

Guajome Park Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Guajome Learning Centers
Phone Number	(760) 726-2170
Superintendent	Matt Doyle Ed. D
Email Address	superintendentsoffice@vistausd.org
District Website	www.vistausd.org

2023-24 School Description and Mission Statement

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.

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	47
Grade 2	47
Grade 3	47
Grade 4	51
Grade 5	53
Grade 6	184
Grade 7	177
Grade 8	176
Grade 9	132
Grade 10	136
Grade 11	124
Grade 12	127
Total Enrollment	1,346

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.4%
American Indian or Alaska Native	0.6%
Asian	1.2%
Black or African American	1.2%
Filipino	1.6%
Hispanic or Latino	70.2%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	6.9%
White	18.3%
English Learners	10.1%
Homeless	3.6%
Migrant	2.6%
Socioeconomically Disadvantaged	60.3%
Students with Disabilities	12.4%

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

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

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

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
Total Teaching Positions	74.20	100.00	1057.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.30	81.04	917.70	86.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	2.51	3.00	0.28	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	4.71	21.10	1.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	5.37	48.20	4.55	11953.10	4.28
Unknown	4.70	6.35	70.40	6.64	15831.90	5.67
Total Teaching Positions	74.40	100.00	1060.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	4.10	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	4.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.5	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	2024 January
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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 & Middle School Adopted 2014</p> <p>My Perspectives Pearson- Publisher Middle School 6-8 High School 9 & 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> <p>IB Curriculum</p> <p>English A: Language and Literature Oxford University Press-Publisher High School 11 & 12 Adopted 2019</p>	Yes	0%
Mathematics	<p>New York State Education Department- EngageNY (curriculum pilot) GPPA K-5</p> <p>Larson Big Ideas California Houghton Mifflin Harcourt-Publisher Middle School</p>	Yes	0%

	<p>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>		
Science	<p>Building Blocks of Science 3D Carolina-Publisher GPPA Adopted 2020</p> <p>STEMScopes Accelerated Middle School Adopted 2020-21</p> <p>Open Science Ed Middle School 2021-22</p> <p>Inquiry Hub High School 2021-22</p> <p>Modern Biology Holt, Rinehart & Winston-Publisher High School Adopted 2008</p>	Yes	0%

	<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>		
History-Social Science	<p>Ancient Civilizations World History Holt-Publisher Middle School Adopted 2013</p> <p>Medieval and Early Modern Times McDougal Littell-Publisher Middle School Adopted 2013</p> <p>History Alive! The United States Through Industrialism Teachers' Curriculum Institute-Publisher Middle School Adopted 2013</p>	Yes	0%

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

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

Cambridge University Press- Publisher
High School
Adopted 2014

IB DP The Move to Global War
Oxford University Press-Publisher
High School
Adopted 2016

Cold War Tensions and Rivalries IB History Course
Oxford University Press-Publisher

	<p>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>		
Foreign Language	<p>Descubre Spanish Vista Higher Learning Publisher Middle School</p> <p>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 Level 5 Adopted 2013</p> <p>IB Spanish</p>	Yes	0%

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

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

2024 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Regular maintenance items include changing belts on HVAC systems and drain pans. Service is done on a quarterly basis to prevent major breakdown. Gas and sewer system have been free from any major

School Facility Conditions and Planned Improvements

			breakdowns due to the maintenance plan in place. Items are checked on a monthly basis and services when faulty.
Interior: 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.
Cleanliness: 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.
Electrical	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.
Restrooms/Fountains: 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.
Safety: 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.
Structural: Structural Damage, Roofs	X		Our roofs are maintained when needed. They do exhibit some bubbling, peeling and leaking. Leaks are fixed as soon as possible, with District permission. Repairs are made to any deficiencies in the bonding material.
External: 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		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	47	43	43	47	46
Mathematics (grades 3-8 and 11)	23	29	28	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	786	768	97.71	2.29	47.40
Female	403	395	98.01	1.99	52.15
Male	379	370	97.63	2.37	42.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	545	536	98.35	1.65	41.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	62.75
White	146	140	95.89	4.11	60.71
English Learners	71	69	97.18	2.82	14.49
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	58.33
Military	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	474	463	97.68	2.32	39.74
Students Receiving Migrant Education Services	18	17	94.44	5.56	17.65
Students with Disabilities	94	89	94.68	5.32	23.60

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	784	762	97.19	2.81	28.74
Female	401	388	96.76	3.24	27.84
Male	379	371	97.89	2.11	29.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	544	536	98.53	1.47	22.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23	3.77	41.18
White	146	136	93.15	6.85	45.59
English Learners	71	70	98.59	1.41	11.43
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	14	14	100.00	0.00	28.57
Socioeconomically Disadvantaged	474	459	96.84	3.16	19.83
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	94	88	93.62	6.38	9.09

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.45	40.92	27.48	29.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	440	95.44	4.56	41.14
Female	214	205	95.79	4.21	38.54
Male	245	234	95.51	4.49	43.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	325	312	96.00	4.00	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	50.00
White	82	75	91.46	8.54	60.00
English Learners	29	28	96.55	3.45	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	279	268	96.06	3.94	33.96
Students Receiving Migrant Education Services	12	11	91.67	8.33	27.27
Students with Disabilities	51	48	94.12	5.88	20.83

2022-23 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	88
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	60.16

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	95	94	99	93	99
Grade 7	95	96	94	94	97
Grade 9	92	93	92	90	95

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.

2023-24 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

2023-24 Opportunities for Parental Involvement

community based informational events. This is something we anticipate to expand both in scope and the resources and 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.

We held our 2nd Annual 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.

This year we also noted our First Annual Bilingual Literacy Night. Bilingual Literacy Night was a celebration of our bilingual students and the benefits of bilingualism. Families were invited to come and learn about the benefits of bilingualism, receive resources to help support their bilingual child, look at bilingual books, and sign up for workshops.

Workshops and resources are provided at the Family and Community Resource Center for families and community members. Guajome partners with the Vista Community Clinic to host a parent workshop on drug and alcohol prevention. Workshops on financial literacy, human trafficking awareness and mental health have also been provided.

A monthly Friends of Guajome-Family Engagement Newsletter was created. The Newsletter highlights information on family and community resources and events.

Families can also access information on our Family Resource Center webpage on our website.

Our webpage details all of the services and resources available at the Family Resource Center, along with links to a Community Resource Guide, Parenting resources, and the San Diego Hunger Coalition. Families can also access a community calendar with events happening in our community. All of our information and workshops are offered in English and Spanish.

As part of the Family and Community Center, we have implemented new parent involvement groups to provide more options for family involvement. Our GPPA Parent Helper Group was designed to allow parents to help teachers outside of the classroom.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5	1.6	0.8	22.3	15.3	22.6	9.4	7.8	8.2
Graduation Rate	93.3	98.4	98.4	69.9	76.8	71.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	127	125	98.4
Female	50	48	96.0
Male	77	77	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	97	95	97.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	17	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	15	15	100.0
Socioeconomically Disadvantaged	98	97	99.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	16	88.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1367	1352	252	18.6
Female	688	681	134	19.7
Male	673	665	116	17.4
Non-Binary	6	6	2	33.3
American Indian or Alaska Native	9	9	0	0.0
Asian	17	16	1	6.3
Black or African American	16	15	2	13.3
Filipino	21	21	3	14.3
Hispanic or Latino	955	947	188	19.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	97	94	13	13.8
White	251	249	45	18.1
English Learners	147	145	38	26.2
Foster Youth	3	3	1	33.3
Homeless	55	55	15	27.3
Socioeconomically Disadvantaged	869	861	167	19.4
Students Receiving Migrant Education Services	37	36	2	5.6
Students with Disabilities	185	181	45	24.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.48	5.46	8.12	1.26	4.93	4.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.05	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.12	0
Female	6.98	0
Male	9.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.75	0
Filipino	4.76	0
Hispanic or Latino	8.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.22	0
White	8.76	0
English Learners	13.61	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	10.01	0
Students Receiving Migrant Education Services	5.41	0
Students with Disabilities	11.35	0

2023-24 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.

2023-24 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 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 SDCOE recommendations for COVID-19, Guajome has updated our COVID-19 Attendance

2023-24 School Safety Plan

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.

Symptomatic

Students who test positive and are symptomatic, should stay home when symptoms appear. They may return to school when they are fever-free for 24 hours without using fever-reducing medication AND other non-fever symptoms are mild and improving.

Asymptomatic

If students are Asymptomatic, they may remain at school unless symptoms develop. Then follow the Symptomatic guidance above.

All students who test positive for COVID-19 should wear a mask indoors through day 10 after their symptom onset or positive test date if asymptomatic. Students may remove their mask sooner than 10 days if they have two sequential negative tests at least one day apart. Students should avoid contact to 10 days with individuals who are at higher risk for severe COVID-19.

Close-Contact*

Students who are close-contacts may remain at school unless they develop symptoms. Then follow the Symptomatic guidance (above). All students who are close-contacts should test for COVID-19 if they:

1. Develop symptoms
2. Are at higher risk for severe COVID-19
3. Are around others who are at higher risk for severe COVID-19.

They should wear a mask through day 10 after the close-contact if they develop symptoms, or when around others indoors who are at higher risk for infection.

If students/parents/guardians need COVID-19 home test kits, we have free kits available in the Health Office for pick-up.

*Close-Contact is defined as: In indoor spaces of 400,000 or fewer cubic feet per floor (such as homes, clinic waiting rooms, airplanes, etc.), sharing the same indoor airspace for a cumulative total of 15 minutes or more over a 24-hour period (for example, three individual 5-minute exposures for a total of 15 minutes) during a confirmed case's infectious period. In large indoor spaces greater than 400,000 cubic feet per floor (such as open-floor-plan offices, warehouses, large retail stores, manufacturing, or food processing facilities), it's being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period. retail stores, manufacturing, or food processing facilities), it's being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the confirmed case's infectious period.

NOTE: The confirmed case is only considered infectious to close contacts when they are symptomatic.

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.

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

2023-24 School Safety Plan

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

The field trip staff member should 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:

2023-24 School Safety Plan

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.

SANITATION AND HYGIENE:

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.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	2	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	26	0	2	0
5	27	0	2	0
6	20	20	36	0
Other	0	0	0	0

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	27	21	0
Mathematics	18	34	13	0
Science	21	21	18	0
Social Science	21	17	23	0

2022-23 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	498.52

2022-23 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
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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		
Percent Difference - School Site and District	N/A	N/A		-10.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	54.3	-15.0

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$55,550
Mid-Range Teacher Salary		\$84,645
Highest Teacher Salary		\$111,284
Average Principal Salary (Elementary)		\$139,860
Average Principal Salary (Middle)		\$146,440
Average Principal Salary (High)		\$158,447
Superintendent Salary		\$278,268
Percent of Budget for Teacher Salaries	35.71%	32.21%
Percent of Budget for Administrative Salaries	4.17%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered 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 2023-24 academic year our school wide focus has been in supporting students and teachers in the following goals:

1. Departmental Collaboration - focused on pedagogy, instruction, curriculum, and assessment - reestablishing UbD, fine tuning SBG, and common assessments and equity in grading
2. Grade Level Collaboration - focused on academic, behavior, and attendance intervention - establishing common divisional and grade level expectations
3. Focused Strategies for supporting ELD and SPED students in the general education setting

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 BTS/Teacher Induction Program. GPA staff receives time, materials, and fiscal resources for planning and ongoing professional development.

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.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5