

# Guajome Park Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Guajome Park Academy
<b>Street</b>	2000 N. Santa Fe Ave
<b>City, State, Zip</b>	Vista, CA 92083
<b>Phone Number</b>	(760) 631-8500
<b>Principal</b>	Kevin Humphrey
<b>Email Address</b>	humphreyke@guajome.net
<b>School Website</b>	www.guajome.net
<b>County-District-School (CDS) Code</b>	37-68452-3730942

## 2022-23 District Contact Information

<b>District Name</b>	Vista Unified
<b>Phone Number</b>	(760) 726-2170
<b>Superintendent</b>	Matt Doyle Ed. D
<b>Email Address</b>	superintendentsoffice@vistausd.org
<b>District Website Address</b>	www.vistausd.org

## 2022-23 School Overview

Guajome Park Academy (GPA) is a public, college preparatory charter school of choice in Vista, California with approximately 1,345 students in grades K-12; with 290 in grades K-5, 536 in grades 6-8, and 519 in grades 9-12. Vista is located in the northern region of San Diego County, approximately eight miles from the Pacific Ocean, and has a population of approximately 100,000. Situated in a rural, residential area, Vista is made up of a diverse community and our demographics are reflective of that diversity with our student population being 70.26% Hispanic, 18.29% white, 1.12% African American or Black, 1.19% Asian, and 9.04% Other. Due to the proximity of Camp Pendleton Marine Base, military families are a prevalent part of this community population.

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 socioeconomic status. GPA opened a brand-new, state of the art campus in 2004; and is located in proximity to Mira Costa Community College, Palomar Community College, and California State University San Marcos. GPA offers an Elementary, Middle School, and High School instructional programs, as well as the Guajome Extended School Services (GESS) program, which provides morning and afternoon care for elementary students. It is designed to support student learning and provide enrichment activities outside of the school day.

GPA is a school designed to meet the needs of a variety of learners, with standards-based curriculum that includes three tracks for high school students, including both the International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career-related Programme (IBCP) and highly aligned A-G college-prep program for grades 9-12. Both GPA and GPPA embrace the philosophies of the International Baccalaureate's Approaches to Teaching and Learning to develop a curriculum framework and instructional practices to align closely K-12 curriculum.

The mission of Guajome Park Academy is through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the future with curiosity, courage, and resolve. The school's parameters are: excellence, accountability, innovative, student centered, and fiscally responsible. The school's mission and parameters influence all school programs and decisions.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	44
Grade 2	46
Grade 3	46
Grade 4	49
Grade 5	52
Grade 6	166
Grade 7	172
Grade 8	189
Grade 9	140
Grade 10	132
Grade 11	136
Grade 12	130
<b>Total Enrollment</b>	<b>1,347</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.2
American Indian or Alaska Native	0.7
Asian	0.9
Black or African American	1.2
Filipino	1.7
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.6
White	20.5
English Learners	10.8
Foster Youth	0.0
Homeless	4.5
Migrant	2.4
Socioeconomically Disadvantaged	58.8
Students with Disabilities	11.9

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.60	87.16	920.80	87.11	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.35	2.00	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	6.74	16.40	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	44.80	4.24	12115.80	4.41
Unknown	3.50	4.74	72.90	6.90	18854.30	6.86
<b>Total Teaching Positions</b>	<b>74.20</b>	<b>100.00</b>	<b>1057.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	
Misassignments	4.10	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Textbook Adoption Process:

Teachers work with our Instructional Leadership Team (ILT) to determine textbook adoption needs. The ILT leader fills out the 'Instructional Materials Adoption' and submits the paperwork to Administration. If approved by the Administration, the ILT leader turns in approved paperwork for the Board of Directors for approval or denial during the designated Board meeting. Upon approval by the Board of Directors, the ILT leader fills out the 'Purchase Requisition' form for orders of approved textbooks. Copies are sent to the front office and librarian.

Year and month in which the data were collected

2022 December

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Benchmark Advance (ELA/ELD) Benchmark Education Company-Publisher GPPA Adopted</p> <p>Language! Interactive Text and Summative Assessments Sopris West ED-Publisher (ELA/ELD) Adopted 2013</p> <p>Guided Language Acquisition Design (GLAD) online unit access (ELA/ELD) Adopted</p> <p>Units of Study in Opinion/Argument, Information, and Narrative Writing Heinemann- GPPA &amp; Middle School Adopted 2014</p> <p>My Perspectives Pearson- Publisher Middle School 6-8 High School 9 &amp; 11 Adopted 2018</p> <p>Read 180 Small Group Sets of Numerous Titles (ELD) Middle School Adopted 2019</p> <p>Read 180 Consumable (ELD) Middle School Group B High School Group C Adopted 2019</p>	Yes	0%

	<p>IB Curriculum</p> <p>English A: Language and Literature Oxford University Press-Publisher High School 11 &amp; 12 Adopted 2019</p>		
<b>Mathematics</b>	<p>New York State Education Department-EngageNY (curriculum pilot) GPPA K-5</p> <p>Larson Big Ideas California Houghton Mifflin Harcourt-Publisher Middle School Math Course 1 Math Course 2 Accelerated Course 2 Course 3 High School Algebra 1 Geometry Algebra 2 Adopted 2016</p> <p>Financial Algebra Advanced Algebra with Financial Applications CENGAGE Learning High School Adopted 2020</p> <p>IB Curriculum</p> <p>IB Math: Applications and Interpretation HL Oxford University Press-Publisher High School Adopted 2019</p> <p>IB Math: Applications and Interpretation SL Oxford University Press-Publisher High School Adopted 2020</p> <p>IB Math: Analysis and Approaches HL Oxford University Press-Publisher High School Adopted 2019</p>	Yes	0%
<b>Science</b>	<p>Building Blocks of Science 3D Carolina-Publisher GPPA Adopted 2020</p> <p>Focus on Earth Science</p>	Yes	0%



	<p>Focus on Life Science Focus on Physical Science Glencoe-Publisher Middle School Adopted 2008</p> <p>Modern Biology Holt, Rinehart &amp; Winston-Publisher High School Adopted 2008</p> <p>Earth Science Pearson- Publisher High School Adopted 2008</p> <p>Chemistry Pearson/Prentice Hall- Publisher High School Adopted 2013</p> <p>Physics: Principles with Application Giancoli Pearson/Prentice Hall- Publisher High School Adopted 2012</p> <p>Conceptual Physics Pearson/Prentice Hall- Publisher High School Adopted 2013</p> <p>IB Curriculum</p> <p>Higher Level Physics IB Pearson Learning High School Adopted 2014</p> <p>IB DP Physics Oxford University Press High School Adopted 2016</p> <p>IB Biology Course Book Oxford University Press- Publisher High School Adopted 2016</p> <p>Sports Exercise and Health IB Diploma Course Oxford University Press High School Adopted 2018</p>		
<b>History-Social Science</b>	<p>Ancient Civilizations World History Holt-Publisher Middle School Adopted 2013</p>	Yes	0%

Medieval and Early Modern Times  
McDougal Littell-Publisher  
Middle School  
Adopted 2013

History Alive! The United States Through Industrialism  
Teachers' Curriculum Institute-Publisher  
Middle School  
Adopted 2013

The Constitution of USA  
Fink- Publisher  
High School  
Adopted 2008

We the People the Citizen and the Constitution Level 3  
Center for Civic Education- Publisher  
High School  
Adopted 2009

Magruder's American Government  
Prentice Hall-Publisher  
High School  
Adopted 2011

Economics  
Prentice Hall- Publisher  
High School  
Adopted 2011

The Americans - Reconstruction to the 21st Century  
McDougal Littell-Publisher  
High School  
Adopted 2012

American Nation  
Prentice Hall- Publisher  
High School  
Adopted 2012

Psychology:Modules for Active Learning  
CENGAGE Learning Publisher  
High School  
Adopted 2018

IB Curriculum

History for the IB Diploma: Causes, Practices and Effects of  
War  
Civil Rights and Social Movements in the Americas  
Cold War  
Political Development in the Americas after the second World  
War 1945-1979  
Great Depression and the Americas 1929-1939

Cambridge University Press- Publisher  
High School  
Adopted 2014

IB DP The Move to Global War

	<p>Oxford University Press-Publisher High School Adopted 2016</p> <p>Cold War Tensions and Rivalries IB History Course Oxford University Press-Publisher High School Adopted 2018</p> <p>History of the Americas 1880-1981 Oxford University Press-Publisher High School Adopted 2019</p> <p>IB Psychology Oxford University Press-Publisher High School Adopted 2017</p> <p>Theory of Knowledge Cambridge University Press-Publisher High School Adopted 2016</p> <p>Cold War: A New History Penguin-Publisher High School Adopted 2014</p> <p>Voices of a People's History of the US Howard Zinn Seven Stories Press-Publisher High School Adopted 2014</p>		
<b>Foreign Language</b>	<p>Descubre Spanish Vista Higher Learning Publisher Middle School Level 1 Level 2 Level 3 Adopted 2016</p> <p>Espanol para nosotros Spanish Glencoe Publisher High School Level 1 Level 2 Adopted 2018</p> <p>Mosaik German Vista Higher Learning Publisher Middle School: Level 1 Level 2 High School: Level 3 Level 4</p>	Yes	0%

	<p>Level 5 Adopted 2013</p> <p>IB Spanish</p> <p>IB Spanish B Course Book Oxford University Press-Publisher High School Adopted 2019</p> <p>IB German</p> <p>Deutsch im Einsatz German B for the IB Diploma 2nd edition High School Adopted 2019</p> <p>Deutsch Im Einsatz Für Den Ib Dp Unterricht Im High School Adopted 2019</p>		
<b>Visual and Performing Arts</b>	<p>IB Design + Technology IBID Press Publisher High School Adopted 2015</p> <p>Guide to Good Food Goodheart + Wilcox Publisher High School Adopted 2016</p>	Yes	0%

## School Facility Conditions and Planned Improvements

.GPA provides a safe and clean environment for learning through proper facilities maintenance and campus supervision of our state of the art facility which was completed in 2004. Ongoing inspections and maintenance ensure school facilities are kept safe and well maintained. Assessments of the school's safety conditions are made by the Safety Committee in collaboration with the Plant Manager; with routine inspections for potentially unsafe conditions. The custodial crew, security staff, and facilities/maintenance staff work closely together to uphold high safety and cleaning standards. The janitorial staff makes routine, daily inspections of all classroom environments, inside and out. GPA is compliant with all required safety standards. A thorough deep cleaning of all surfaces is done every Winter Break, followed by a deep cleaning of all carpets and flooring surfaces over the spring and summer breaks.

All repairs and maintenance items are taken care of by qualified, professional staff in a timely manner. The school is inspected for safety hazards, graffiti, etc. on a daily basis and corrections are made by maintenance staff immediately.

Personal protective equipment continues to be provided to all our stakeholders

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

2022 August

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X	Regular maintenance items include changing belts on HVAC system and drain pans. Service is done on a quarterly basis to prevent major breakdown. Gas and sewer system have been free from any major breakdowns due to the maintenance plan in place. Items are checked on a monthly basis and services when faulty.
<b>Interior:</b> Interior Surfaces	X	Monthly inspections limit the wear and tear of items. Every 3 months, a plan is in place to freshen up interior surfaces including painting and repair of walls. Other surfaces are cleaned daily by the custodial staff.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X	The 14 acres we are settled on include a wide variety of pests and vermin. We have a monthly exterminator who comes and does regular inspections and prevention. This service drastically minimizes any infestation throughout the property.
<b>Electrical</b>	X	Electrical systems are inspected on a monthly basis. The electrical panels, ballasts and outlets are inspected to ensure that they are working in a safe manner.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	Restrooms go through regular daily maintenance. All restrooms are thoroughly disinfected and cleaned daily once again through our custodial crew at night. All sinks and fountains are disinfected and cleaned on a daily basis.
<b>Safety:</b> Fire Safety, Hazardous Materials	X	All of our fire safety and hazardous materials are inspected on a weekly basis. The fire panel is checked for trouble codes on a daily basis and maintenance is performed on all of our fire safety systems according to the Fire Code. Fire extinguishers are checked monthly to ensure working conditions. Hazardous materials, if any, are labeled and stored according to standards in place.
<b>Structural:</b> Structural Damage, Roofs	X	Our roofs are maintained by the district. They do exhibit some bubbling, however, they perform well. Leaks are fixed immediately as well as any deficiencies in the bonding material.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	All of our windows, doors, gates, and fences are in good condition. Our playground and school grounds are kept safe and free of debris or structural problems.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	50	N/A	43	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	28	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	781	771	98.72	1.28	50.06
<b>Female</b>	381	377	98.95	1.05	53.58
<b>Male</b>	394	389	98.73	1.27	46.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	93.33
<b>Hispanic or Latino</b>	533	527	98.87	1.13	41.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	54	100.00	0.00	74.07
<b>White</b>	154	150	97.40	2.60	63.33
<b>English Learners</b>	92	90	97.83	2.17	11.11
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	41	40	97.56	2.44	32.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	470	462	98.30	1.70	40.04
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	37.50
<b>Students with Disabilities</b>	90	86	95.56	4.44	16.28



## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	781	770	98.59	1.41	22.86
<b>Female</b>	381	376	98.69	1.31	19.95
<b>Male</b>	394	389	98.73	1.27	25.96
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	40.00
<b>Hispanic or Latino</b>	533	527	98.87	1.13	18.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	54	54	100.00	0.00	29.63
<b>White</b>	154	149	96.75	3.25	34.90
<b>English Learners</b>	92	90	97.83	2.17	6.67
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	41	40	97.56	2.44	17.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	470	461	98.09	1.91	16.05
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	0.00
<b>Students with Disabilities</b>	90	87	96.67	3.33	6.90

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	39.45	NT	27.48	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	480	470	97.92	2.08	39.45
<b>Female</b>	229	224	97.82	2.18	41.07
<b>Male</b>	250	245	98	2	38.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100	0	45.45
<b>Hispanic or Latino</b>	319	314	98.43	1.57	32.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	28	96.55	3.45	46.43
<b>White</b>	106	104	98.11	1.89	59.62
<b>English Learners</b>	31	31	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	26	26	100	0	38.46
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	281	275	97.86	2.14	31.64
<b>Students Receiving Migrant Education Services</b>	12	11	91.67	8.33	9.09
<b>Students with Disabilities</b>	49	48	97.96	2.04	12.5

## 2021-22 Career Technical Education Programs

Beginning the 2019-20 academic year GPA is one of around 200 schools worldwide that is authorized as an IB Career-related Programme (IBCP) world school. This provides a CTE pathway aligned with the philosophies of the school and IB programme. We have established three career studies working with community partners.

**Theater-arts:** GPA is working with Moonlight Cultural Foundation in Vista to establish a series of internships exposing students to six different blocks over their junior and senior year to get experience in multiple areas of focus from directing to lighting to stage-craft.

**Cyber Security:** GPA is collaborating with Palomar Community College to provide a pathway for cyber security. This option includes four courses through the community college, one per semester in the student's junior and senior year, which would also provide the students with a certificate of proficiency from the college. Students complete classes in Hardware and Operating System Fundamentals, Networking Fundamentals, Python Programming, and Hacker Prevention/Security.

**Medical/nursing:** GPA is collaborating with Palomar Community College to provide a pathway for an introduction to the medical field. This option includes four courses through the community college, one per semester in the student's junior and senior year that will expose students to multiple medical/nursing experiences that upon completion will be advancing them in a nursing program ahead of their peers. Students will complete classes in Medical Terminology, Medical Coding and Billing, Healthcare Writing Techniques, and Electronic Health Record Applications.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.45
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	61.26

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	98	98	98	98	98
Grade 9	97	97	97	97	97

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

GPA has always welcomed and benefited from parental support and involvement. Parents are an integral part of the charter school. Fundraisers, graduation activities, athletics, and performing arts are just a few of the activities where parents can participate for the benefit of Guajome students. Parents are encouraged to attend Back to School Night, fieldworks, Stakeholder's Day, and the meetings of 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. Many opportunities are available to complete parent hours, such as volunteering in a classroom, field trips, or helping out at events.

In addition, parents are encouraged to participate on our School Site Council (SSC). The SSC consists of a group of parents, teachers, staff and students who meet throughout the school year to develop, review, assess and update an annual plan for school improvement for all students. After implementation, the SSC evaluates student achievement to ensure programs and resources are meeting agreed upon goals. The SSC also provides ideas for possible programs that could better benefit underachieving student populations and encourages parents to become involved at our school.

The GPA Foundation is a 501(c)3 nonprofit organization responsible for the operation of the Guajome parent organizations, Friends of Frogs ("FOF") and Friends of Tadpoles ("FOT"). FOF and FOT are similar to a PTA or PTO in other schools, but unique because GPA is a charter school. FOF and FOT serve 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 Tadpoles, 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.

Growth in our family engagement is an area we are enthusiastic about. This has begun with the creation of our Family and Community Center. The formation of the Family and Community Center promotes our school belief to support and engage parents, family, and community partners in the success of our students. Our center has helped to host a number of school and community based informational events. This is something we anticipate to expand both in scope and the resources and

## 2022-23 Opportunities for Parental Involvement

services available in the upcoming years. It is our goal to provide a welcoming space where parents and families can have access to the resources and services needed to help our students become “responsible, critical thinking, global leaders through excellence and innovation in education.” The Family Center is located in the main office and displays community and school resource information. Bilingual books and learning tools can also be borrowed to use at home with younger children. This year we hosted our first College Fair for Guajome students and their families. Students and their families had the opportunity to meet with Representatives from local colleges and universities as well as the Navy. The Family Center also worked with Champions for Health to provide a flu and COVID vaccine clinic at our school for students and their families.

Workshops and resources are provided at the Family and Community Center for parents and community members throughout the school year. Guajome partnered with the Vista Community Clinic to host a parent workshop on drug and alcohol prevention. In January, the Family Center and North County Lifeline provided a parent workshop on Human Trafficking Awareness. Workshops on financial literacy for parents and students and Mental Health were also provided.

The Family Resource page on our website has academic, health, and community resources for parents. The page also includes videos of past Coffee Talks and workshops for parents who were unable to attend the events. I also created a 6th Grade Success Packet for parents of 6th grade students. The packet includes information on what to expect on the first day of school; bell schedules; how to calm first day jitters; who to contact for help; supply lists; and other useful information for new middle school students.

A monthly Friends of Guajome Family Engagement Newsletter has been created this year. Each month, this newsletter provides information on family and community events, resources, and how families can become more involved in their student's learning and our Guajome community.

As part of the Family and Community Center, we have implemented new parent involvement groups as a means of providing parents more options to participate. This year we have the GPPA Parent Helper Group, for parents of elementary school students. The Parent Helper Group was designed to allow parents to help teachers outside of the classroom. We also offered a New to Guajome Family Group for all families new to Guajome. The Group provided families with a tour of the school and information to help them have a successful school year.

Further, we began the process to implement the Guajome Home Visit Project. Working with the Sacramento Home Visit Project, we identified a team of teacher leads and began working with those leads to implement home visits. In the Spring of 2019, the Sacramento Home Visit Project lead a training for our Home Visit Leadership team. In August of 2019 we began home visits for our incoming kindergarten students, with 32 visits taking place out of a possible 48 families. The Home Visit Leadership team is currently working on it's plan to implement home visits for all of our students in the key transition years of kindergarten, 6th grade, and 9th grade beginning in the 2020-21 academic year.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.8	1.6		29.5	15.3		8.9	7.8
Graduation Rate		97.2	98.4		67.6	76.8		84.2	87

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	124	122	98.4
Female	73	73	100.0
Male	50	48	96.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	78	76	97.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	33	100.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	11	11	100.0
Socioeconomically Disadvantaged	88	87	98.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	15	93.8

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1374	1354	359	26.5
Female	672	664	182	27.4
Male	695	683	174	25.5
American Indian or Alaska Native	10	10	0	0.0
Asian	13	13	2	15.4
Black or African American	19	19	7	36.8
Filipino	23	23	3	13.0
Hispanic or Latino	924	912	262	28.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	105	103	17	16.5
White	278	272	67	24.6
English Learners	159	159	56	35.2
Foster Youth	0	0	0	0.0
Homeless	63	62	19	30.6
Socioeconomically Disadvantaged	827	818	248	30.3
Students Receiving Migrant Education Services	34	33	5	15.2
Students with Disabilities	179	173	61	35.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.52	3.50	2.45
Expulsions	0.07	0.10	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.48	5.46	1.26	4.93	0.20	3.17
Expulsions	0.00	0.00	0.01	0.05	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.46	0.00
Female	4.17	0.00
Male	6.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.90	0.00
White	3.24	0.00
English Learners	9.43	0.00
Foster Youth	0.00	0.00
Homeless	3.17	0.00
Socioeconomically Disadvantaged	6.53	0.00
Students Receiving Migrant Education Services	2.94	0.00
Students with Disabilities	13.41	0.00



## 2022-23 School 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, and is evident in the programs and policies implemented in regards to safety, cleanliness, and orderliness. Guajome fosters an atmosphere of trust and high expectations for all students. 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 lockdown drills.

The campus is locked and gated to ensure student safety. Visitors are required to check in at the front gate and then again 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 is also provided at all student after-hour activities. All GPA stakeholders and community members are committed to student safety.

### 2022-23 COVID-19 Protocol

Protecting the health, safety, and well-being of our school community remains our top priority and it is our hope that through proactive safety measures, clear communication and a collaborative effort between home and school that we will continue to minimize the risk of exposure to COVID-19 on our campus.

In accordance with the latest CDC recommendations for COVID-19, Guajome has updated our COVID-19 Attendance Protocol as follows:

It is NO longer necessary for parents/guardians/students to provide any test results (negative or positive) to the school, however, we do ask that they continue to report their student's absence/illness to the Attendance Hotline each and every day their student is absent, so that their student's attendance can be updated accordingly.

### STUDENT TESTS POSITIVE

If a student tests positive for COVID-19, the student must stay home for at least 5 days and isolate from others at home and follow the Return to School protocol below. It is also recommended that they wear a mask when they must be around others at home and in public through day 10.

If the positive student was identified as being present at school during their contagious period (two days prior to testing positive or symptom onset) we send out a general close-contact notification letter to the students/staff in the student's class(es).

### RETURN TO SCHOOL

Students who test positive and are symptomatic, must remain at home for at least five (5) days. On Day 5, if they test negative with an Antigen (OTC Rapid test kit) from home, and have been fever-free for 24 hours prior to return (unmedicated), and their symptoms are improving, they may return on Day 6.

Students who test positive but have no symptoms, and do not develop symptoms, must also stay home for five (5) days. On Day 5, if they test negative with an Antigen (OTC Rapid test kit) from home, they may return on Day 6.

If after 5 days, a student is still testing positive, we ask that the parents please keep their student home until they are testing negative with an Antigen (OTC Rapid test kit) from home.

If exposed to COVID-19 (close-contact), whether the exposure occurred at school or at home, and the student has no symptoms, the student may remain in school, however, it is recommended that they wear a mask for 10 days and self-test on day 5.

### MEDICAL EMERGENCY RESPONSE PLAN

#### ON CAMPUS – WITH MINOR INJURY

Staff will notify the health office (2107) or front office (1000).

Health tech or other designated staff member (all covers) administers first aid procedures as indicated by the nature of the accident.

Parents are notified by health tech or designee if necessary.

## 2022-23 School Safety Plan

Staff witnessing the accident and/or providing first aid care should complete an accident report if necessary.

**ON CAMPUS - WITH MAJOR INJURY OR UNCONSCIOUS STUDENT/STAFF** (persistently unresponsive)

Defined as any medical emergency deemed by school staff to need obvious immediate physician care, EMS, or transport to a healthcare facility, including:

ALL insect stings, food allergy reactions, or other allergic reactions in students KNOWN to have anaphylactic reactions is an EMERGENCY – REQUEST F/A KIT-AED AND CALL 911.

ALL rapid onset (within a few minutes) breathing problems or swelling of the tongue and face is considered an EMERGENCY - REQUEST F/A KIT, AED AND CALL 911.

ALL incidents where a student/staff has lost consciousness and remains unresponsive after attempts to rouse is an EMERGENCY – REQUEST F/A KIT, AED AND CALL 911.

ALL incidents where a student has a seizure and either does NOT have a KNOWN history of seizures OR where a student with a known seizure history has a seizure that lasts longer than (5) minutes, is an EMERGENCY – REQUEST F/A KIT, AED AND CALL 911.

ALL life-threatening bleeding, severe head injuries, compound fractures or serious dislocations is an EMERGENCY – REQUEST F/A KIT, AED and CALL 911.

Automated External Defibrillators (AEDs) are located (1) in the HEALTH OFFICE on the wall, beside the restrooms, (2) in the GYM to the right of the bleachers, on the wall, or (3) in the upper GPPA storage closet (Restroom - clearly marked.)

Epinephrine Autoinjectors (EpiPens) are located (1) in the HEALTH OFFICE, (2) in the GYM, (3) in each building (upper and lower) in the teacher's lounge, (4) in the Upper GPPA storage closet (Restroom – clearly marked) and (5) in Lower GPPA - Room 5112

If a staff member should come upon a student or other staff member with a major injury or who is unconscious (persistently unresponsive) we will follow these guidelines:

Notify the health office and/or front office that there is an unconscious student or staff member, and request that an AED and First-Aid kit are quickly brought to the location.

First staff member attending to the student administers first-aid to the best of their ability and training, while another staff member at the scene calls 911 immediately. If unsure, health tech or designee will make a determination when on scene.

Health tech or designee will inform the health office and/or front office that 911 is being dispatched via two-way radio.

Front office #2 calls administration to alert them that 911 has been dispatched.

Front Office #1 calls parents or guardians immediately.

Upper admin office assistant prints student emergency card and carries it to the scene for EMS. (For injury or illness to staff, emergency card will be printed and delivered by Human Resources.)

Security secures pathway for ambulance and fire truck at closest point to scene.

If an EpiPen is administered, the staff member who assisted with the EpiPen must inform health tech and/or EMS regarding administration of an EpiPen,

NOTE: The first-aid kit's epinephrine auto-injector (EpiPen) may be administered to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting or after consuming a known allergen.

Staff witnessing the accident and/or providing first aid care will complete an accident report.

### MEDICAL EMERGENCIES DURING FIELD TRIPS

At least one school staff person must be trained in first-aid and age-appropriate CPR, including adult CPR. The field trip staff member should also ensure that appropriate first-aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency is en-route to or from the school or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or their designee.

In the event of an emergency while on a field trip:

If a student is KNOWN to have a medical issue or concern, staff members will refer to and follow the student's Authorization of Medical Administration or Action Plan located (along with any medications) in the First-Aid Backpack.

If the student is NOT KNOWN to have a medical issue, or the injury or medical concern is major or life-threatening, designated school staff personnel will call 911 immediately and will administer first-aid procedures as indicated by the nature of the accident to the best of their ability or training until EMS arrives and takes over.

Parents will be notified simultaneously or as soon as possible, after immediate care has begun, by another staff member.

Basic First-Aid administered may include administering EpiPen, inhaler or other basic life support (CPR, AED, rescue breathing, etc.) to the best of their ability or training until EMS arrive and take over.

Staff members or designee will contact administration to inform them of the situation.

### SAFETY GUIDELINES

The safety of our stakeholders continues to be our top priority for the 2020-21 school year. We will use the resources provided by the Public Health Order and the CDC to implement safety measures at our site. The following items are some of the things we will be doing throughout the campus reopening.

## 2022-23 School Safety Plan

### SAFETY PROTOCOLS:

All non-vaccinated Guajome staff members are required to be tested weekly for COVID-19.

It is strongly recommended, however not required, that all Guajome Schools students wear face coverings while inside and in close-contact proximity to others on campus.

It is required that all staff wear face coverings while inside and in close proximity to other staff members, however, not when in the classroom with students.

To the extent possible, we will maximize space between seating and desks.

Signs will be posted throughout campus with visual reminders to support our students.

Staff will also train students on these protocols and educate them about their role in helping to prevent the spread of the virus.

### SANITATION AND HYGIENE:

The top two recommendations from every health agency to prevent the spread are frequent hand washing and minimizing touching your face.

Multiple hand washing stations will be set up in front of every classroom.

Appropriate hand washing techniques will be trained to our students through visuals or practice.

Students must wash their hands upon arrival, before and after recess, after restroom use, after snack use, and any other time that is necessary.

Hand sanitizer will be available through both automatic and traditional dispensers across campus.

Physical distancing measures and increased staff supervision will be used at restroom locations.

The cleaning crew will ensure all supplies are filled and available.

### CLEANING AND DISINFECTION:

Staff will provide separate supplies to each student in order to eliminate sharing.

Desks, tables, chairs, keyboards, and any other similar equipment will be disinfected after each use, as practicable.

The cleaning crew will disinfect high touch points and hard surfaces daily. This is inclusive of door handles, sink handles, handrails and restrooms.

Restrooms will be disinfected multiple times throughout the day.

Staff will be trained on cleaning and disinfection and have these materials at their disposal.

### AIR CIRCULATION/VENTILATION:

HVAC units will be set at the optimal ventilation levels.

Air purifiers will be placed in each elementary classroom.

Windows and doors will remain open.

## D. Other SARC Information Information Required in the SARC

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

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	24		2	
2	24		2	
3	24		2	
4	26		2	
5	26		2	
6	19	33	35	2

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	25		2	
3	25		2	
4	26		2	
5	26		2	
6	19	26	27	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22	1	1	
2	23		2	
3	23		2	
4	24		2	
5	26		2	
6	20	14	29	

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

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	30	3
Mathematics	22	23	20	1
Science	25	9	25	2
Social Science	25	7	27	1

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

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	29	1
Mathematics	21	23	18	1
Science	26	9	24	1
Social Science	25	6	31	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	31	21	1
Mathematics	18	36	14	
Science	20	20	21	2
Social Science	20	17	26	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	498.89

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	7.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,265.64	2,755.51	11,510.13	76,016
District	N/A	N/A		\$84,177
Percent Difference - School Site and District	N/A	N/A		-10.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	54.3	-15.0

## 2021-22 Types of Services Funded

In striving to meet the needs of a diverse student body, GPA provides a wide variety of programs. LCFF funds and mandated block grant funds 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, 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 Vista Unified School District in conformity with Education Code Section 47641(b). GPA complies with membership and contractual agreement with the El Dorado Special Education Local Plan Area (SELPA). The charter school complies with all state and federal laws that are related to the provisions of Special Education instruction and related services, all SELPA policies and procedures, and utilizes appropriate SELPA forms.

Students with mild 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, Resources Specialist services, speech therapy, occupational and physical therapy, psychological services and counseling, transportation, and behavioral interventions.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,314	\$54,370
<b>Mid-Range Teacher Salary</b>	\$79,971	\$82,681
<b>Highest Teacher Salary</b>	\$105,457	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,730	\$135,283
<b>Average Principal Salary (Middle)</b>	\$138,442	\$141,244
<b>Average Principal Salary (High)</b>	\$157,888	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%



## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0



## Professional Development

Professional Development is a major area of focus for Guajome Park Academy, both in creating time and high-quality opportunities for professional growth within the school calendar, but also in finding opportunities for additional training, workshops, and conferences for our teachers, instructional leaders, classified staff, and administrators. Significant time and investment has been committed to professional development for Instructional Leaders, teachers, and administration. A professional development calendar is created for each school year based on student performance data and input from the grade level and subject area teams. The professional development calendar is built to include departmental and divisional collaboration, breakout sessions, whole group training, and is modified throughout the school year as needed. This calendar is built collaboratively with our Instructional Leaders, by identifying areas of focus for the year and creating the time around those areas.

For the 2022-23 academic year our school wide focus has been in supporting students and teachers in the following goals:  
Departmental Collaboration - focused on pedagogy, instruction, curriculum, and assessment - reestablishing UbD, fine tuning SBG, and common assessments and equity in grading  
Grade Level Collaboration - focused on academic, behavior, and attendance intervention - establishing common divisional and grade level expectations  
WASC - collaboration to prepare for WASC visit April 24-26

Every Friday there is an early release for students that provide professional development and collaboration time from 1:40-3:35. From 1:40-2:15 approximately every other week grade level Student Achievement Collaboration (SAC) takes place, in which all teacher staff are involved in the regular review of student progress and achievement. This time is instrumental in monitoring student engagement and academic achievement, especially while in distance learning. From 2:20-3:35, there are a variety of PD sessions in departmental groups, breakout sessions, and in whole group to focus on our schoolwide goals. As an International Baccalaureate school, IB Collaboration takes place the second Tuesday of each month from 3:30-5:00, to ensure that all staff members are appropriately trained in and kept abreast of the IB curriculum and updates

GPA continues to pursue growth in its delivery of teacher induction and ongoing professional development as an assurance that teachers are trained in expected schoolwide learning results and academic standards. GPA is partnered with the San Diego Office of Education BTSA/Teacher Induction Program. GPA staff receives time, materials, and fiscal resources for planning and ongoing professional development.

Beyond internal professional development, we are committed to providing professional development opportunities outside of our campus in terms of workshops, conferences, and a variety of other training for our teachers, instructional leaders, and administration. Information is brought back and shared with other staff members on staff development days and during scheduled meetings. Opportunities outside of our campus in terms of workshops, conferences, and a variety of other trainings for our teachers, Instructional Leaders, and administration. These include but are not limited to Common Core and Assessment Conferences, CAASPP trainings, IB workshops, ERWC trainings for our ELA Department, Project GLAD, Arts Empower, and California Math Council Conference. We have also worked closely with San Diego County Office of Education and have participated in a number of their workshops and trainings focusing on NGSS, rollout of the new History-Social Science Framework, California ELA/ELD Framework, and many others focusing on literacy, equity, formative assessment, and ELD support. While these opportunities have been more limited, in 2020-21, we have continued to participate in as many virtual professional development opportunities as we can.

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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5