

# Gompers Preparatory Academy

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Gompers Preparatory Academy
<b>Street</b>	1005 47th St.
<b>City, State, Zip</b>	San Diego, CA 92102
<b>Phone Number</b>	(619) 263-2171
<b>Principal</b>	Vincent Riveroll
<b>Email Address</b>	<a href="mailto:vriveroll@gomperscharter.org">vriveroll@gomperscharter.org</a>
<b>School Website</b>	<a href="http://www.gompersprep.org/">http://www.gompersprep.org/</a>
<b>County-District-School (CDS) Code</b>	37683380119610

## 2021-22 District Contact Information

<b>District Name</b>	San Diego Unified School District
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:dwalsh1@sandi.net">dwalsh1@sandi.net</a>
<b>District Website Address</b>	<a href="http://www.sandi.net">www.sandi.net</a>

## 2021-22 School Overview

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 2021-22 school year, is serving approximately 1,380 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	187
Grade 7	242
Grade 8	222
Grade 9	201
Grade 10	198
Grade 11	150
Grade 12	137
Total Enrollment	1,337

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	3.2
Black or African American	5.8
Filipino	0.4
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.3
White	0.4
English Learners	27.2
Foster Youth	0.3
Homeless	1.1
Socioeconomically Disadvantaged	87.7
Students with Disabilities	17.4

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	50.6	81.4	5313.5	88.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	51.0	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.3	10.2	191.1	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	194.9	3.3	12115.8	4.4
Unknown	5.1	8.3	243.9	4.1	18854.3	6.9
Total Teaching Positions	62.2	100.0	5994.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	6.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	6.3

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 6-12 have one-to-one access to computers that they can also take home daily.

**Year and month in which the data were collected**

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, 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 6-12 have one-to-one access to computers that they can also take home daily.	Yes	0
<b>Mathematics</b>	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	Yes	0

	<p>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.</p> <p>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 6-12 have one-to-one access to computers that they can also take home daily.</p>		
<b>Science</b>	<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.</p> <p>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 6-12 have one-to-one access to computers that they can also take home daily.</p>	Yes	0
<b>History-Social Science</b>	<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.</p> <p>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 6-12 have one-to-one access to computers that they can also take home daily.</p>	Yes	0
<b>Foreign Language</b>	<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.</p> <p>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 6-12 have one-to-one access to computers that they can also take home daily.</p>	Yes	0
<b>Health</b>	<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.</p>	Yes	0

	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 6-12 have one-to-one access to computers that they can also take home daily.		
<b>Visual and Performing Arts</b>	GPA uses a variety of resources for student learning including ebooks, textbooks, websites, supplemental texts, academic electronic programs, podcasts, 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 6-12 have one-to-one access to computers that they can also take home daily.	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)		Yes	0

## School Facility Conditions and Planned Improvements

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-incidental item is in need of repair and the district is responsible for completing the work in a timely manner.

**Year and month of the most recent FIT report**

9/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			As part of Prop S funds, new air-conditioning has been installed at Gompers Preparatory Academy.



## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			The interior of many classrooms received new paint and carpet during Summer 2019.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Funded by a Proposition 39e grant, lighting fixtures were replaced on campus to increase energy efficiency.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Additional planned improvements include mold abatement, replacing frayed or aging electrical wiring once Prop S funds are available
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Additional planned improvements include energy efficient windows, seismic and ADA upgrades.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	796	638	80.15	19.85	36.05
Female	351	282	80.34	19.66	42.2
Male	445	356	80	20	31.18
American Indian or Alaska Native	0	0	0	0	0
Asian	23	20	86.96	13.04	70
Black or African American	49	40	81.63	18.37	30
Filipino	--	--	--	--	--
Hispanic or Latino	710	567	79.86	20.14	35.1
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	255	199	78.04	21.96	5.53
Foster Youth	--	--	--	--	--
Homeless	28	18	64.29	35.71	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	702	557	79.34	20.66	34.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	135	105	77.78	22.22	3.81

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	796	632	79.40	20.60	9.49
<b>Female</b>	351	280	79.77	20.23	11.79
<b>Male</b>	445	352	79.10	20.90	7.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	23	20	86.96	13.04	20.00
<b>Black or African American</b>	49	39	79.59	20.41	10.26
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	710	562	79.15	20.85	8.90
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	255	195	76.47	23.53	2.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	28	18	64.29	35.71	11.11
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	702	553	78.77	21.23	8.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	135	105	77.78	22.22	1.90

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	352	NT	NT	NT	NT
Female	140	NT	NT		
Male	212	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	320	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	78	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	303	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

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.



## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	186
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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.56
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

## B. Pupil Outcomes

### 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 area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 numerous hours of volunteer activities during the 2018-2019 and 2019-20 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. Due to the statewide COVID-19 stay at home order, parents have not been able to volunteer on campus this 2021-22 school year. Parents have been invited to Coffee with the Director zoom meetings where they can all come together during this crisis to support and uplift one another as parents. A zoom invite was sent to parents via school email.

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.6	0.7	2.1	4.1	3.9	4.2	9.0	8.9	9.4
Graduation Rate	96.8	97.8	94.3	84.7	85.6	85.9	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	140	132	94.3

Female	49	48	98.0
Male	91	84	92.3
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	128	122	95.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	31	27	87.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	137	129	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	20	76.9

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1343	1335	32	2.4
Female	587	585	16	2.7
Male	756	750	16	2.1
American Indian or Alaska Native	0	0	0	0.0
Asian	43	43	1	2.3
Black or African American	79	78	1	1.3
Filipino	5	5	0	0.0
Hispanic or Latino	1198	1191	30	2.5
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	4	4	0	0.0
White	6	6	0	0.0
English Learners	370	365	9	2.5
Foster Youth	4	4	0	0.0
Homeless	21	21	0	0.0
Socioeconomically Disadvantaged	1183	1175	29	2.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	242	238	13	5.5

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	12.70	0.00	3.65	0.06	3.47	0.20
<b>Expulsions</b>	0.15	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.57	2.24	2.45
<b>Expulsions</b>	0.00	0.04	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

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 2021.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	25	14	33	3

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	29	6	38	6

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	22	15	32	3

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	26	2
Mathematics	22	20	28	2
Science	25	8	34	2
Social Science	26	5	31	4

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	29	3
Mathematics	25	10	32	2
Science	27	7	32	1
Social Science	27	8	32	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	24	11
Mathematics	29	3	24	11
Science	31	2	16	18
Social Science	28	9	17	14



## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	334.3

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,592	2134	\$10,458	58560
<b>District</b>	N/A	N/A	\$6,754	\$86,877
<b>Percent Difference - School Site and District</b>	N/A	N/A	43.0	-38.9
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	21.3	-36.5

## 2020-21 Types of Services Funded

- 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,792	\$50,897
Mid-Range Teacher Salary	\$74,140	\$78,461
Highest Teacher Salary	\$100,772	\$104,322
Average Principal Salary (Elementary)	\$139,968	\$131,863
Average Principal Salary (Middle)	\$143,902	\$137,086
Average Principal Salary (High)	\$154,753	\$151,143
Superintendent Salary	\$290,907	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

40.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	1
Science	3
Social Science	8
Total AP Courses Offered	19



## Professional Development

### 2018 - Spring 2020:

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 goals created from the deep work of our WASC Self Study. 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.

### Summer 2020-2021:

Due to the current pandemic, GPA has adjusted our in house Professional Development to meet the needs of all stakeholders by creating online growth opportunities. Topics for this year's professional development include a focus on distance learning. GPA has continued with 10 full days of professional development built into our Master Calendar, in addition to our online PD. Despite the current challenges, staff continue to receive support and feedback through regular Zoom class visits, ongoing professional development and access to instructional coaching. Teachers are provided with common prep time (as was the case in 2018-2020 on site) virtually as well in order to continue to plan and collaborate as much as possible.

### 2021- 2022 School Year

With the return to in-person learning, our Master calendar changed slightly and GPA has allotted 7 days to professional development, and an additional 4 that are dedicated to "Student Support" to address learning loss and provide teachers with individualized time to work with students one-on-one or in small groups. In addition, professional development time is offered every Monday on our minimum days to provide staff time to collaborate and learn together. Teachers are provided with common prep time daily (as was the case in 2018-2020) as well in order to plan, learn, and continually improve together. Professional development for this year is centered around trauma-informed and social emotional teaching and learning. Given the widespread effects of the global pandemic, the focus at GPA is supporting staff with training that will help them build connections with students and families in order to meet students where they are after a year of distance learning, and help them grow academically, socially, emotionally, and physically. Professional development for staff working with our Multilingual community is also a focus, as well as professional development for project-based learning that will improve engagement school-wide. Professional development is also provided through our partners with Achieve 3000, Let's go Learn, and Actively Learn. Staff are provided with access to our trainers from each partnering company. In addition, our trainers hold virtual training on specific aspects of their programs for staff to attend and see best practices modeled in real time. Lastly, but most importantly, at GPA we believe that leaders are mentor teachers, and our Director teaches classes that staff can come observe to witness and learn firsthand how culture, academics, social-emotional and trauma-informed teaching and learning takes place at the highest level for our students. His modeling as our mentor teacher is the most interactive and engaging professional development the staff can experience. In addition, every reflection that is written from those who do observe is shared school wide so that everyone has the opportunity to learn from the experience.

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	7

# San Diego Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	50521	452	0.89	99.11	28.82
<b>Female</b>	24579	139	0.57	99.43	33.81
<b>Male</b>	25934	313	1.21	98.79	26.60
<b>American Indian or Alaska Native</b>	129	1	--	99.22	--
<b>Asian</b>	4811	46	0.96	99.04	39.13
<b>Black or African American</b>	3732	48	1.29	98.71	18.75
<b>Filipino</b>	2239	19	0.85	99.15	31.58
<b>Hispanic or Latino</b>	22801	202	0.89	99.11	22.39
<b>Native Hawaiian or Pacific Islander</b>	204	5	2.45	97.55	--
<b>Two or More Races</b>	5009	34	0.68	99.32	32.35
<b>White</b>	11596	97	0.84	99.16	42.27
<b>English Learners</b>	8958	128	1.43	98.57	12.50
<b>Foster Youth</b>	150	3	2.00	98.00	--
<b>Homeless</b>	7550	58	0.77	99.23	17.24
<b>Military</b>	3773	26	0.69	99.31	26.92
<b>Socioeconomically Disadvantaged</b>	28699	266	0.93	99.07	21.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	7559	371	4.91	95.09	15.14



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	50521	434	0.86	99.14	19.40
<b>Female</b>	24579	133	0.54	99.46	24.06
<b>Male</b>	25934	301	1.16	98.84	17.33
<b>American Indian or Alaska Native</b>	129	0	--	100.00	--
<b>Asian</b>	4811	44	0.91	99.09	36.36
<b>Black or African American</b>	3732	47	1.26	98.74	12.77
<b>Filipino</b>	2239	19	0.85	99.15	5.26
<b>Hispanic or Latino</b>	22801	191	0.84	99.16	11.58
<b>Native Hawaiian or Pacific Islander</b>	204	5	2.45	97.55	--
<b>Two or More Races</b>	5009	35	0.70	99.30	17.14
<b>White</b>	11596	93	0.80		35.48
<b>English Learners</b>	8958	123	1.37	98.63	6.50
<b>Foster Youth</b>	150	3	2.00	98.00	--
<b>Homeless</b>	7550	54	0.72	99.28	11.11
<b>Military</b>	3773	26	0.69	99.31	15.38
<b>Socioeconomically Disadvantaged</b>	28699	252	0.88	99.12	9.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	7559	356	4.71	95.29	7.04