

Gompers Preparatory Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	San Diego Unified School District
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	dwalsh1@sandi.net
Website	www.sandi.net

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

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 2019-20 school year, served approximately 1,350 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 2018-19)

Grade Level	Number of Students
Grade 6	227
Grade 7	229
Grade 8	221
Grade 9	203
Grade 10	162
Grade 11	153
Grade 12	125
Total Enrollment	1,320

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8.2
Asian	3.5
Filipino	0.5
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.6
White	0.3
Two or More Races	0.5
Socioeconomically Disadvantaged	87.6
English Learners	19.8
Students with Disabilities	16.4
Foster Youth	0.3
Homeless	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	65	68	64	0
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	2	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	4
Total Teacher Misassignments*	5	3	5
Vacant Teacher Positions	2	6	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 2019-20)

Year and month in which data were collected: October 2019

GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.	Yes	0
Mathematics	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one	Yes	0

	access to computers that they can also take home daily.		
Science	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.	Yes	0
History-Social Science	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.	Yes	0
Foreign Language	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to	Yes	0

	<p>life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.</p>		
Health	<p>GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.</p>	Yes	0
Visual and Performing Arts	<p>GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, databases, etc. Our charter school believes that in order for our students to become independent learners, a wide variety of resources must be used to reach each learner. Therefore, one textbook does not fit that model and each department varies in materials used and in the way resources are used. Technology is used in every classroom to bring learning to life for each student with guidance from their faculty member, and to engage our students in online learning through Google classroom and other academic programs. Our students in grades 9-12 have one-to-one access to computers that they can also take home daily.</p>	Yes	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 has been completed on campus. Students and staff have loved having centralized heating and cooling, especially during this past summer heat, when temperatures and humidity often rose 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-incident 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

Year and month of the most recent FIT report: 9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	As part of Prop S funds, new air-conditioning has being installed at Gompers Preparatory Academy.
Interior: Interior Surfaces	Good	The interior of many classrooms received new paint and carpet during Summer 2019.
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	41	55	55	50	50
Mathematics (grades 3-8 and 11)	26	29	45	46	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	825	819	99.27	0.73	40.66
Male	436	433	99.31	0.69	31.41
Female	389	386	99.23	0.77	51.04
Black or African American	67	66	98.51	1.49	40.91
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	71.43
Filipino	--	--	--	--	--
Hispanic or Latino	716	711	99.30	0.70	38.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	726	720	99.17	0.83	39.31
English Learners	497	492	98.99	1.01	28.46
Students with Disabilities	135	133	98.52	1.48	7.52
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	825	818	99.15	0.85	29.10
Male	436	433	99.31	0.69	28.87
Female	389	385	98.97	1.03	29.35
Black or African American	67	66	98.51	1.49	28.79
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	716	710	99.16	0.84	27.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	726	719	99.04	0.96	28.23
English Learners	497	491	98.79	1.21	25.05
Students with Disabilities	135	133	98.52	1.48	3.01
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

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

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

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

Career Technical Education Programs (School Year 2018-19)

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 and also connects them with core academic concepts and real industry-related topics, student leadership activities and work-based learning experiences out in the community.

For our first year, GPA began with Computer Science and Programming within the IT Pathway. Our current CTE courses now fall within the Arts, Media and Entertainment (AME) Pathway and include Digital Animation, Digital Piano, Dance and Art. The Performance course sequence in the Pathway begins with Digital Piano followed by Digital Animation.

We have two local businesses that contribute to our program as an Advisory Committee assisting with our course options, advise for lessons plans and equipment and software recommendations. The engineering firm of Dudek as our advisors for the Digital Animation course and Sam Ash Music Center in La Mesa as our Music program advisor.

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	267
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	62.02
2017-18 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	24.8	23.9	12.6
9	26.0	19.8	17.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 900 hours of volunteer activities during the 2018-2019 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	1.8	0	3.3	3.7	4.1	9.7	9.1	9.6
Graduation Rate	99.2	97.4	99.3	91.3	82	83.1	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.3	10.6	12.7	3.3	3.5	3.6	3.6	3.5	3.5
Expulsions	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 2019.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	24	10	33	1	27	4	37	5	25	14	33	3
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	21	22	27		23	20	25	4	22	23	26	2
Mathematics	24	12	21	1	22	20	30		22	20	28	2
Science	27	3	34	1	28	5	25	6	25	8	34	2
Social Science	24	7	27		27	3	33	4	26	5	31	4

*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.

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

Title	Ratio
Academic Counselors*	330.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.6
Other	1.6

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,716	\$1,962	\$9,753	\$57,673
District	N/A	N/A	\$6,754	\$80,624.00
Percent Difference - School Site and District	N/A	N/A	36.3	-33.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	26.0	-35.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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	18.7

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	10

School based professional development for certificated and support staff is built into each week/month 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 focus 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. During a typical school year, department time is set aside bi-monthly 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 five days on site and in online learning 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. Staff are also provided the ongoing opportunity to receive feedback and professional development in a one-on-one setting by request. Professional development is also administered in a differentiated model through the use of online videos focusing on specific areas of our schoolwide needs that align with our WASC action plan goals, such as improving support for all subgroups and increasing rigor across contents. Our school's Director and the school leadership team also provide additional Professional Development by visiting classrooms regularly to support staff with immediate feedback to improve their practice. In 2018/2019, GPA added onsite Professional Development that included 10 hours of training in writing instruction for teachers in ELA and History from the San Diego Area Writing Project. In addition, Math and ELA Professional Development opportunities with blended learning programs such as Achieve 3000, and Let's Go Learn, are offered several times throughout the year from trainers who visit our site to support teachers working with those programs. 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. In 2018/2019, GPA added onsite Professional Development that included 10 hours of training in writing instruction for teachers in ELA and History from the San Diego Area Writing Project. For the 2017-18, 2018-19 and 2019-20 school years, GPA has built, respectively, 10, 8, and 10 full days of professional development built into our Master Calendar, in addition to our aforementioned weekly professional trainings.