Gompers Preparatory Academy
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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	Gompers Preparatory Academy
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	dwalsh1@sandi.net
Web Site	www.sandi.net

School Description and Mission Statement (School Year 2018-19)

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 2018-19 school year, served approximately 1,300 students in grades 6–12. GPA serves 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.
- Supplemental Education Services for all students that need additional academic tutoring.
- A master schedule of classes designed to offer a variety of supports for all learners.
- Yearly summer school and two intercessions 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 after school learning including robotics, career technical education, coding, etc.
- Professional development of teachers focused on students' learning.
- Advanced placement study sessions for students that need additional support in AP courses.
- Saturday school opportunity for students that need additional academic support and/or poor attendance.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	222
Grade 7	225
Grade 8	221
Grade 9	178
Grade 10	182
Grade 11	138
Grade 12	139
Total Enrollment	1,305

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.0
Asian	4.1
Filipino	0.3
Hispanic or Latino	84.1
Native Hawaiian or Pacific Islander	0.7
White	0.2
Socioeconomically Disadvantaged	89.7
English Learners	21.7
Students with Disabilities	15.2
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	67	65	68	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	2	4	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	2	5	3
Vacant Teacher Positions	4	2	6

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 2018-19)

Year and month in which data were collected: October 2018

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	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
Mathematics	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
Science	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
History-Social Science	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
Foreign Language	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
Health	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
Visual and Performing Arts	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
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. The Heating Ventilation Air Conditioning project is scheduled to be completed by the end of 2018. Students and staff are looking forward to having centralized heating and cooling, especially for the coming spring, when temperatures and humidity often rise to uncomfortable levels. Also, funded by the state Prop 39 Energy Efficiency grant, interior and exterior lighting fixtures around campus were replaced to increase energy efficiency. Additionally, through Prop Z funds, GPA has moved forward with the expansion and construction of a new gymnasium, dance studio, weight room, and locker rooms. Additional planned improvements include: installation of energy efficient windows, mold abatement, upgrade plumbing and fixtures, replacing frayed or aging electrical wiring, and seismic and ADA upgrades.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	As part of Prop S funds, air-conditioning is currently being installed at Gompers Preparatory Academy.
Interior: Interior Surfaces	Good	The interior of many classrooms received new paint and carpet during Summer 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Funded by a Proposition 39e grant, lighting fixtures were replaced on campus to increase energy efficiency.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Additional planned improvements include mold abatement, replacing frayed or aging electrical wiring once Prop S funds are available
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Additional planned improvements include energy efficient windows, seismic and ADA upgrades.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/2017	
Overall Rating	**Good**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	38.0	53.0	55.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	26.0	43.0	45.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	781	774	99.10	37.60
Male	426	420	98.59	33.33
Female	355	354	99.72	42.66
Black or African American	75	74	98.67	47.30
Asian	29	29	100.00	82.76
Filipino	--	--	--	--
Hispanic or Latino	664	659	99.25	34.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	703	696	99.00	36.21
English Learners	532	531	99.81	30.13
Students with Disabilities	113	112	99.12	5.36
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	781	776	99.36	26.03
Male	426	422	99.06	25.36
Female	355	354	99.72	26.84
Black or African American	75	75	100	20
Asian	29	29	100	68.97
Filipino	--	--	--	--
Hispanic or Latino	664	660	99.4	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	703	698	99.29	25.36
English Learners	532	531	99.81	23.54
Students with Disabilities	113	112	99.12	2.68
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Gompers Preparatory Academy (GPA) offers Career and Technical Education (CTE) courses to students that promote the development of skills to be successful in college and in high wage, high demand careers. The curriculum engages students and encourages collaborations with hands on training. Students learn in a pedagogical model that not only teaches technical skills and concepts in their program areas but also connects them with core academic concepts in real industry- related topics, student leadership activities and work- based learning experiences out in the community. CTE courses include reading, mathematics, science, accountability, and technical skills.

We currently offer the following courses in our performing arts pathway: Digital Animation, Digital Piano, and Musical Production. In addition to being CTE courses, these courses also meet the A-G approved as Visual and Performing Arts courses.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	287
% of pupils completing a CTE program and earning a high school diploma	20.9%
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	63.2
2016–17 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 State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.1	17.6	27.1
9	19.2	19.8	10.2

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

We are committed to actively 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 500 hours of volunteer activities during the 2017-2018 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. Parents 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	1.8	3.5	3.3	3.7	10.7	9.7	9.1
Graduation Rate	97.0	99.2	97.4	89.4	91.3	82.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	**District**	**State**
All Students	98.3	81.9	88.7
Black or African American	88.9	78.4	82.2
American Indian or Alaska Native	0.0	73.1	82.8
Asian	100.0	87.1	94.9
Filipino	100.0	89.2	93.5
Hispanic or Latino	99.0	77.9	86.5
Native Hawaiian/Pacific Islander	100.0	82.8	88.6
White	0.0	87.2	92.1
Two or More Races	0.0	84.4	91.2
Socioeconomically Disadvantaged	98.2	80.4	88.6
English Learners	57.1	38.8	56.7
Students with Disabilities	93.3	51.6	67.1
Foster Youth	0.0	66.7	74.1

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		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	8.5	8.3	10.6	3.4	3.4	3.5	3.7	3.7	3.5
Expulsions	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	24	7	38		24	10	33	1	27	4	37	5

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	18	27	2	21.0	22	27		23.0	20	25	4
Mathematics	22.0	14	30		24.0	12	21	1	22.0	20	30	
Science	25.0	12	25	2	27.0	3	34	1	28.0	5	25	6
Social Science	26.0	6	26	2	24.0	7	27		27.0	3	33	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	330.75
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	5	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 (non-teaching)	1.7	N/A
Other	64	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,964	$1,944	$10,020	$56,430
District	N/A	N/A	$6,754	$80,798
Percent Difference: School Site and District	N/A	N/A	38.9	-35.5
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	33.8	-35.5

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 2017-18)

- 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,124	$47,903
Mid-Range Teacher Salary	$70,086	$74,481
Highest Teacher Salary	$95,262	$98,269
Average Principal Salary (Elementary)	$131,580	$123,495
Average Principal Salary (Middle)	$135,867	$129,482
Average Principal Salary (High)	$148,932	$142,414
Superintendent Salary	$275,000	$271,429
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	7	N/A
All courses	21	21.6

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 teams to collaborate. Family Support Center staff have weekly professional development meetings to explore topics related to student support and wellness. On average 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, department time is set aside 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 form across the region, and university-sponsored trainings related to content. For the 2016-17, 2017-18, and 2018-19 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.