

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card 2008-2009

Guajome Park Academy Charter School

Address: 2000 N. Santa Fe, Vista, CA 92083
 Superintendent: Bob Hampton

Phone: 760-631-8500
 Grade Span: 6 – 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the charter school, parents and community members should review the entire SARC or contact the school Superintendent.

About This School

Vista is located in the northern region of San Diego County in California, approximately eight miles from the Pacific Ocean, and has a population of approximately 95,000. Guajome Park Academy (“GPA”) is a public, college preparatory charter school of choice with approximately 1,500 students in Grades 6-12. The charter school offers a Grade 6-8 Middle School and a Grade 9-12 High School. The charter school also offers two alternative programs, the Expeditionary Learning Center (“ELC”) and Independent Study (“IS”). All the programs offered by the charter school meet state graduation requirements.

Since its inception in 1994, the school has endeavored to establish and maintain a student body that is diverse in nature, and generally reflective of the state of California and the sponsoring Vista Unified School District (“VUSD”) in terms of race, ethnicity, and socio-economic status. GPA opened its brand-new, state of the art campus in 2004, and is located in proximity to MiraCosta and Palomar Community College, as well as California State University San Marcos.

GPA is a school designed to meet the needs of a variety of learners, with standards-based curriculum that includes an International Baccalaureate Middle Years Program (“IBMYP”) for Grades 6-10, and two tracks for high school students including an International Baccalaureate Diploma Program (“IBDP”) and college-prep program for Grades 9-12. GPA’s alternative education program through the ELC, is designed for students who are better served with a more individualized approach. [Within the ELC Program is the IS Program for students who may need a more personal, independent approach to learning.] GPA is committed to educating all students to be responsible, critically thinking, communicating, and contributing citizens of our nation – who live and work in a global society, producing results that are second to none.

Student Enrollment

Group	Percent
African American	3.37%
American Indian/Alaska	0.20%
Asian	2.09%
Filipino	1.62%
Hispanic or Latino	38.80%
Pacific Islander	0.88%
White (not Hispanic)	35.36%
Multiple or No Response	17.68%
Socioeconomically Disadvantaged	34.00%
English Learners	13.00%
Student with Disabilities	5.00%
Total Number of Students	1482

Teachers

Indicator	Teachers
Teachers with full credential	67
Teachers without full credential (University Intern Teachers)	3
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	54%
Mathematics	19%
Science	43%
History-Social Science	37%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	737
Statewide Rank (from 2008 Base API Report)	7
2009-10 Program Improvement Status (P1 Year)	N/A

School Facilities

GPA provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. GPA's state of the art facility was completed in 2004. Ongoing inspections and maintenance ensure school facilities are kept safe and well maintained. The custodial crew, security staff, and facilities/maintenance staff work closely together to ensure student safety and uphold high cleaning standards. The school safety team routinely inspects the campus for potentially unsafe conditions. The school is inspected for safety hazards, graffiti, etc. on a daily basis and corrections are made by maintenance staff immediately. GPA is compliant with all required safety standards.

There are no repairs or corrective actions that are needed at this time. All repairs and maintenance items are taken care of by qualified, professional staff in a timely manner.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks & Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
Charter School	\$6,351
Sponsoring District	N/A
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	96.2%

Postsecondary Preparation

Program	Number of Students	Graduates Who completed All Courses Required for University of California or California State University Admission	Percent of Students that have gone to an Institute of Higher Education after Graduation
Completion of a Career Technical Education Program	N/A	N/A	4%
IB Diploma/College-Bound Curriculum Program	117	58%	90%
ELC Program	31	0%	
Total Number of Graduates	148	46%	

2008-09 School Accountability Report Card (SARC)

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the charter school Superintendent.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2009-10)

Charter School		Sponsoring District	
Charter School Name	Guajome Park Academy Charter	Sponsoring District Name	Vista Unified School District
Street	2000 North Santa Fe Avenue	Phone Number	760-726-2170
City, State, Zip	Vista, CA 92083	School Web Site	www.guajome.net
Phone Number	760-631-8500	District Superintendent	Joyce Bales
Superintendent	Bob Hampton	E-mail Address	joycebales@vusd.k12.ca.us
E-mail Address	hamptonb@guajome.net	CDS Code	37-68452-3730942

School Description and Mission Statement (School Year 2008-09)

GUAJOME PARK ACADEMY, INCORPORATED

Guajome Park Academy, a 501c3 nonprofit corporation for education and public benefit, is formed for the specific purpose of managing, operating, guiding, directing, and promoting GPA programs as a charter school pursuant to California Education Code Section 47600, and adhering to the vision, purpose, mission, and structure that follow. The location of GPA is within the attendance boundaries of VUSD. Public education is provided for students in grades six through twelve.

MISSION: *The mission of GPA is to educate all learners to be responsible, thinking, communicating, and contributing citizens of our nation who live and work in a global society, producing results that are second to none.*

GPA promotes a positive learning environment by generating a low teacher-to-student ratio in core classes. Small class sizes promote strong connections between teachers, students, and parents. The academic program is augmented by co-curricular activities which promote teamwork and leadership. The campus location is adjacent to the Antique Gas & Steam Engine Museum ("AGSEM") on North Santa Fe Avenue in Vista, California. GPA maintains strong ties to many community businesses, including the AGSEM and the City of Vista, providing students with valuable career education opportunities to complement the strong academic program.

GPA is a school designed to meet the needs of a variety of learners. GPA is current WASC accredited through 2011. GPA was the first IBMYP authorized in the United States; one of only eight schools with both IB Middle

Years and IB Diploma Programs. The college-bound program and curriculum includes the IBMYP for Grades 6-10, as well as an optional IBDP for Grades 11-12. The Expeditionary Learning Center and Independent Study programs are focused on students who are better served with an even more individualized approach.

Students and parents are encouraged to participate in the governance of the school which is designed to include all GPA stakeholders.

Opportunities for Parental Involvement (School Year 2008-09)

GPA has always welcomed and benefited from parental support and involvement. Parents are an integral part of the charter school. Parents can fulfill community service hours by helping with fundraisers, graduation activities, athletics, and performing arts. Parents are encouraged to attend the Back to School Picnic, Back to School Night, fieldwork, Stakeholders Day, and the GPA Foundation (Friends of Frogs). Parent seminars and forums are scheduled several times during the school year and all stakeholders are encouraged to attend.

The GPA Foundation is a 501c3 nonprofit organization responsible for the operation of the GPA parent organization, Friends of Frogs (“FOF”). FOF is similar to a PTA or PTO in other schools, but unique because GPA is a charter school. FOF serves as the coordinating body for a variety of fundraisers and community service events. As a GPA Stakeholder, parents are members of Friends of Frogs and parent participation is heartily encouraged. There are no fees or dues. The goal of FOF is to connect all GPA families to volunteer opportunities, as well as to serve as a communications link between stakeholders. The Foundation members communicate with each other regularly and serve to keep information flowing between parents, teachers, staff, and GPA’s governing structure.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	179
Grade 7	221
Grade 8	246
Ungraded Elementary	0
Grade 9	245
Grade 10	202
Grade 11	201
Grade 12	188
Ungraded Secondary	0
Total Enrollment	1482

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.37%
American Indian or Alaska Native	0.20%
Asian	2.09%
Filipino	1.62%
Hispanic or Latino	38.80%
Pacific Islander	0.88%
White (not Hispanic)	35.36%
Multiple or No Response	17.68%
Socioeconomically Disadvantaged	34.00%
English Learners	13.00%
Students with Disabilities	5.00%

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	14	46	9	25.8	16	39	8	25.8	13	42	5
Mathematics	27.1	7	39	4	25.6	14	36	5	25.8	18	35	4
Science	28.4	5	39	4	28.0	7	34	8	26.8	8	40	4
Social Science	28.7	4	16	9	29.4	5	14	8	30.1	3	16	9

III. School Climate

School Safety Plan (School Year 2008-09)

GPA has a small school atmosphere, with staff, students, and parents interacting to make student learning experiences positive, both academically and socially. GPA's commitment to serve the needs of all stakeholders remains steadfast, with safety, cleanliness, orderliness, along with trust and high expectations for all students is evident in programs and policies. The commitment to continuous improvement in all areas is a priority.

The School Safety Plan was developed in collaboration with local law enforcement and fire department representatives and school staff to fulfill Senate Bill 187 requirements. It is updated and revised annually. The plan includes data regarding safe school procedures and compliance with laws such as: child abuse reporting, disaster response, suspension and expulsion policies, notification of dangerous pupils to teachers, sexual harassment, and procedures to ensure a safe and orderly environment conducive to learning. Students and staff regularly participate in fire drills, disaster drills, and lock-down drills.

The campus is locked and gated to ensure student safety. Visitors are required to sign in at the front office before entering the campus. There is sufficient campus supervision before and after school as well as throughout the day. Parking stickers and student off-campus passes are required and checked. Security staff ensures student safety throughout the facility and parking areas by patrolling on a routine basis. Security, staff, and/or administrative supervision are also provided at all student after-hours activities.

All GPA stakeholders and community members are committed to student safety. The Guidance Department has instituted Peer-Mediation/Peer Leadership groups. These groups serve as a "first step" in student conflict resolution.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	Charter School		
	2006-07	2007-08	2008-09
Suspensions	.08	.04	.08
Expulsions	.03	.01	.01

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

GPA provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. GPA's facility was completed in 2004. Daily inspections and maintenance ensure school facilities are kept safe and well maintained. The custodial crew, security staff, and facilities/maintenance team work closely together to ensure student safety and uphold high cleaning standards. The school safety committee routinely inspects the campus for potentially unsafe conditions. Corrections are made by maintenance staff immediately. GPA is compliant with all required safety standards.

There are no repairs or corrective actions that are needed at this time. All repairs and maintenance items are taken care of by qualified, professional staff in a timely manner.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓			
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playgrounds/School Grounds, Windows/Doors/Gates/Fences	✓			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	Charter School			Sponsoring District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	55	64	67	1315
Without Full Credential (*University Intern Teachers)	*12	*9	*3	20
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Through our partnership with the University of California San Diego (“UCSD”) and California State University San Marcos (“CSUSM”), GPA may employ University Intern Teachers. It has proven to be very successful for GPA as well as for the University Intern Teachers. GPA provides a strong mentoring program and the Intern Teachers share the latest trends in education with the GPA teaching staff. A University Internship teaching credential is deemed No Child Left Behind compliant. The Intern Teacher has a BA. or BS degree, in a credential program, may be in a Master’s in Education program, and is English Language Learner compliant.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This Charter School	100.0	0.0
All Schools in Sponsoring District	98.8	1.2
High-Poverty Schools in Sponsoring District	100.0	0.0
Low-Poverty Schools in Sponsoring District	98.7	1.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to Charter School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	511
Library Media Teacher (Librarian)	.5	
Library Media Services Staff (paraprofessional)	.8	
Psychologist	0.5	
Social Worker	N/A	
Nurse	.5	
Speech/Language/Hearing Specialist	.8	
Resource Specialist (non-teaching)	4	
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Sufficient	N/A
Mathematics	Sufficient	N/A
Science	Sufficient	N/A
History-Social Science	Sufficient	N/A
Foreign Language	Sufficient	N/A
Health	Sufficient	N/A
Visual and Performing Arts	Sufficient	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district (if applicable) and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
Charter School	\$6,651	\$300	\$6,351	\$66,087
Sponsoring District	N/A	N/A	N/A	\$63,443
Percent Difference – Charter School and Sponsoring District	N/A	N/A	N/A	4.16%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – Charter School and State	N/A	N/A	1.5%	1.4%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In striving to meet the needs of a diverse student body, GPA provides a wide variety of programs. Categorical funds and block grants are utilized to increase student achievement and provide a supportive environment. Services provided include but are not limited to: all academic programs for middle school, high school, Independent Study, alternative programs, technology, professional growth, BTSA/Induction, English Learner Program, Special Education Program, and curriculum development and alignment.

English Learner Program: GPA meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. All teachers of English learners are certified in Cross-cultural and Academic Development ("CLAD") or comparable authorization. GPA teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English

Language Learners. The instructional design model used by GPA places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Through a well-defined professional development program, teachers are trained on a variety of instructional strategies to be used specifically with English Language Learners. Strategies used include, but are not limited to, the use of specific English Language Development (ELD) curriculum, Sheltered English Instruction (SEI) in core curriculum, Guided Language Acquisition Design (GLAD) strategies, and thematic planning and cross curricular integration.

Special Education Program: GPA complies with all applicable State and Federal Laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

GPA is categorized as a “public school” within the VUSD in conformity with Education Code Section 47641(b). GPA complies with a Special Education Memorandum of Understanding between the District and the Charter School related to the delineation of duties between the district and the Charter School.

The charter school complies with all state and federal laws that are related to the provisions of Special Education instruction and related services, all Special Education Local Plan Area (“SELPA”) policies and procedures, and utilizes appropriate SELPA forms.

Students with moderate to severe learning differences are evaluated for appropriate placement and services through the Individual Education Plan (“IEP”) process. GPA provides Special Education services based on the IEP. Services cover, but are not limited to, Resource Specialist services, speech therapy, occupational and physical therapy, psychological services and counseling, transportation, behavioral interventions, and nursing.

The table below indicates funding sources that were received and provides a description of how the funds were spent.

Funding Source	Description of How the Funds Were Spent
Title III – LEP	Teacher salary and benefits
Lottery (Restricted)	Science textbooks for middle school, Independent Study textbooks, and math Textbooks
Special Education	Teacher and clerical salary and benefits Teacher training/workshops, books and supplies
Arts and Music Block Grant	Musical instruments - Drums, violin, xylophone, marimba, clarinet, saxophone, timpani, viola, cello, bass violin, and a piano
Arts, Music and PE Block Grant	Electronics - cameras, camcorders, and equipment
CAHSEE Intensive Instruction	Teacher salary and benefits
CAHSEE Individual Intervention	Instructional materials
Supplemental School Counseling	Salary and benefits
Certificated Staff mentoring	Salary and benefits
IB Middle Years/IB Baccalaureate	Dues, conferences, and instructional materials
Discretionary Block Grant-School Site	Conference registration for art teachers
Discretionary Block Grant-District	Charter school conference registration and expenses

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	Charter School Amount	Sponsoring District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,982	\$34,043	\$42,065
Mid-Range Teacher Salary	\$61,958	\$61,958	\$67,109
Highest Teacher Salary	\$81,703	\$81,703	\$86,293
Average Principal Salary (Elementary)	N/A	\$100,614	\$107,115
Average Principal Salary (Middle)	\$95,907	\$105,414	\$112,279
Average Principal Salary (High)	N/A	\$114,867	\$122,532
Superintendent Salary	\$179,954	\$233,000	\$216,356
Percent of Budget for Teacher Salaries	35%	40.3%	39.4%
Percent of Budget for Administrative Salaries	3.4%	3.7%	5.5%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the State standards).

Subject	Charter School			Sponsoring District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	53	54	45	48	53	43	46	50
Mathematics	18	20	19	42	45	48	40	43	46
Science	38	48	43	37	46	46	38	46	50
History-Social Science	25	33	36	34	37	42	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any student.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the State standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	59	14	60	51
American Indian or Alaska Native	*	*	*	*
Asian	90	34	*	*
Filipino	76	41	*	*
Hispanic or Latino	36	12	21	20
Pacific Islander	47	38	*	*
White (not Hispanic)	68	24	57	47
Male	52	23	47	40
Female	56	16	40	33
Economically Disadvantaged	38	13	22	22
English Learners	4	3	4	4
Students with Disabilities	18	8	8	8
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and Mathematics.

Subject	Charter School			Sponsoring District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English	61.6	67.4	61.0	50.4	58.0	53.0	48.6	52.9	52.0
Mathematics	45.6	43.1	51.6	53.0	54.6	55.6	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	39.0	28.2	32.8	48.4	39.5	12.1
Male	38.2	30.3	31.5	40.5	51.2	8.3
Female	39.6	26.4	34.0	54.7	30.2	15.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	59.7	27.8	12.5	64.8	28.2	7.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	28.8	27.4	43.8	40.8	43.7	15.5
English Learners	75.0	18.8	6.2	77.6	20.4	2.0
Socioeconomically Disadvantaged	58.5	21.5	20.0	63.5	31.7	4.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	92.3	7.7	0.0	83.3	16.7	0.0

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any student.

California Physical Fitness Test Results (School Year 2008-2009)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Additional information can be found at the Standards and Assessment Division's [California Physical Fitness Test site](#).

Percent of Students Meeting Healthy Fitness Zones			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	28.4	28.9	28.0
9	17.9	31.4	26.6

X. Accountability

Academic Performance Index

The Academic Performance Index ("API") is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	6	7
Similar Schools	1	2	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-12	22	-1	737
African American	N/A	N/A	NA	
American Indian or Alaska Native	N/A	N/A	NA	
Asian	N/A	N/A	NA	
Filipino	N/A	N/A	NA	
Hispanic or Latino	-21	22	-24	665
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	1	21	6	780
Socioeconomically Disadvantaged	-17	24	-11	671
English Learners	N/A	N/A	NA	633
Students with Disabilities	N/A	N/A	NA	

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-2009)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	Charter School	Sponsoring District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	Charter School	Sponsoring District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2006-2007
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	35.3

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Charter School			Sponsoring District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		2.2	5.4	19.3	18.2	18.4	3.5	4.4	3.9
Graduation Rate	100.0	92.3	89.2	87.7	86.4	78.7	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	Charter School	Sponsoring District	State
All Students	96.2%	N/A	N/A
African American	3.8%	N/A	N/A
American Indian or Alaska Native	0%	N/A	N/A
Asian	2.7%	N/A	N/A
Filipino	2.1%	N/A	N/A
Hispanic or Latino	37.9%	N/A	N/A
Pacific Islander	0%	N/A	N/A
White (not Hispanic)	52.7%	N/A	N/A
Multiple – No Response	.05%	N/A	N/A
Socioeconomically Disadvantaged	5.4%	N/A	N/A
English Learners	.05%	N/A	N/A
Students with Disabilities	7.1%	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (“CTE”) programs offered at the school.

Even though GPA does not have a Career Technical Education Program, students may participate in an internship, work experience, or in one of the student-run businesses on campus. Students also may participate in the culinary arts program which provides opportunities for placement in instructional culinary or career programs. Many of these career preparation opportunities are arranged with area businesses offering a variety of possibilities.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
Number of the school’s pupils participating in CTE	N/A
Percent of the school’s pupils completing a CTE program and earning a high school diploma	N/A
Percent of school’s CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	39.6
Graduates Who Completed All Courses Required for UC/CSU Admission	32.6

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

This table also displays the number of International Baccalaureate (“IB”) courses offered to 11th and 12th grade students that are considered to be A P courses by Institutions of Higher Education

Subject	Number of AP Courses Offered	Percent of Students in AP Courses	Number of IB Courses Offered	Percent of Students in IB Courses
Computer Science				
English			2	
Fine & Performing Arts				
Foreign Language			4	
Mathematics	1		2	
Science	1		2	
Social Science			2	
Business Organization			1	
Theory of Knowledge			2	
All Courses	2	0.7 %	15	37%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

GPA continues to pursue growth in its delivery of teacher induction and ongoing professional development as an assurance that teachers are trained in expected school wide learning results and academic standards.

GPA completed the fourth year in partnership with Riverside County Office of Education's RIMS/BTSA Induction program. All staff has access to ongoing professional development.

GPA staff receives time, materials, and fiscal resources for planning and professional development. The master schedule design continues to support common teacher collaboration time whenever possible. Additionally, leadership meetings allow for identification of student learning needs.

As an International Baccalaureate school, staff development is ongoing so that all staff members are appropriately trained in the IB curriculum. Designated certificated staff attends training conferences annually with a rotation system from year to year. Information is brought back and shared with other staff members on staff development days, and during scheduled meetings.

GPA is proactive in the area of staff development. It is the desire that all teachers are knowledgeable about the state standards and current trends in education; and are reinforced with current practices.