

School Accountability Report Card Reported for School Year 2009-2010 Published During 2010-2011 Executive Summary School Accountability Report Card 2009–2010

Guajome Park Academy Charter School

Address: 2000 N. Santa Fe Avenue, Vista, CA 92083
Principal: 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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

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 inspiring and mentoring all learners to become responsible, critical thinking, global leaders through excellence and innovation in education.

Student Enrollment

Group	Enrollment
Number of students	1,561
Black or African American	4%
American Indian or Alaska Native	1%
Asian	2%
Filipino	1%
Hispanic or Latino	46%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	41%
Two or More Races	5%
Socioeconomically Disadvantaged	40%
English Learners	14%
Students with Disabilities	5%

Teachers

Indicator	Teachers
Teachers with full credential	69
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	61%
Mathematics	33%
Science	57%
History-Social Science	53%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	799
Statewide Rank (from 2009 Base API Report)	6
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 22
2010–11 Program Improvement Status (PI Year)	n/a

School Facilities

Summary of Most Recent Site Inspection

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.

Repairs Needed

No repairs are needed at this time.

Corrective Actions Taken or Planned

No corrective nor planned corrective actions are needed at this time.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and 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)
School Site	\$5,448.35
District	\$5,267.00
State	\$5,681.00

School Completion

Indicator	Result
Graduation Rate (if applicable)	89.2%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	63%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 school principal or the district office.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

Charter School		District	
School Name	Guajome Park Academy Charter	District Name	Vista Unified School District
Street	2000 North Santa Fe Avenue	Phone Number	(760) 726-2170
City, State, Zip	Vista, Ca. 92083	Web Site	www.guajome.net
Phone Number	(760) 631-8500	Superintendent	Joyce Bales
Principal	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 2009–10)

This section provides information about the school, its programs, and its goals.

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. GPA is a WASC accredited school.

MISSION: *The mission of GPA is to inspire and mentor all learners to become responsible, critical thinking, global leaders through excellence and innovation in education.*

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 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 to education.

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 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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 Back to School Night, fieldworks, Stakeholders Day, and the GPA Foundation and Friends of Frogs (parent organization). 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 2009–10)

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

Grade Level	Number of Students
Grade 6	232
Grade 7	228
Grade 8	215
Grade 9	236
Grade 10	232
Grade 11	224
Grade 12	194
Total Enrollment	1,561

Student Enrollment by Group (School Year 2009–10)

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	Group	Percent of Total Enrollment
Black or African American	4%	White	41%
American Indian or Alaska Native	1%	Two or More Races	5%
Asian	2%	Socioeconomically Disadvantaged	40%
Filipino	1%	English Learners	14%
Hispanic or Latino	46%	Students with Disabilities	5%
Native Hawaiian/Pacific Islander	1%		

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	2007–08				2008–09				2009–10*			
	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	25.8	16	39	8	25.8	13	42	5	26	9	16	0
Mathematics	25.6	14	36	5	25.8	18	35	4	22	16	12	0
Science	28.0	7	34	8	26.8	8	40	4	26.5	5	18	0
Social Science	29.4	5	14	8	30.1	3	16	9	26.5	7	16	2

*2009-2010 data for grades 9 through 12 classrooms

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

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 Counseling 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		
	2007–08	2008–09	2009–10
Suspensions	.04	.08	.06
Expulsions	.01	.01	.01

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 2010–11)

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

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

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	Charter School		
	2007–08	2008–09	2009–10
With Full Credential	64	67	69
Without Full Credential (*University Intern Teachers)	9*	3*	0
Teaching Outside Subject Area of Competence	0	0	0

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	2008–09	2009–10	2010–11
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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This Charter School	100%	0
All Schools in Sponsoring District	100%	0
High-Poverty Schools in Sponsoring District	100%	0
Low-Poverty Schools in Sponsoring District	100%	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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 School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	520
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.5	
Psychologist	.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 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or 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 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district 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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
Charter School	\$6,365	\$14	\$6,365	\$62,838
District	n/a	n/a	\$5,267	\$63,957
Percent Difference – School Site and District	n/a	n/a	(26%)	(4%)
State	n/a	n/a	\$5,681	\$68,179
Percent Difference – School Site and State	n/a	n/a	(31%)	(10%)

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds 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, and behavioral interventions.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,982	\$42,377
Mid-Range Teacher Salary	\$46,979	\$67,667
Highest Teacher Salary	\$81,703	\$87,102
Average Principal Salary (Elementary)	n/a	\$108,894
Average Principal Salary (Middle)	n/a	\$113,713
Average Principal Salary (High)	\$102,220	\$124,531
Superintendent Salary	\$149,357	\$223,323
Percent of Budget for Teacher Salaries	54%	40.2
Percent of Budget for Administrative Salaries	4%	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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.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	School			Sponsoring District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	53	54	61	48	53	54	46	50	52
Mathematics	20	19	33	45	48	49	43	46	48
Science	48	43	57	46	46	53	46	50	54
History-Social Science	33	36	53	37	42	44	36	41	44

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
All Students in the LEA	54	49	53	44
All Students at the School	61	33	57	53
Male	59	32	64	59
Female	63	33	51	47
Black or African American	72	30	50	58

American Indian or Alaska Native	—	—	—	—
Asian	72	50	50	86
Filipino	87	52	—	64
Hispanic or Latino	46	24	42	36
Native Hawaiian or Pacific Islander	—	—	—	—
White	74	41	69	65
Two or More Races	69	32	65	66
Socioeconomically Disadvantaged	46	23	40	38
English Learners	12	10	8	10
Students with Disabilities	25	21	53	38
Students Receiving Migrant Education Services	—	—	—	—

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 AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on 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 Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	Charter School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	67.4	61.0	73.5	58.0	53.0	53.7	52.9	52.0	54.0
Mathematics	43.1	51.6	55.8	54.6	55.6	54.0	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46.4	21.2	32.4	46.1	34.9	19.0
All Students at the School	26.5	29.0	44.5	44.2	41.2	14.6
Male	30.9	26.8	42.3	35.1	47.4	17.5
Female	22.3	31.1	46.6	52.9	35.3	11.8
Black or African American	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—

Asian	—	—	—	—	—	—
Filipino	—	—	—	—	—	—
Hispanic or Latino	39.8	28.9	31.3	57.8	32.5	9.6
Native Hawaiian/Pacific Islander	—	—	—	—	—	—
White	17.0	28.4	54.5	34.5	48.3	17.2
Two or More Races	—	—	—	—	—	—
Socioeconomically Disadvantaged	39.5	33.7	26.7	55.2	40.2	4.6
English Learners	52.1	35.4	12.5	69.4	26.5	4.1
Students with Disabilities	40.0	26.7	33.3	46.7	40.0	13.3
Students Receiving Migrant Education Services	—	—	—	—	—	—

California Physical Fitness Test Results (School Year 2009–10)

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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	Current data is not available from CDE		
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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	2007	2008	2009
Statewide	6	7	6
Similar Schools	2	2	2

Academic Performance Index Growth 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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	22	-1	63
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	22	-24	69
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	21	6	70
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	24	-11	70
English Learners	n/a	n/a	66
Students with Disabilities	n/a	n/a	n/a

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	799	785	767
Black or African American	n/a	760	686
American Indian or Alaska Native	n/a	n/a	728
Asian	n/a	912	890
Filipino	n/a	869	851
Hispanic or Latino	739	731	715
Native Hawaiian/Pacific Islander	n/a	819	753
White	849	868	838
Two or More Races	n/a	840	808
Socioeconomically Disadvantaged	740	731	712
English Learners	698	693	692
Students with Disabilities	n/a	644	580

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 on 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 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	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	No	Yes

Federal Intervention Program (School Year 2010–11)

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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School
Program Improvement Status	n/a
First Year of Program Improvement	n/a
Year in Program Improvement	n/a
Number of Schools Currently in Program Improvement	n/a
Percent of Schools Currently in Program Improvement	n/a

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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>. (Outside Source)

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>. (Outside Source)

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			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	2.2	5.4	2.8	18.2	18.4	13.0	4.4	3.9	5.7
Graduation Rate	92.3	89.2	89.2	86.4	78.7	78.7	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	Charter School	District	State
All Students	89.7%	95.7%	
Black or African American	4%	5%	
American Indian or Alaska Native	.1%	5%	
Asian	2%	3%	
Filipino	0	2%	
Hispanic or Latino	43%	48%	
Native Hawaiian/Pacific Islander	2%	2%	
White	48%	40%	
Two or More Races	2%		
Socioeconomically Disadvantaged	18%	48%	
English Learners	4%	13%	
Students with Disabilities	9%	13%	

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Even though GPA does not have a Career Technical Education Program, students may participate in an internship or work experience. Students also may participate in the school's 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 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of 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 2008–09)

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	63%
Graduates Who Completed All Courses Required for UC/CSU Admission	61%

Advanced Placement Courses (School Year 2009–10)

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 grade 11 and 12 main campus high school 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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics	2	.1%
Science	1	.2%
Social Science		n/a
All courses	3	.3%

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.