Gompers Preparatory Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	San Diego Unified School District
Phone Number	(619) 725-8000
Superintendent	Dr. Lamont A. Jackson.
Email Address	ljackson@sandi.net
District Website Address	https://www.sandiegounified.org

2022-23 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 2022-23 school year, is serving approximately 1,280 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.

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	183
Grade 7	178
Grade 8	223
Grade 9	196
Grade 10	180
Grade 11	185
Grade 12	142
Total Enrollment	1,287

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
American Indian or Alaska Native	0.1
Asian	3.4
Black or African American	5.7
Filipino	0.2
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	0.5
English Learners	30.8
Foster Youth	0.4
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	86.9
Students with Disabilities	17.5

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

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)	50.60	81.38	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.30	10.24	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	194.90	3.25	12115.80	4.41
Unknown	5.10	8.34	243.90	4.07	18854.30	6.86
Total Teaching Positions	62.20	100.00	5994.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	38.40	85.51	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	4.42	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	6.67	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	219.20	3.63	11953.10	4.28
Unknown	1.50	3.38	189.70	3.15	15831.90	5.67
Total Teaching Positions	44.90	100.00	6031.80	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	6.30	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.30	3.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.80	37.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	34.70

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

2022-23 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	January 2022

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,	Yes	0

	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.		
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 6-12 have one-to-one access to computers that they can also take home daily.	Yes	0
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 6-12 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 6-12 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	Yes	0

	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.		
Health	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
Visual and Performing 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 6-12 have one-to-one access to computers that they can also take home daily.	Yes	0
Science Laboratory Equipment (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 an 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 event center, 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, seismic and ADA upgrades and the construction of a new academic building.

A visitor walking on campus will notice college and university themes around the campus. There are over 70 classrooms serving students in all academic areas, two combination sport courts, a locker room, and a 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	8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			As part of Prop S funds, new air-conditioning has been installed at Gompers Preparatory Academy.
Interior: Interior Surfaces	X			The interior of many classrooms received new paint and carpet during Summer 2019.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Funded by a Proposition 39e grant, lighting fixtures were replaced on campus to increase energy efficiency.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Additional planned improvements include mold abatement, replacing frayed or aging electrical wiring once Prop S funds are available
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Additional planned improvements include energy 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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	39	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	746	742	99.46	0.54	33.42
Female	330	329	99.70	0.30	38.91
Male	416	413	99.28	0.72	29.06
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	54.17
Black or African American	39	38	97.44	2.56	36.84
Filipino	--	--	--	--	--
Hispanic or Latino	673	670	99.55	0.45	32.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	262	261	99.62	0.38	9.20
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	42.86
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	659	656	99.54	0.46	32.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	130	130	100.00	0.00	8.46

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	746	742	99.46	0.54	10.95
Female	330	328	99.39	0.61	9.17
Male	416	414	99.52	0.48	12.35
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	33.33
Black or African American	39	38	97.44	2.56	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	673	670	99.55	0.45	9.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	262	262	100.00	0.00	3.82
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	14.29
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	659	655	99.39	0.61	10.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	130	130	100.00	0.00	1.55

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.15	--	35.99	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	521	518	99.42	0.58	18.15
Female	235	233	99.15	0.85	18.03
Male	286	285	99.65	0.35	18.25
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100	0	45.45
Black or African American	29	29	100	0	24.14
Filipino	--	--	--	--	--
Hispanic or Latino	463	460	99.35	0.65	16.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	129	100	0	1.55
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	453	450	99.34	0.66	16.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	89	100	0	4.49

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	279
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	100%	100%	100%	100%
Grade 9	99%	99%	99%	99%	99%

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.

2022-23 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 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, School Site Council and DLAC. Parents have been invited to Coffee with the Director via Zoom and in person meetings where they can all come together.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.7	0		3.9	4.8		8.9	7.8
Graduation Rate		97.8	97.8		85.6	87.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	135	132	97.8
Female	66	66	100.0
Male	69	66	95.7
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	115	112	97.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	0	0	0.0
English Learners	21	19	90.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	131	128	97.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	22	19	86.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1304	1289	447	34.7
Female	587	579	203	35.1
Male	717	710	244	34.4
American Indian or Alaska Native	1	1	0	0.0
Asian	44	44	8	18.2
Black or African American	76	74	22	29.7
Filipino	4	2	0	0.0
Hispanic or Latino	1167	1156	412	35.6
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	2	2	1	50.0
White	7	7	2	28.6
English Learners	400	396	152	38.4
Foster Youth	5	5	4	80.0
Homeless	41	41	25	61.0
Socioeconomically Disadvantaged	1144	1133	405	35.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	234	230	88	38.3

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.57	2.24	2.45
Expulsions	0.00	0.04	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	9.13	0.06	2.51	0.20	3.17
Expulsions	0.00	0.15	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.13	0.15
Female	3.58	0.00
Male	13.67	0.28
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.53	1.32
Filipino	0.00	0.00
Hispanic or Latino	9.43	0.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.25	0.25
Foster Youth	0.00	0.00
Homeless	7.32	0.00
Socioeconomically Disadvantaged	9.70	0.17
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.25	0.00

2022-23 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 at all times during the year 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 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 School Site Council and GPA Board of Directors in January 2023.

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.

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
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
6	22	15	32	3

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
6	24	10	30	

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	9	27	6
Mathematics	26	7	29	4
Science	29	3	25	9
Social Science	29	1	29	6

2021-22 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
Pupils to Academic Counselor	321.75

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	4.0
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)	
Other	1.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	$12,075.47	$2861.97	$9,213.50	$58,497.96
District	N/A	N/A	$6,754	$87,535
Percent Difference - School Site and District	N/A	N/A	30.8	-39.8
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	33.1	-37.4

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$51,081
Mid-Range Teacher Salary	$74,140	$77,514
Highest Teacher Salary	$103,272	$105,764
Average Principal Salary (Elementary)	$139,598	$133,421
Average Principal Salary (Middle)	$144,113	$138,594
Average Principal Salary (High)	$157,184	$153,392
Superintendent Salary	$270,000	$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	40.5

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	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	3
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

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

Professional Development

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 schoolwide so that everyone has the opportunity to learn from the experience.

2022-2023 School Year
Our current school based professional development includes 7 dedicated full days to professional development, and an additional 3 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 GPA culture, classroom management, study skills, Social and emotional wellness, Student engagement, Literacy Skills, and Project Based learning experiences. These areas of focus were determined through a collaborative process in August, and through data trends over the past two years of Covid and Distance Learning. The needs identified as the priority were based on GPA culture and classroom management due to students having several years of disruption to their normal routines. Staff are supported in their implementation through classroom observations, being able to

Professional Development

visit mentor teachers, leadership modeling in classrooms, mentor professional texts, collaboration time with colleagues during Monday afternoons or common content prep time every day. Our school's Director is the mentor teacher on site and staff have access to his teaching, as well as having him model in their own classrooms. College classes are held to implement all of the work from PD to the students and staff can align their lessons accordingly. Reflections from staff are shared school wide so everyone can learn from other people's learning. In addition, outside professional developers have been hired for all staff to support with project based learning at differentiated levels, and to support with all software programs licensed by GPA to support specific content areas.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	7