charter School. Not only are parents an integral part of the educational team for their children, they are essential to the planning and implementing of enrichment experiences for the school community. Opportunities exist on both the governing board and the leadership team for parents to become a part of the decision making processes that drive Golden Eagle. There are also opportunities to engage in parent groups to help facilitate many programs and experiences for our students.

A central tenet of any personalized learning/home school program is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. GECS, as a personalized learning program, cannot be successful or adequately maintained without the active participation of the parents of enrolled students. Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the GECS and making its education program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Every spring the parents/guardians are asked to participate in a survey about the educational programs that the school is offering. Information from this survey is used in planning and improving programs. Throughout the school year, the Educational Facilitators informally survey the parents/guardians to get input on school programs.

### State Priority: Pupil Engagement

*Last updated: 1/30/2018*

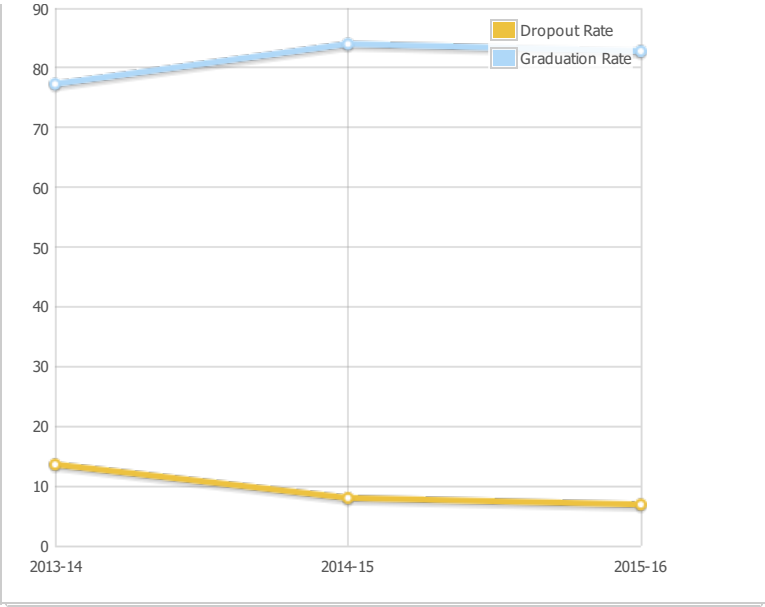
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	13.6%	8.0%	6.9%	38.5%	36.4%	21.4%	11.5%	10.7%	9.7%
Graduation Rate	77.3%	84.0%	82.8%	23.1%	9.1%	50.0%	81.0%	82.3%	83.8%

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



Last updated: 1/30/2018

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	93.1%	75.6%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	100.0%	75.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	100.0%	66.7%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	95.2%	75.0%	91.0%
Two or More Races	50.0%	50.0%	90.6%
Socioeconomically Disadvantaged	83.3%	77.4%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	100.0%	57.1%	63.9%
Foster Youth	0.0%	0.0%	68.2%

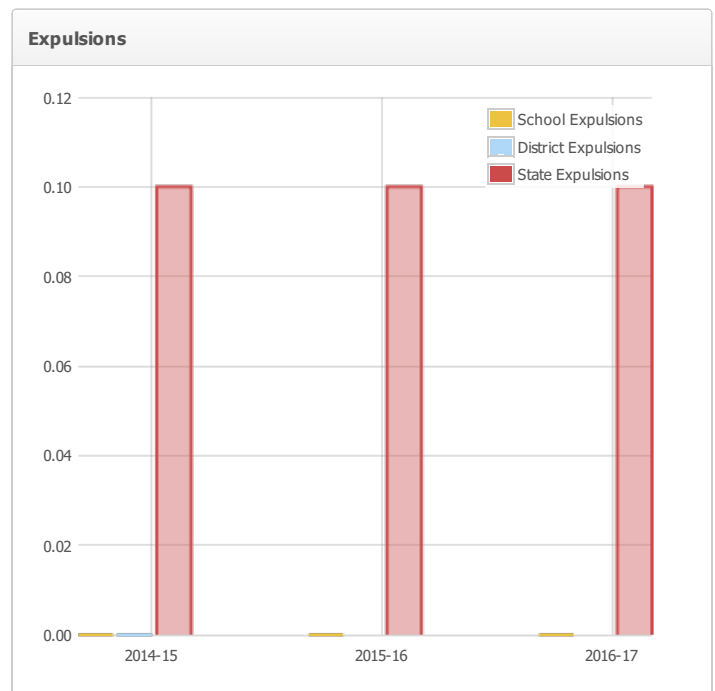
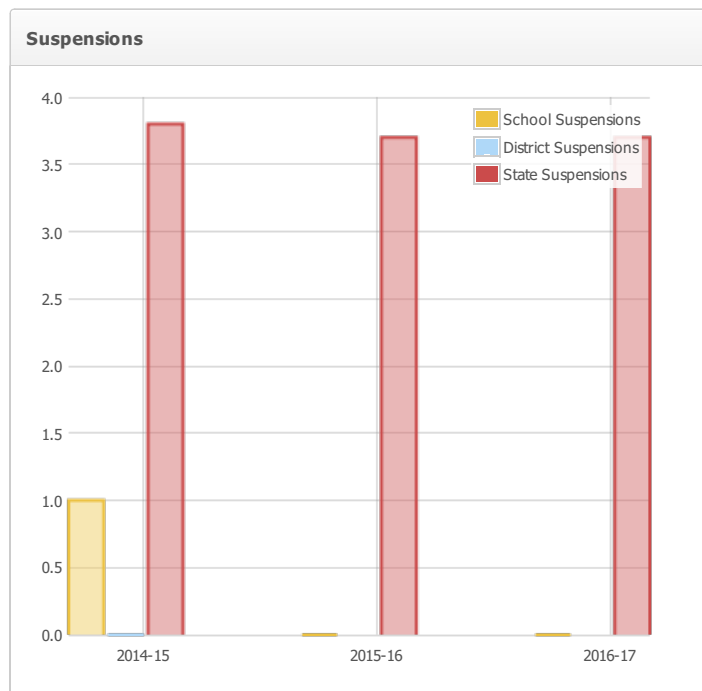
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/30/2018

## School Safety Plan (School Year 2017-18)

GECS has been successful in accomplishing the following requirements set forth in the Charter:

- Require that each employee of the school be fingerprinted for a background check as described in Education Code section 44237.
- Require that each employee of the school be examined for tuberculosis as described in Education Code section 49406.
- Request proof of required pupil immunizations.
- Have accessible at each facility and free to each student GECS' Emergency Binder, which includes school procedures for fire, earthquake, flood, winter storm, thunderstorm, chemical emergency, and terrorism as prepared and disseminated by the Red Cross.
- Require that all buildings comply with applicable State Building Code and Zoning Restrictions to ensure seismic safety.

In addition to the above listed activities, GECS has required all program coordinators to do the following:

- Conduct 2 fire drills and 2 lock down drills per year, documenting dates and times in the Emergency Binder.
- Train staff and students in ALICE and conduct drills.



- Have fire extinguishers inspected and serviced annually.
- Prominently display fire exit maps.
- Designate exits with lit exit signs.
- Check smoke alarms and carbon monoxide alarms.
- Instruct students and staff as to location of first aid kits and lock down kits.
- Update and train all staff on lock down procedure at each facility.

Vision, hearing and scoliosis screening is currently performed free of charge once yearly.

*Last updated: 1/31/2018*

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 2	
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

*Last updated: 1/30/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.0	13	1	0	7.0	24	1	2	8.0	20	3	0
Mathematics	4.0	16	0	0	6.0	23	0	0	5.0	29	1	0
Science	9.0	7	1	0	10.0	12	3	0	8.0	18	0	1
Social Science	7.0	14	0	0	8.0	23	3	1	9.0	20	4	1

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

Last updated: 1/30/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	3.0	N/A

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

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

Last updated: 1/30/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8609.8	\$611.6	\$7998.2	\$52430.0
District	N/A	N/A	\$11868.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	-39.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	19.6%	-28.7%

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

Last updated: 1/30/2018

### Types of Services Funded (Fiscal Year 2016-17)

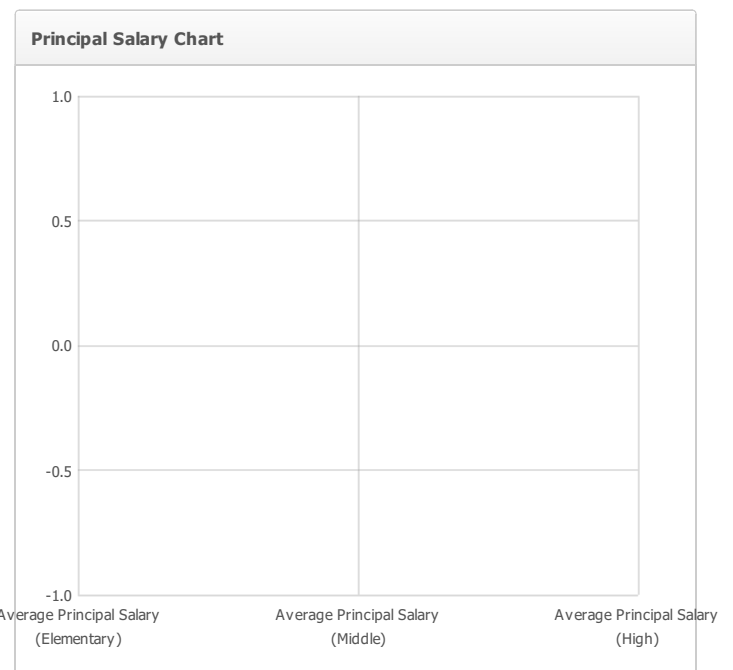
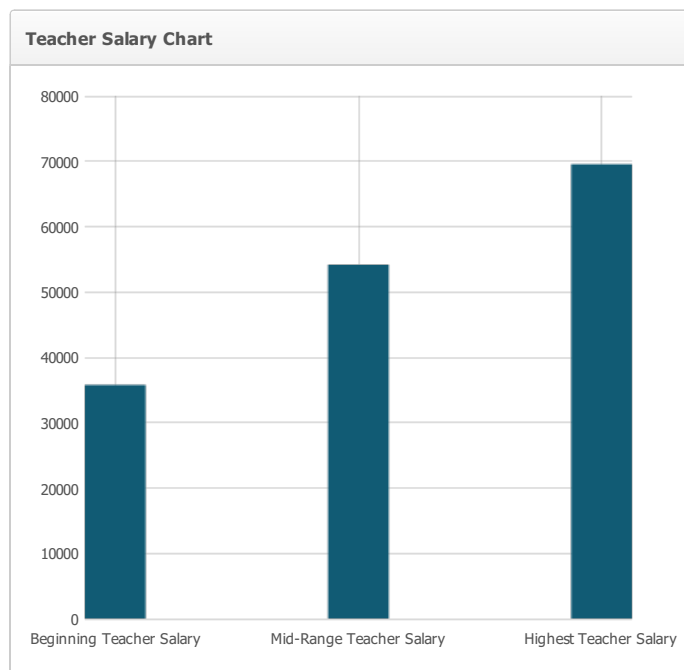
In addition to regular programs and curriculum provided to students, GECS complies with Title I guidelines by offering additional support services in math and language arts including tutoring, small group classes, online instruction and courses, and academic guidance from math and reading intervention specialists.

Last updated: 1/30/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,772	\$45,374
Mid-Range Teacher Salary	\$54,170	\$67,188
Highest Teacher Salary	\$69,552	\$91,637
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$107,289
Average Principal Salary (High)	\$	\$123,947
Superintendent Salary	\$	\$132,751
Percent of Budget for Teacher Salaries	31.0%	28.0%
Percent of Budget for Administrative Salaries	0.0%	6.0%

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



Last updated: 1/30/2018

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/30/2018*

**Professional Development**

Credentialed teachers with preliminary credentials will participate in a beginning teacher support program. GECS will provide a support provider to each participant. Educational Facilitators. Educational Facilitators/Program Educational Facilitators that need support designing independent curriculum and lessons will be given a mentor to coach them. In addition, new Educational Facilitators/Program Educational Facilitators will have a mentor to help coach them in all aspects of their job.

Staff members attend county-wide workshops, school-wide training and state-wide conferences. Teachers are supported by regular staff meetings, student assessment data and time set aside for collaboration.

*Last updated: 1/31/2018*