

# GOALS Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

#### 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.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	GOALS Academy
Street	412 W. Carl Karcher Way
City, State, Zip	Anaheim, CA 92801
Phone Number	(714) 563-2390
Principal	Debra J. Schroeder, Ed.D., Founding Director
Email Address	dschroeder@goalsacademy.us
Website	<a href="http://goalsacademy.us/">http://goalsacademy.us/</a>
County-District-School (CDS) Code	30-66423-0131417

Entity	Contact Information
<b>District Name</b>	GOALS Academy
<b>Phone Number</b>	714-563-2390
<b>Superintendent</b>	Debra J. Schroeder, Ed.D., Founding Director
<b>Email Address</b>	dschroeder@goalsacademy.us
<b>Website</b>	<a href="https://www.goalsacademy.us/">https://www.goalsacademy.us/</a>

## School Description and Mission Statement (School Year 2019-20)

GOALS Academy is a public charter school authorized by the Anaheim Elementary School District to serve scholars in Grades TK-6. Its first year of operation was in 2015-2016 with an enrollment of 200 scholars. The projected maximum enrollment to maintain a small school environment is 240 for the 2016-2017 school year and beyond. The school maintains a strength-based philosophy with a rigorous academic program and a highly enriched curriculum. Academically, GOALS Academy differentiates, individualizes, and personalizes instruction; applies multimodal pedagogy; incorporates Technology Infused Education (TIE); showcases Project-Based Learning; monitors growth; and adjusts instructional support as needed to ensure each scholar's maximum growth. In addition to traditional academic areas, VAPA (e.g., chorus, dance, drama, instrumental music, photography, video productions, and visual arts), STEAM (e.g., circuit creations, computer programming, drones, robotics, and web page development), and Life Skills (e.g., athletics culinary arts, fashion design, leadership, second language, and homework) are offered so scholars can discover their interests and talents and transform them into strengths. GOALS Academy also emphasizes the development of VIA (Values in Action) character strengths under the “umbrella” virtues of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. There is strong family involvement in the school with many unique opportunities to be part of the school community.

### MISSION

The mission of GOALS Academy is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. GOALS Academy will achieve these goals through a strength-based, comprehensive academic program with enrichment in VAPA (Visual and Performing Arts), STEAM (Science Technology, Engineering, Art. and Mathematics), and Life Skills, as well as service learning.

### VISION

Members of the GOALS Academy create an enriched and engaging learning environment in which interests are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Additionally, GOALS Academy's education program is based on developing the following aptitudes:

- Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science
- Awareness and development of personal talents (e.g., academic, athletic, visual/performing arts, and social-emotional) that become ability strengths
- Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths

- Healthy habits of diet, exercise, and mental well-being
- Leadership and teamwork skills developed through athletics, learning, and service opportunities
- Sense of responsibility for his or her community
- Experience and commitment to help others through service
- Appreciation for the purpose and value of life-long learning in formal and informal settings
- Understanding of career pathways and how to access them, including the ability to excel in a technological world

These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

The student body is more diverse than the surrounding traditional public schools with the following demographics:

- 75.1% Hispanic/Latino, 14.52% White, 5.39% Asian, and 5.39% African American
- 21.58% English Learner
- 71.25% Socio-economically Disadvantaged

#### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	30
Grade 1	31
Grade 2	30
Grade 3	61
Grade 4	30
Grade 5	31
Grade 6	30
Total Enrollment	243

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.9
Asian	3.3
Filipino	1.6
Hispanic or Latino	74.5
White	14.4
Two or More Races	1.2
Socioeconomically Disadvantaged	64.6
English Learners	19.8
Students with Disabilities	8.2
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	8	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** August 2019

For English-Language Arts, the teacher and scholars use Houghton Mifflin Common Core materials to supplement their instruction. However, a Reading Workshop approach based on Daily 5 and CAFE is used with an emphasis on classroom libraries and self-selected reading materials. For Grades TK-1, Zoophonics is used to teach decoding to beginning readers. Learning A-Z and iReady Reading are also used as resources for all grade levels.

For mathematics, Go Math! is used. However, teachers supplement this program heavily to meet the needs of all scholars. Also, iReady Mathematics is also used at all grade levels. For science, FOSS Kits are used with its strong correlation with the Next Generation Science Standards. They also use resources such as Little Bits, VEX Robotics, and zSpace to enrich their scholars' experiences in science. For social studies, historical fiction literature, research, as well as field trips, enrich the scholars' experiences.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zoophonics (Grades TK-2), Words Their Way (Grades TK-6), Reading A-Z (Grades TK-6), iReading Reading (TK-6), Newsela (Grades 3-6), and Daily 5 and CAFE with Classroom Libraries (Grades TK-6)	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Houghton-Mifflin CA Edition Go Math! (2015) (TK-6), iReady Mathematics (TK-6), Khan Academy (4-6)	Yes	0
<b>Science</b>	FOSS	Yes	0
<b>History-Social Science</b>	Standards-Based and Teacher Developed	No	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

GOALS Academy operates in a single building, which was inspected and approved by the Orange County Public Works prior to the first day of instruction on August 17, 2015. Beginning in the 2016-2017 school year, GOALS Academy has utilized the State of California Facilities Inspection Tool School Facility Conditions Evaluation to conduct semi-annual facilities inspections at the beginning of the school year in August, and in January. The most recent evaluation took place in August 2018.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** August 5, 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	45	30	34	50	50
Mathematics (grades 3-8 and 11)	34	43	25	28	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	150	100.00	0.00	44.67
Male	78	78	100.00	0.00	48.72
Female	72	72	100.00	0.00	40.28
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	41.67
Native Hawaiian or Pacific Islander					
White	25	25	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	91	91	100.00	0.00	40.66
English Learners	47	47	100.00	0.00	29.79
Students with Disabilities	18	18	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	148	98.67	1.33	42.57
Male	78	77	98.72	1.28	51.95
Female	72	71	98.61	1.39	32.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	107	99.07	0.93	36.45
Native Hawaiian or Pacific Islander					
White	25	24	96.00	4.00	54.17
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	91	89	97.80	2.20	32.58
English Learners	47	46	97.87	2.13	26.09
Students with Disabilities	18	18	100.00	0.00	5.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.1	22.6	29.0

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



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents' support for their children's education and engagement in the school are essential to maximize the effectiveness of GOALS Academy. During Parent/Scholar/Teacher Conferences after the first and second trimesters, parents review the progress of their children by acknowledging strengths, analyzing assessment scores, perusing portfolios, and discussing motivational levels and behavioral decisions. This information is documented in the trimester report cards, as well as in an addendum to each trimester report card with specific benchmark data.

Teachers provide updated information on their webpages that is specific to their classrooms for scholars' and parents' use. They also use Bloomz for ongoing communication. The administration of GOALS Academy also publishes weekly updates to Facebook and the webpage, as well as send out text, e-mail, and telephone messages. Additionally, parent reminders are sent out in an electronic and hard copy format with an emphasis on scheduled events. GOALS Academy's performance data, events, and success stories are shared via these multiple venues.

Parents, teachers, and staff participate in monthly meetings of the Family and Staff Team (F.A.S.T.), as well as monthly meetings of the School Site Council (SSC). Governance Committee Meetings also occur monthly, and all parents are welcome to attend. For more information regarding these meetings, as well as other ways to become involved in GOALS Academy, please contact Dr. Debra J. Schroeder, the Founding Director, at dschroeder@goalsacademy.us or (714) 563-2390. Patty Fabian, our Community Liaison, and Judy Rivera, our Office Clerk, can also respond to questions and provide information in Spanish.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.0	0.0	0.7	0.4	0.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

When opening as a new school in 2015-2016, GOALS Academy obtained a Certificate of Occupancy issued by the Orange County Public Works. The school conducts monthly emergency drills, alternating among earthquake, fire, and intruder on campus scenarios. The most recent Safe School Plan was approved on June 3, 2019, by the School Site Council, as well as the GOALS Academy Governance Committee. It will be revisited in January 2020. During the 2017-2018 school year in partnership with the Anaheim Police Department, there was a refinement in how the school plans to respond to an intruder on campus, and these modifications have been included in each updated Safe School Plan. Some details include the following:

- Staff members will provide support for arrival and dismissal of scholars at the north (pedestrian) and south (vehicle) sides of the school
- Gates will be locked during the instructional day, with pedestrian access on the north side controlled by a combination lock
- Staff, parents, and volunteers will be given badges for ease of identification
- Teachers, instructional assistants, and the director will be equipped with communication devices when outside of their classrooms with their scholars (e.g., walkie-talkies and/or cell phones using Slack)
- Through the support of instructional assistants, the adult:scholar ratio during breakfast, recess, and lunch will be no more than 1:30
- All GOALS Academy staff will be first aid and CPR trained and certified
- Illuminate (the school's Student Information System or SIS) is used to track various forms of data associated with physical safety
- The building and grounds will be kept clean, well maintained, and safe through the efforts of staff and the purchase of supplies
- The building will be supported by the necessary utilities
- The school will be covered by the appropriate insurance

The complete Safe School Plan can be accessed on the school's webpage at <http://goalsacademy.us/>.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	33			1	15	1	1		30		1	
1	32		2		30		1		30		1	
2	33			1	31		2		30		1	
3	32		1		30		1		30		2	
4	32		1		30		1		30		1	
5	28		1		30		1		31		1	
6	23		1		30		1		30		1	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	

\*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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,400	\$5,379	\$4,021	\$55,000
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-68.2	-44.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

During the instructional day, each classroom has the support of a credentialed teacher, as well as a highly qualified instructional assistant. There is also a Teacher on Special Assignment (TOSA) for Tier 3 support, as well as an education specialist to provide academic support to scholars under IEPs. Volunteers and fieldwork college students are also welcomed to further decrease the adult:scholar ratio. This staffing and infusion of volunteers permit greater differentiation, individualization, and personalization of instruction for each scholar. Additionally, teachers offer tutoring after-school on an as-needed basis to provide both individual and small group support.

During the 2016-2017 school year, GOALS Academy became a member of the El Dorado SELPA, which specializes in meeting the needs of public charter schools and their Special Education scholars. Because of the small size of our school, the Special Education staffing configuration is composed of both part-time and full-time educators. There is a full-time assistant director who specializes in Special Education, as well as a full-time education specialist. There is a part-time speech/language therapist and occupational therapist. Other needed services are contracted through Specialized Therapy Services (e.g., nurse, psychologist, etc.) and Western Youth Services (e.g., counselor).

After school, most of GOALS Academy scholars are involved in one of three after-school programs. The Little Labs Program for Grades TK through 2 is a fee-based, after-school enrichment program that focuses on enrichment in the arts and science, homework support, and physical fitness. Fees are waived if families opt to volunteer instead or if there are special circumstances. The Big Labs Program for Grades 3-6 offers a vast array of electives for scholars to choose from in an elective format with three 50-minute sessions per day. The electives are taught by experts in their fields, and scholars may sign up for new electives each trimester. The GOALS for GOALS Academy (GFGA) Program is funded through an ASES Grant. In addition to homework support and athletics, including ice hockey, scholars build a sense of team spirit and community involvement. All three programs run from 3:00 to 6:00 p.m., with GFGA requiring a commitment of three hours per day, five days per week.

GOALS Academy also offers a full-service breakfast and lunch program, with the majority of the scholars qualifying for the free/reduced meal program. After-school snacks are provided to all scholars participating in after-school programming.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,963	\$45,741
Mid-Range Teacher Salary	\$90,327	\$81,840
Highest Teacher Salary	\$108,168	\$102,065
Average Principal Salary (Elementary)	\$140,100	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$281,801	\$224,581
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	10

### TOPICS

For the 2017-2018 and 2018-2019 school years, teachers participated in five days of professional development. This was increased to ten days of professional development for the 2019-2020 school year. These professional development days occurred prior to the start of the school year in order to avoid nonschool days during the school year. The teachers received a stipend for attending the ten extra day. Primary areas of focus for the three most recent school years include:

- The Daily 5 in Reading
- CAFÉ in Reading
- Zoophonics
- Learning A-Z
- Words Their Way
- Writers Workshop (Process Writing and On Demand Writing)
- iReady Reading and iReady Mathematics
- Go Math!
- FOSS Science Kits
- zSpace
- Project-Based Learning
- Technology Infused Instruction (TIE)
- Common Core State Standards (CCSS)
- Backwards Design and Standards-Based Lesson Planning
- Using Assessments and Data to Inform Instruction
- Response to Instruction and Intervention (RtI)
- Instructional Differentiation, Individualization, and Personalization
- School-Wide Behavioral Support Plan
- Induction Program

## METHODS

In addition to the pre-service professional development each summer, GOALS Academy teachers participate in ongoing training in the school's philosophy, instructional materials, and pedagogy, with specific support related to each staff member's areas of responsibility (e.g., content areas, intervention/enrichment areas, and grade levels). During weekly collaboration time (i.e., Think Tank Meetings), teachers develop and analyze curriculum across the grade levels, discuss effective instructional strategies, examine scholars' work and assessment data, engage in "learning conversations," and/or review professional literature and research regarding curriculum and pedagogy. Teachers are also provided substitute teacher coverage (i.e., guest teachers) so they can be involved in professional development offerings outside of the school. Examples include Kindergarten Workshops, Zoophonics Trainings, Reading Workshop Sessions, Special Education Sessions, ELPAC Administration, CAASPP Administration, etc.

## SUPPORT DURING IMPLEMENTATION

In 2019-2020, four of the eight GOALS Academy classroom teachers have Clear Credentials. The four newer teachers have Preliminary Credentials and are participating in the Teacher Induction Program provided by the Orange County Department of Education (Year 1). Two GOALS Academy teachers, the assistant director, and the director serve as Teacher Induction Support Providers.

The assistant director, who also coordinates the Special Education Program, observes, coaches, and evaluates the instructional assistants. With the support of the assistant director, the director observes, coaches, and evaluates the certificated staff. She conducts informal and unscheduled classroom observations at least once a week and provides feedback as needed. She also conducts formal observations two times a year, and she also completes mid-year and end-of year evaluations for each certificated staff member.