Gompers Preparatory Academy
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

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 2015-16 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 and struggling students.
- A full elective program to promote a well-rounded student.
- Weekly professional development of teachers focused on students' learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	218
Grade 7	211
Grade 8	210
Grade 9	163
Grade 10	151
Grade 11	116
Grade 12	123
Total Enrollment	1,192

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.9
American Indian or Alaska Native	0.1
Asian	4.2
Filipino	0.4
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	1.4
White	0.2
Two or More Races	1
Socioeconomically Disadvantaged	92.8
English Learners	25.4
Students with Disabilities	13.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	63	63	67	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	2	1	2	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	2	1	2
Vacant Teacher Positions	0	3	4

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.2	10.8
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.9	4.1
Low-Poverty Schools in District	97.3	2.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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
Reading/Language Arts			0
Mathematics			0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/2016				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Air-conditioning planned/installed in 2016-17 as part of Prop S, when bond funds are available
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Additonal planned improvements include mold abatement, replacing frayed or aging electrical wiring once Prop S funds are available
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Additional planned improvements include energy effiicienct windows, seismic and ADA upgrades. The entire GPA campus was repainted externally in 2013-14.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	29	38	49	54	44	48
Mathematics	12	17	39	42	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	217	216	99.5	40.3
	7	212	212	100.0	28.8
	8	206	206	100.0	38.8
	11	115	114	99.1	50.0
Male	6	111	111	100.0	34.2
	7	122	122	100.0	27.1
	8	105	105	100.0	31.4
	11	64	63	98.4	44.4
Female	6	106	105	99.1	46.7
	7	90	90	100.0	31.1
	8	101	101	100.0	46.5
	11	51	51	100.0	56.9
Black or African American	6	18	18	100.0	38.9
	7	15	15	100.0	26.7
	8	21	21	100.0	28.6
Hispanic or Latino	6	185	184	99.5	39.1
	7	183	183	100.0	27.3
	8	172	172	100.0	37.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	100	100	100.0	48.0
Socioeconomically Disadvantaged	6	202	201	99.5	38.8
	7	194	194	100.0	28.4
	8	195	195	100.0	37.4
	11	109	108	99.1	48.1
English Learners	6	81	80	98.8	13.8
	7	60	60	100.0	1.7
	8	44	44	100.0	2.3
	11	22	21	95.5	
Students with Disabilities	6	26	26	100.0	15.4
	7	30	30	100.0	10.0
	8	29	29	100.0	6.9
	11	15	15	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	217	216	99.5	19.4
	7	212	212	100.0	23.1
	8	212	212	100.0	23.1
	11	115	115	100.0	8.7
Male	6	111	111	100.0	15.3
	7	122	122	100.0	26.2
	8	122	122	100.0	26.2
	11	64	64	100.0	15.6
Female	6	106	105	99.1	23.8
	7	90	90	100.0	18.9
	8	90	90	100.0	18.9
	11	51	51	100.0	
Black or African American	6	18	18	100.0	22.2
	7	15	15	100.0	26.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	15	15	100.0	26.7
Hispanic or Latino	6	185	184	99.5	17.4
	7	183	183	100.0	22.4
	8	183	183	100.0	22.4
	11	100	100	100.0	8.0
Socioeconomically Disadvantaged	6	202	201	99.5	18.9
	7	194	194	100.0	23.2
	8	194	194	100.0	23.2
	11	109	109	100.0	8.3
English Learners	6	81	80	98.8	1.3
	7	60	60	100.0	
	8	60	60	100.0	
	11	22	22	100.0	4.5
Students with Disabilities	6	26	26	100.0	3.9
	7	30	30	100.0	6.7
	8	30	30	100.0	6.7
	11	15	15	100.0	6.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	27	35	27	68	65	59	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	353	353	100.0	27.5
Male	173	173	100.0	33.5
Female	180	180	100.0	21.7
Black or African American	40	40	100.0	20.0
Asian	19	19	100.0	57.9
Hispanic or Latino	283	283	100.0	25.4
Socioeconomically Disadvantaged	335	335	100.0	26.9
English Learners	78	78	100.0	10.3
Students with Disabilities	51	51	100.0	19.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Not applicable to our school for 2015-16

Career Technical Education Participation (School Year 2015-16)

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

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	59.14
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.8	25.8	17.4
9	19.5	28.3	19.5

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 Parental Involvement State Priority (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 2016-17)

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 2015-2016 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. Parents also attended the Parent Teacher Student Connection meetings and events; attended academic and behavioral conferences; assisted with fundraising; participated in special events organized through the school; and fill 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 Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	3.20	0.00	5.20	4.50	3.50	11.40	11.50	10.70
Graduation Rate	98.73	95.70	96.97	87.87	89.66	89.43	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	**District**	**State**
All Students	97	79	86
Black or African American	89	73	78
American Indian or Alaska Native	--	75	78
Asian	100	89	93
Filipino	--	90	93
Hispanic or Latino	98	74	83
Native Hawaiian/Pacific Islander	100	82	85
White	100	85	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	88	47	66
English Learners	68	42	54
Students with Disabilities	97	77	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	7.3	5.3	8.5	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 meets 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 February 2016.

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 2016-17)

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	145
Percent of Schools Currently in Program Improvement	N/A	75.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	29	3	15	8	25	4	40		25	4	40	

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	2013-14				2014-15				2015-16			
	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	25	11	20	5	21	24	23	1	21	24	23	1
Mathematics	26	9	12	12	23	14	27	1	23	14	27	1
Science	29	4	18	8	27	5	25	4	27	5	25	4
Social Science	28	5	13	10	27	6	22	4	27	6	22	4

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	229.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.7	N/A
Other	50.7	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,679	$1,944	$6,735	$50,729
District	N/A	N/A	$5,047	$73,582
Percent Difference: School Site and District	N/A	N/A	33.4	-27.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	25.9	-30.5

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

Types of Services Funded (Fiscal Year 2015-16)

- 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,632	$45,092
Mid-Range Teacher Salary	$64,780	$71,627
Highest Teacher Salary	$88,049	$93,288
Average Principal Salary (Elementary)	$122,585	$115,631
Average Principal Salary (Middle)	$125,249	$120,915
Average Principal Salary (High)	$136,833	$132,029
Superintendent Salary	$261,667	$249,537
Percent of Budget for Teacher Salaries	37%	37%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	3	N/A
All courses	11	45

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 all staff to attend grade level professional development that is differentiated based on needs of the grade level. Teachers and Family Support Center staff have weekly professional development meetings in addition to our grade level professional development. On Tuesdays, all classroom personnel meet for professional development focusing on our school-wide WASC action plan. The foci of these meetings are; Common Core State Standards for English and Mathematics, Special Education, English Learner support, academic rigor and analysis of school-wide proficiency data. On Thursdays, departments meet for professional development around topics specific to their contents in addition to spending time planning and collaborating with their colleagues. All new staff to GPA spends a minimum of 7 days prior to the start of the school year on professional learning. In addition to professional development that takes place onsite at GPA, teachers and staff take advantage of conferences, workshops and other learning opportunities that take place offsite 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, and university-sponsored trainings related to content. In total, for the 2015-2016 school year we have seven full days of professional development built into our Master Calendar in addition to our weekly PD's.