

Guajome Park Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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
Grade Span	K-12
County-District-School (CDS) Code	37-68452-3730942

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Guajome Park Academy (GPA) is a public, college-preparatory charter school of choice in Vista, California, with approximately 1,355 students in grades K-12; with 313 in grades K-5, 1,042 in grades 6-12. 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 74.2% Hispanic, 15.1% White, .7% African American or Black, 1% Asian, 1.4% Filipino, and 7.6% 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

2025-26 School Description and Mission Statement

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 program, 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 a 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 with the 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	52
Grade 2	52
Grade 3	52
Grade 4	56
Grade 5	56
Grade 6	182
Grade 7	188
Grade 8	189
Grade 9	128
Grade 10	117
Grade 11	119
Grade 12	119
Total Enrollment	1,355

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.6
Non-Binary	0.3
American Indian or Alaska Native	0.4
Asian	1
Black or African American	0.7
Filipino	1.4
Hispanic or Latino	74.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	6.6
White	15.1
English Learners	10.6
Foster Youth	0.1
Homeless	6
Migrant	2.7
Socioeconomically Disadvantaged	75.9
Students with Disabilities	14.7

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.

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)	60.3	81.04	917.7	86.53	234405.2	84
Intern Credential Holders Properly Assigned	1.8	2.51	3	0.28	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	4.71	21.1	1.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	5.37	48.2	4.55	11953.1	4.28
Unknown/Incomplete/NA	4.7	6.35	70.4	6.64	15831.9	5.67
Total Teaching Positions	74.4	100	1060.5	100	279044.8	100

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.

2022-23 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)	68.2	90.48	925.3	87.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.4	0.04	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	2.65	22.7	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	5.16	39.2	3.72	11746.9	4.23
Unknown/Incomplete/NA	1.2	1.68	66.9	6.34	14303.8	5.15
Total Teaching Positions	75.4	100	1054.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	63	87.83	888	86.94	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.3	0.23	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	2.79	20.1	1.97	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	3.66	30.5	2.99	12112.8	4.34
Unknown/Incomplete/NA	4.1	5.71	80.3	7.86	13705.8	4.91
Total Teaching Positions	71.7	100	1021.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.50	2	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.50	2	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	4.00	0.7	2.6
Local Assignment Options	0.00	3.1	0
Total Out-of-Field Teachers	4.00	3.8	2.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	1.5	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Teachers work with our Instructional Leadership Team (ILT) and appropriate administration to determine textbook adoption needs. After piloting materials, the ILT leader fills out the 'Instructional Materials Adoption' and submits the paperwork to the 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 the librarian.

Year and month in which the data were collected

2026 January

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Benchmark Advance (ELA/ELD) Benchmark Education Company-Publisher GPPA Adopted 2022</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 2013</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>	0%

	<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>	
Mathematics	<p>Envision Integrated by Savvas Middle and High School Adopted 2022</p> <p>New York State Education Department- EngageNY GPPA K-5 Adopted 2020</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>	0%

<p>Science</p>	<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 and High School 2021-22</p> <p>Inquiry Hub High School 2021-22</p> <p>Modern Biology Holt, Rinehart & 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>0%</p>
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	<p>Sports Exercise and Health IB Diploma Course Oxford University Press High School Adopted 2018</p>	
History-Social Science	<p>TCI Social Studies Alive! Middle School Adopted 2020</p> <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> <p>The Constitution of USA Fink- Publisher High School Adopted 2008</p> <p>We the People the Citizen and the Constitution Level 3 Center for Civic Education- Publisher High School Adopted 2009</p> <p>Magruder's American Government Prentice Hall-Publisher High School Adopted 2011</p> <p>Economics Prentice Hall- Publisher High School Adopted 2011</p> <p>The Americans - Reconstruction to the 21st Century McDougal Littell-Publisher High School Adopted 2012</p> <p>American Nation Prentice Hall- Publisher High School Adopted 2012</p> <p>Psychology: Modules for Active Learning CENGAGE Learning Publisher High School Adopted 2018</p> <p>IB Curriculum</p>	0%

	<ol style="list-style-type: none"> 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 <p>Cambridge University Press- Publisher High School Adopted 2014</p> <p>IB DP The Move to Global War 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>	
Foreign Language	<p>Descubre Spanish Vista Higher Learning Publisher Middle School</p> <p>Level 1 Level 2 Level 3 Adopted 2016</p>	<p>0%</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> <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>	
Visual and Performing Arts	<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>	0%
<p>Note: Cells with N/A values do not require data.</p>		

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

School Facility Conditions and Planned Improvements

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

1/14/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The annual FIT inspection identified no deficiencies requiring corrective action. All gas lines and associated systems are fully operational. While the mechanical and HVAC units are aging and some controllers are not currently communicating with the central server, the units remain on established schedules and continue to operate effectively in all spaces. The sewer system is free of damage or deficiencies, and no repairs are required at this time. Proactive monitoring and routine inspections are conducted systematically throughout the year to ensure continued reliability and performance.
Interior: Interior Surfaces		X		Interior finishes show signs of normal wear and tear, including drywall damage in several areas, detached base molding, wall tears, and paint deterioration. These items were identified during the most recent FIT inspection. Certain rooms, including the GLC area, exhibit drywall damage resulting from a prior leak; these repairs will be addressed by the Plant Manager. Additionally, some classrooms have cabinet door damage; now that these issues have been identified, the affected hinges will be repaired or replaced. The boys' locker room has sustained more extensive damage to tile and painted surfaces. These repairs are scheduled to be completed during the spring to minimize operational disruption.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			All facilities are cleaned nightly, with carpets shampooed twice annually. Classrooms are refreshed with paint and miscellaneous repairs on a five-year cycle, or as needed. The FIT inspection confirmed that overall cleanliness—including school grounds, common areas, and individual classrooms—is maintained to a high standard and is free of refuse, dirt, and grime. Graffiti is promptly removed upon identification, and restrooms, drinking fountains, and food preparation areas are cleaned daily. No evidence of pests or vermin was observed.
Electrical	X			Electrical systems are inspected on a monthly basis to ensure safe and reliable operation. Inspections include electrical panels, ballasts, and outlets to verify proper functionality and compliance with safety standards. These routine inspections support consistency in meeting the school's electrical needs. The most recent FIT inspection identified two deficiencies involving light

School Facility Conditions and Planned Improvements

			<p>fixtures with failed ballasts. A licensed electrical vendor was engaged to replace the affected ballasts. No additional issues were identified, and there is no evidence of power failure in any area of the campus. All other electrical components are functioning properly.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>Restrooms receive routine daily maintenance and are thoroughly cleaned and disinfected each evening by the custodial team. All sinks and drinking fountains are disinfected and cleaned daily, and tile floors are deep-cleaned twice annually. In addition, a day porter monitors restroom conditions throughout the day to ensure cleanliness and proper functionality. During the most recent inspection, several clogged urinals, a small number of missing sink handles, and malfunctioning toilet diaphragms were identified. A licensed plumbing vendor completed the necessary repairs, restoring all fixtures to full working order.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>All fire safety systems and hazardous materials are inspected on a weekly basis. The fire alarm control panel is reviewed daily for trouble codes, and maintenance of all fire safety systems is performed in accordance with applicable Fire Code requirements. Fire extinguishers are inspected monthly to confirm they are in proper working condition. Any hazardous materials present are clearly labeled and stored in compliance with established safety standards. During the most recent review, three trouble codes were identified on the fire alarm system. A qualified vendor has been scheduled to perform the necessary repairs to restore the system to full operational status.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>Roofing systems are maintained on an as-needed basis. Some areas exhibit bubbling and peeling, which has resulted in leaks in select interior spaces. Identified leaks are addressed promptly upon discovery, with District approval, and repairs are completed to correct deficiencies in the bonding materials. A comprehensive roofing replacement for all buildings is scheduled to take place during the summer of the 2025–2026 school year.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>All windows, doors, gates, and fencing are in good condition and fully operational. Playground areas and school grounds are maintained to ensure safety and are free of debris or structural hazards. Monthly inspections are conducted on all equipment, and repairs are completed as needed. No deficiencies were identified during the most recent inspection, and all gates, doors, fences, and windows are in excellent working order.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	49	42	44	47	48
Mathematics (grades 3-8 and 11)	25	26	31	32	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	821	817	99.51	0.49	48.64
Female	436	434	99.54	0.46	50.70
Male	384	382	99.48	0.52	46.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	92.31
Hispanic or Latino	618	616	99.68	0.32	40.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	65.38
White	120	119	99.17	0.83	73.73
English Learners	88	87	98.86	1.14	12.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	50.00
Socioeconomically Disadvantaged	463	460	99.35	0.65	37.80
Students Receiving Migrant Education Services	23	23	100.00	0.00	31.82
Students with Disabilities	122	122	100.00	0.00	18.97

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	821	815	99.27	0.73	25.87
Female	436	433	99.31	0.69	21.21
Male	384	381	99.22	0.78	31.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	618	614	99.35	0.65	18.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11	1.89	42.31
White	120	119	99.17	0.83	52.54
English Learners	88	87	98.86	1.14	3.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	23.33
Socioeconomically Disadvantaged	463	459	99.14	0.86	17.62
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.64
Students with Disabilities	122	122	100.00	0.00	7.76

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.32	36.81	28.5	29.99	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	475	469	98.74	1.26	36.05
Female	231	228	98.70	1.30	31.86
Male	243	240	98.77	1.23	39.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	353	350	99.15	0.85	27.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	36	97.30	2.70	58.33
White	70	68	97.14	2.86	58.82
English Learners	24	23	95.83	4.17	9.09
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	16	16	100.00	0.00	43.75
Socioeconomically Disadvantaged	304	300	98.68	1.32	24.16
Students Receiving Migrant Education Services	16	16	100.00	0.00	20.00
Students with Disabilities	49	48	97.96	2.04	11.11

2024-25 International Baccalaureate Career-related Programme

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 career-related pathway aligned with the philosophies of the school and IB programme. We have established six 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 years to get experience in multiple areas of focus, from directing to lighting to stage-craft.

Computer Science: GPA is collaborating with Arizona State University to provide a pathway for computer science. This option includes four courses through the 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 four different college courses in computer science over their junior and senior years.

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 advance them in a nursing program ahead of their peers. Students complete four different college courses relating to nursing/ medical over their junior and senior years.

2024-25 International Baccalaureate Career-related Programme

Early Child Education: GPA has established a pathway in which juniors build skills through CTE coursework and then apply those skills in their senior year in a paid job working with children. GPA collaborates with the Boys and Girls Club of America to provide these job opportunities to students during their senior year.

Legal Studies: GPA has established a pathway in which juniors build skills through CTE coursework and then apply those skills in their senior year in an internship opportunity working with a local business. GPA collaborates with various local law providers to provide these internship opportunities to students during their senior year.

Culinary Arts: GPA has established a pathway in which juniors build skills through CTE coursework and then apply those skills in their senior year in a practical, hands-on culinary arts course.

2024-25 International Baccalaureate Career-related Programme (IBCP) Participation

Measure	CTE Program Participation
Number of Pupils Participating in IBCP	38
Percent of Pupils that Complete a IBCP Program and Earn a High School Diploma	14%
Percent of IBCP Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	66%

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.59
Graduates Who Completed All Courses Required for UC/CSU Admission	67.1

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97%	97%	97%	97%	97%
Grade 7	95%	95%	95%	97%	97%
Grade 9	95%	95%	95%	95%	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.

2025-26 Opportunities for Parental Involvement

Guajome Park Academy (GPA) has a long-standing tradition of welcoming and valuing parent involvement as an essential part of our charter school community. Parents are viewed as partners in education and are encouraged to participate in a wide range of school activities that support student success and strengthen school–family connections. Parents may become involved through volunteering at school events, supporting fundraisers, assisting with graduation activities, athletics, and performing arts programs, or helping in classrooms and on field trips. Families are also encouraged to attend Back to School Night, Stakeholders’ Day, parent seminars, forums, and meetings of the GPA Foundation and parent organizations throughout the school year. These opportunities provide meaningful ways for parents to stay informed, connected, and engaged in their child’s educational experience.

Parents are invited to serve on the School Site Council (SSC), which includes parents, teachers, staff, administrators, and students. The SSC meets regularly to develop, review, and evaluate the school’s annual plan for student achievement and school improvement. Through participation on the SSC, parents play an active role in decision-making, reviewing student progress, and recommending programs and resources to support all learners, particularly underachieving student populations.

The GPA Foundation is a 501(c)(3) nonprofit organization that oversees Guajome’s parent organizations, Friends of Frogs (FoF) for middle and high school and Friends of Tadpoles (FoT) for elementary school. These groups function similarly to a PTA or PTO and serve as coordinating bodies for fundraisers, volunteer opportunities, and community-building events. All GPA parents are automatically members—there are no dues or fees—and participation is strongly encouraged. The Foundation and our parent organizations also serve as an important communication link between families, staff, and school leadership.

Friends of Frogs supports middle and high school students and teachers by organizing events such as Back to School Night, dances, Teacher Appreciation Week, Stakeholders’ Day, and special activities like the Haunted Hallway event. Friends of Tadpoles supports the elementary program by hosting family events, fundraisers, and classroom celebrations, including the Glow Party, Fun Run, Math Night, Craft & Cocoa Movie Night, Pastries with Your People, Fall Festival, Trunk or Treat, Holiday Shoppe, and publishing parties.

2025-26 Opportunities for Parental Involvement

Family engagement has continued to grow with the creation of the Family and Community Resource Center, located in the main office. The Center reflects GPA's commitment to supporting and engaging families and community partners. It provides a welcoming space where parents can access school and community resources, bilingual books and learning tools, and information that supports student success at home and at school.

Through partnerships with organizations such as Vista Community Clinic, Universidad Popular, TrueCare, UCSD, and CalSOAP, the Family and Community Resource Center hosts workshops and informational sessions on topics including drug and alcohol prevention, human trafficking awareness, disaster preparedness, and college readiness. All resources, workshops, and communications are offered in both English and Spanish. Families may also access additional information through the Family Resource Center webpage, which includes a Community Resource Guide, parenting resources, a community events calendar, and food assistance information.

Parents are also invited to volunteer at GPA's twice-monthly food distributions, held through the Family and Community Resource Center and in partnership with Feeding San Diego. Volunteers assist with organizing and distributing food to families in need.

For more information or to become involved in parent organizations or volunteer opportunities, parents may contact:

Berenice Resendiz

Community Outreach Specialist

Guajome Park Academy Family and Community Resource Center

Phone: (760) 631-8500 ext. 1020

Email: resendizbe@guajome.net

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.8	1.8	0	22.6	23.1	19	8.2	8.9	8
Graduation Rate	98.4	97.4	99.1	71.9	70.7	75.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	115	114	99.1
Female	52	51	98.1
Male	62	62	100.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	85	85	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	16	94.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	95	94	98.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	19	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1413	1365	191	14.0
Female	736	712	107	15.0
Male	673	649	82	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	1	7.1
Black or African American	11	--	--	--
Filipino	19	19	0	0.0
Hispanic or Latino	1054	1014	144	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	91	91	14	15.4
White	211	204	26	12.7
English Learners	152	149	23	15.4
Foster Youth	--	--	--	--
Homeless	84	83	19	22.9
Socioeconomically Disadvantaged	1076	1048	160	15.3
Students Receiving Migrant Education Services	39	39	4	10.3
Students with Disabilities	216	210	44	21.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.12	4.61	3.61	4.73	3.24	3.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.07	0.07	0.09	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.61	0.07
Female	3.53	0.00
Male	3.71	0.15
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.17	0.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.20	0.00
White	1.42	0.00
English Learners	3.95	0.00
Foster Youth	0.00	0.00
Homeless	2.38	0.00
Socioeconomically Disadvantaged	4.28	0.09
Students Receiving Migrant Education Services	2.56	0.00
Students with Disabilities	7.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 School Safety Plan was reviewed and approved on February 5th, 2026. 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.

2024-25 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 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, when returning to school and other normal activities, should also take added precaution over the next 5 days including:

- Maintaining hygiene practices
- Wearing a mask
- Physical distancing
- Testing when the student will be around others indoors.

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.

*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.

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 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,

2025-26 School Safety Plan

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:

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	0	2	0
1	26	0	2	0
2	25	0	2	0
3	26	0	2	0
4	28	0	2	0
5	28	0	2	0
6	20	24	31	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26		2	
2	26		2	
3	26		2	
4	28		2	
5	28		2	
6	22	13	36	

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	14	29	
Mathematics	19	30	13	
Science	24	15	24	
Social Science	23	9	16	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	21	23	
Mathematics	18	30	16	
Science	21	15	19	
Social Science	22	16	20	

2024-25 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	329.33

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	16646.14	5466.63	11179.51	81341
District	N/A	N/A	11179.51	\$95,692
Percent Difference - School Site and District	N/A	N/A	0.0	-16.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	0.3	-24.2

Fiscal Year 2024-25 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 requirements. 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$57,722	\$62,783
Mid-Range Teacher Salary	\$91,745	\$97,783
Highest Teacher Salary	\$120,983	\$128,020
Average Principal Salary (Elementary)	\$154,363	\$160,224
Average Principal Salary (Middle)	\$169,112	\$166,992
Average Principal Salary (High)	\$156,741	\$180,971
Superintendent Salary	\$310,000	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.53%	5%

2024-25 International Baccalaureate (IB) Courses

This table displays the percentage of high school students in International Baccalaureate (IB) courses at this school.

Percentage of Students in IB Courses	40%
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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 IB Courses Offered
Computer Tech	0
English:	2
Fine and Performing Arts:	2
World Language:	4
Mathematics:	2
Science:	3
Social Science:	2
Total IB Courses Offered	15
<i>Where there are student course enrollments of <u>at least one student</u>.</i>	

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 have 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, and 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

Professional Development

around those areas.

For the 2025-26 academic year, our school-wide focus has been on supporting students and teachers in the following school-wide areas of focus:

1. Increase Student Engagement through Student-Centered Practices, Kagan Strategies, Restorative Approaches, and Learning Walks
2. Strengthen Instruction through UbD-Driven Planning to Support Differentiation and Deeper Student Learning, Incorporating Hands-on Learning with Real World Connections

Every Friday, there is an early release for students that provides professional development and collaboration time from 1:40 - 3:35 pm. Roughly every other week, teachers meet in divisional meetings and then break into grade-level Student Achievement Collaboration (SAC). During this time, all teaching 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. Other collaboration time is broken into regular departmental collaborations, breakout sessions, and collaboration focused on our schoolwide goals. As an International Baccalaureate school, IB Collaboration takes place monthly on a Friday from 7:15-8:15, 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 receive 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, Kagan cooperative learning, CAASPP trainings, IB workshops, ERWC trainings for our ELA Department, Project GLAD, Arts Empower, and the California Math Council Conference. We have also worked closely with the 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5