

# Gompers Preparatory Academy

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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/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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Gompers Preparatory Academy
<b>Street</b>	1005 47th St.
<b>City, State, Zip</b>	San Diego, CA 92102
<b>Phone Number</b>	(619) 263-2171
<b>Principal</b>	Vincent Riveroll
<b>E-mail Address</b>	vriveroll@gomperscharter.org
<b>Web Site</b>	www.gomperscharter.org
<b>CDS Code</b>	37683380119610

<b>District Contact Information</b>	
<b>District Name</b>	San Diego Unified School District
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>E-mail Address</b>	dwalsh1@sandi.net
<b>Web Site</b>	www.sandi.net

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

Welcome to Gompers Preparatory Academy! The mission of GPA, in partnership with University of California San Diego and our community, is to accelerate academic achievement for ALL students through a college preparatory culture and curriculum. The school was created in 2009 at the request of Gompers Charter Middle School (GCMS) students and parents to extend the middle school program to the high school grades. GCMS began in 2005, out of the collaboration of parent, community, school, and district leadership groups that saw the need to have a high-quality middle school option within the Chollas View neighborhood. In 2010-11 these two schools merged their charters and GPA has made great strides toward its goal of creating a school culture that allows students to reach their fullest academic potential. GPA, during the 2016-17 school year, served approximately 1,200 students in grades 6–12. GPA actively recruits students and families who are committed to making college part of their future. Some features of the academic and character education program include:

- A common core standards-based curriculum embedded in the rigor of college preparatory courses.
- An extended school day.
- An increased use of technology to enhance instruction and learning.
- A school-wide character education program based on the REACH values (Respect, Enthusiasm, Achievement, Citizenship and Hard Work)
- Tutoring and mentoring by University of California San Diego college students to support student achievement in core classes and provide guidance for college applications.
- A master schedule of classes designed to offer a variety of supports for all learners.
- Yearly summer school and two intersessions during the school year to provide additional learning time for ELL, SPED and struggling students.
- A full elective program to promote a well-rounded student, including visual and performing arts.
- \* Enhanced afterschool learning including robotics, career technical education, coding, etc.
- Weekly professional development of teachers focused on students' learning.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	215
<b>Grade 7</b>	219
<b>Grade 8</b>	207
<b>Grade 9</b>	189
<b>Grade 10</b>	150
<b>Grade 11</b>	143
<b>Grade 12</b>	114
<b>Total Enrollment</b>	1,237

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

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0
Asian	3.3
Filipino	0.3
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.7
White	0.1
Two or More Races	0.6
Socioeconomically Disadvantaged	93.6
English Learners	23.3
Students with Disabilities	11.9
Foster Youth	0.2

## 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	63	67	65	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	1	2	4	N/A

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	1	2	5
Vacant Teacher Positions	3	4	2

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 2017-18)

Year and month in which data were collected: September 2017

GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>Mathematics</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>Science</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>History-Social Science</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>Foreign Language</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Health</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>Visual and Performing Arts</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, etc. Our charter school believes that students should work to become independent learners and therefore, one textbook does not fit that model. Technology is used in every classroom to bring learning alive for each student with guidance from their faculty member.		0
<b>Science Laboratory Equipment (grades 9-12)</b>			0

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

GPA's school campus built in 1955 is clean, safe, and focused on supporting a college-preparatory curriculum and culture. GPA works hard to maintain an aging campus and under Prop S received a new all turf CIF regulation baseball, football and soccer field that is shared with its neighboring school. Additional planned improvements include: air conditioning, installation of energy efficient windows, mold abatement, upgrade plumbing and fixtures, replacing frayed or aging electrical wiring, and seismic and ADA upgrades. Additionally, through Prop Z funds, GPA has moved through the design phase and continues to await the building phases for a new gymnasium and academic building. A visitor walking on campus will notice college and university themes on student-created posters across the campus. There are over 70 classrooms serving students in all academic areas, two combination sport courts, six wall ball courts, a locker room, and a new CIF regulation all turf field that supports GPA's Exercise and Nutritional Science classes and a wide variety of sports or extracurricular activities. GPA also offers a high school-quality auditorium and small theater used for student performance as well as parent and community meetings.

GPA obtains its facilities through a multi-year facilities use agreement with San Diego Unified School District. San Diego Unified School District is responsible for making any needed repairs to the facility, and GPA is responsible for keeping the campus clean, safe, and suitable for learning. This is much like a landlord-tenant relationship. GPA submits work orders to the district when any non-incidental item is in need of repair and the district is responsible for completing the work in a timely manner.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 9/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Air-conditioning planned/installed in 2017-18 as part of Prop S, when bond funds are available
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Additional planned improvements include mold abatement, replacing frayed or aging electrical wiring once Prop S funds are available
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Additional planned improvements include energy efficient windows, seismic and ADA upgrades. The entire GPA campus was repainted externally in 2013-14.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 9/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	37	54	53	48	48
Mathematics (grades 3-8 and 11)	17	21	42	43	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	776	770	99.23	36.88
Male	412	410	99.51	32.68
Female	364	360	98.9	41.67
Black or African American	55	55	100	25.45
Asian	24	24	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	654	648	99.08	34.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	727	721	99.17	36.2
English Learners	520	514	98.85	32.3
Students with Disabilities	119	118	99.16	5.08
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	776	770	99.23	21.3
Male	412	410	99.51	21.95
Female	364	360	98.9	20.56
Black or African American	55	55	100	12.73
Asian	24	24	100	50
Filipino	--	--	--	--
Hispanic or Latino	654	648	99.08	20.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	727	721	99.17	21.08
English Learners	520	514	98.85	21.21
Students with Disabilities	119	118	99.16	5.08
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.

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

Subject	Percent 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)	35	27	65	59	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.

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

Not applicable to our school for 2016-17



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

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### 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	63.86
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.4	24.3	14.8
9	22.8	30.2	17.5

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.

## 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)

We are committed to communicating with and engaging parents as partners in education. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at GPA. We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment. GPA parents are active members in the mission to accelerate academic achievement and performed over 3,000 hours of volunteer activities during the 2016-2017 school year, including: attending various classes provided by the school's Family Support Center; accepting multiple opportunities to volunteer both in and out of the classroom, to enhance school performance; and attending Parent Preparatory Academy sessions. Parent Preparatory academy is an in depth collaboration with parents that focuses on the parent/ family schedules and walks through what parents need to know to accelerate academic achievement and prepare students for success in higher education. Classes take place both in the mornings and evenings to accommodate parent schedules. Parents also attended the Parent Teacher Student Connection meetings and events; attended bi-annual academic and behavioral conferences; assisted with fundraising; participated in special events organized through the school; and filled parent positions on the school's Board of Directors and School Site Council.

If you want to get involved, please contact your child's teacher(s) or the Office of Student Affairs at (619) 263-2171.

## State Priority: Pupil Engagement

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	3.2	0	0	4.5	3.5	3.3	11.5	10.7	9.7
Graduation Rate	95.7	96.97	99.19	89.66	89.43	91.28	80.95	82.27	83.77

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

Group	Graduating Class of 2016		
	School	District	State
All Students	99.19	80.56	87.11
Black or African American	90.91	72.94	79.19
American Indian or Alaska Native	100	67.74	80.17
Asian	100	87.72	94.42
Filipino	0	91.9	93.76
Hispanic or Latino	100	75.87	84.58
Native Hawaiian/Pacific Islander	100	75.32	86.57
White	0	85.73	90.99
Two or More Races	100	93.19	90.59
Socioeconomically Disadvantaged	100	78.27	85.45
English Learners	69.23	42.25	55.44
Students with Disabilities	100	48.27	63.9
Foster Youth	0	58.82	68.19

## 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	5.3	8.5	8.3	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1

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

GPA has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Adult supervision is provided in the classrooms and outside areas before and after school, during lunch, and during passing time between classes. Under the direction of the Director or Assistant Directors, school staff members implement specific school-building security procedures. All staff members have access to an electronic Staff Handbook and training during the fall of each school year on the key elements of the school safety plan, which includes designation of site emergency roles, a disaster preparedness plan for a variety of emergency situations, the school's sexual harassment policy, behavior policies, child-abuse reporting procedures, and school dress code for staff and students.

All visitors and volunteers must sign in at the main office and wear visible identification while on the site. The members of the Educational Leadership Team meet to review any issues that may affect the safety and learning of students and the staff for that day. GPA's School Safety Plan was updated, reviewed, and approved by the GPA Board of Directors in January 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	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	25	4	40		24	7	38		24	10	33	1

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	24	23	1	21	18	27	2	21	22	27	
Mathematics	23	14	27	1	22	14	30		24	12	21	1
Science	27	5	25	4	25	12	25	2	27	3	34	1
Social Science	27	6	22	4	26	6	26	2	24	7	27	

Note: 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.

**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	4.0	309.0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	6	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.7	N/A
Other	61.5	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,977	\$1,811	\$9,166	\$55,461
District	N/A	N/A	\$6,415	\$76,603
Percent Difference: School Site and District	N/A	N/A	35.3	-32.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	32.9	-35.3

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

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

- General operations—salaries, benefits, services, materials, and support to the general education
- SES Tutoring Services—for students at risk or those requesting additional support with their learning
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low achieving students
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Maintenance and operations

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	11	24.2

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

School based professional development for certificated and support staff is built into each week at GPA. Monday afternoons are set aside for grade levels to collaborate. Family Support Center staff have weekly professional development meetings to explore topics related to student support and wellness. At least one Tuesday per month, all staff meet for professional development focusing on our school-wide WASC action plan. The foci of these meetings is around school-wide actions such as academic policy changes, improvements to existing student supports, and addressing the evolving needs of our school community. On Thursdays, departments meet for professional development around topics specific to their content areas, in addition to spending time planning and collaborating with colleagues. All new staff to GPA spend a minimum of seven days prior to the start of the school year in professional learning. In addition to professional development that takes place on site at GPA, teachers and staff engage in conferences, workshops and other learning opportunities that take place throughout the year. When funding allows, GPA connects teachers with summer professional development opportunities that are even more specific to teacher roles/credentials, such as Advanced Placement teacher training, STEM trainings, teacher leader institutes, networking with educators from across the region, and university-sponsored trainings related to content. For the 2015-2016, 2016-17 and 2017-18 school years, GPA has built, respectively, 9, 10, and 8 full days of professional development built into our Master Calendar, in addition to our aforementioned weekly professional trainings.