

Aspire Golden State College Preparatory Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Lou Kim, Principal

📍 Principal, Aspire Golden State College Preparatory Academy

About Our School

Our school is dedicated to preparing all of our students for college success. Everything about GSP — from the college flags in our hallway to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest-working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers, and supporters enable us to meet the unique needs of our students and our community.

Contact

*Aspire Golden State College Preparatory Academy
1009 66th Ave.
Oakland, CA 94610-3430*

*Phone: 510-567-9631
Email: data-contact@aspirepublicschools.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
Email Address	kyla.johnson@ousd.org
Website	http://www.ousd.org

School Contact Information (School Year 2019—20)	
School Name	Aspire Golden State College Preparatory Academy
Street	1009 66th Ave.
City, State, Zip	Oakland, Ca, 94610-3430
Phone Number	510-567-9631
Principal	Lou Kim, Principal
Email Address	data-contact@aspirepublicschools.org
Website	www.aspirepublicschools.org
County-District-School (CDS) Code	01612590118224

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

Aspire Golden State College Preparatory Academy is a 6-12th-grade school in Oakland that is part of the Aspire Public Schools network. Golden State College Preparatory Academy opened in 2007.

Aspire Public Schools is a non-profit organization that operates high performing charter schools across the state of California that focus on one goal—preparing urban students for college.

Vision

Every student is prepared to earn a college degree.

Mission Statement

To open and operate small, high-quality charter schools in low -income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

Core Values

Purposefulness: Deliberate action, focused on the organization's goals and priorities

Collaboration: Working collectively to accomplish more than what is possible alone

Ownership: Individual and group accountability for results, actions, and decisions

Quality: Commitment to excellence and the discipline to continually improve

Customer Service: Responsiveness to the needs of external and internal customers

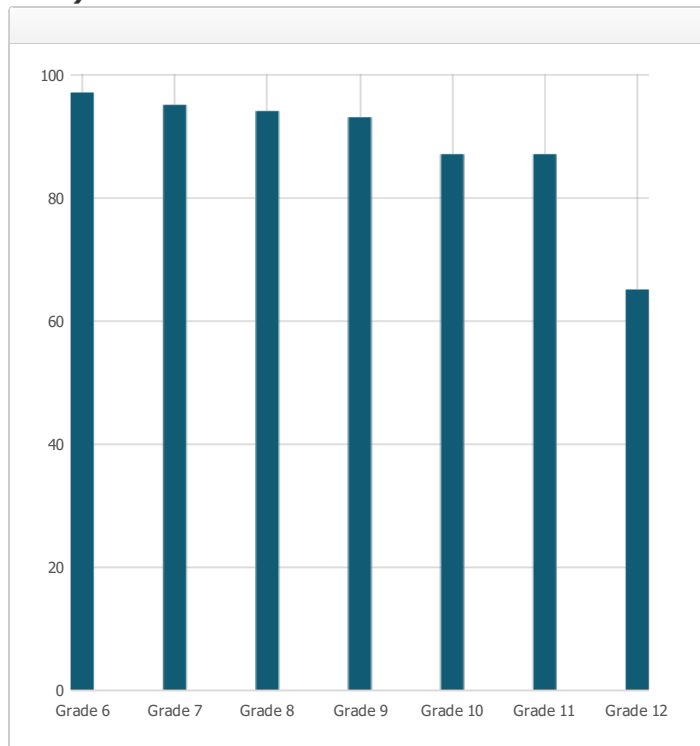
GSP Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge, and traits to become college-educated leaders in their communities.

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards, and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Last updated: 12/17/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	97
Grade 7	95
Grade 8	94
Grade 9	93
Grade 10	87
Grade 11	87
Grade 12	65
Total Enrollment	618



Last updated: 12/17/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	16.30 %
American Indian or Alaska Native	0.20 %
Asian	0.30 %
Filipino	0.20 %
Hispanic or Latino	82.50 %
Native Hawaiian or Pacific Islander	%
White	0.20 %
Two or More Races	0.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.60 %
English Learners	22.00 %
Students with Disabilities	9.90 %
Foster Youth	0.20 %
Homeless	%

A. Conditions of Learning

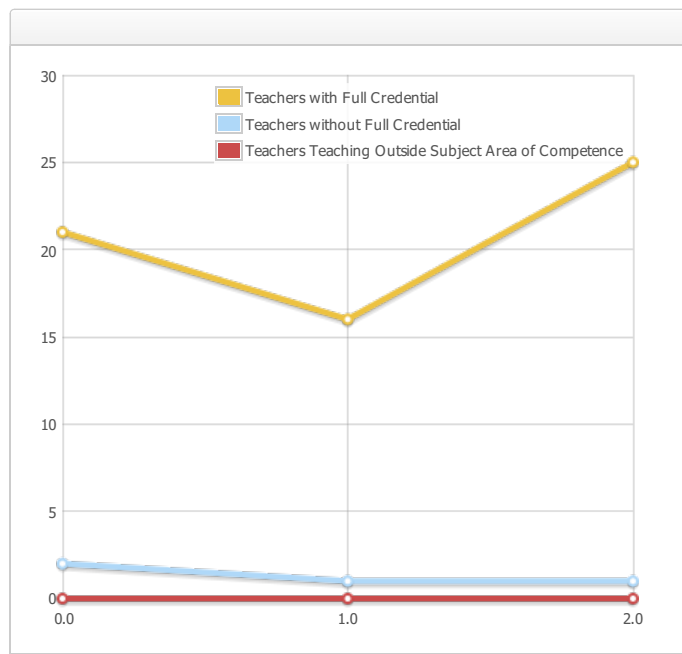
State Priority: Basic

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

Teacher Credentials

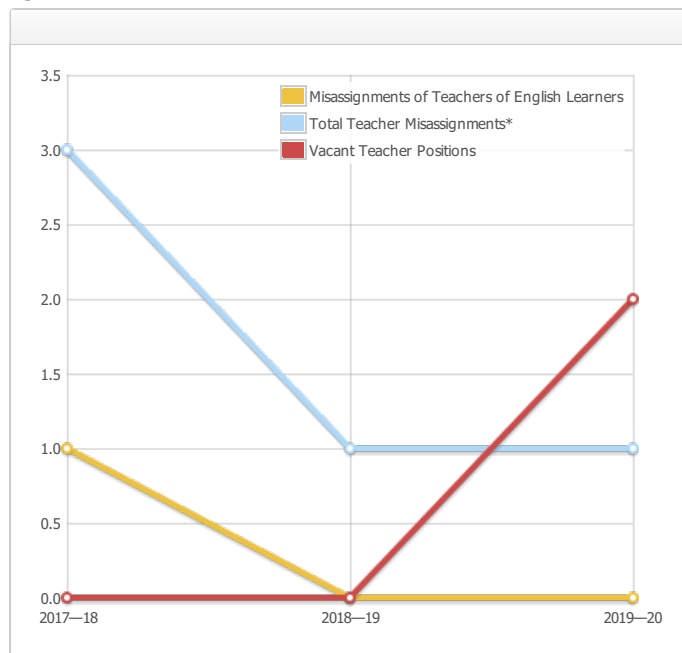
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	16	25	
Without Full Credential	2	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	3	1	1
Vacant Teacher Positions	0	0	2



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-12: EngageNY		0.00 %
Mathematics	6-8: Eureka Math, adopted 2017 9-11: Core Plus, adopted 2018	Yes	0.00 %
Science	6-8: Amplify Science, adopted 2016 9: OUSD Biology, adopted 2018 11-12: Living By Chemistry, adopted 2018	Yes	0.00 %
History-Social Science	6-12: combined resources from TCI, Stanford's Reading Like a Historian The DBQ Project, and Facing History and Ourselves.		0.00 %
Foreign Language	Middlebury Interactive Languages (Spanish)		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/17/2019

School Facility Conditions and Planned Improvements

Overall, this campus is in good condition.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 12/17/2019

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	45%	37%	36%	35%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	24%	18%	29%	28%	38.0%	39.0%

Note: 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.

Note: 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.

Last updated: 12/17/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	364	99.18%		37.09%
Male	178	176	98.88%		24.43%
Female	189	188	99.47%		48.94%
Black or African American	74	74	100.00%		25.68%
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	290	287	98.97%		39.72%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	339	336	99.12%		35.71%
English Learners	186	183	98.39%		24.59%
Students with Disabilities	39	37	94.87%		8.11%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: 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.

Note: 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.

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.

Last updated: 12/17/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	361	98.37%		18.28%
Male	178	175	98.31%		14.86%
Female	189	186	98.41%		21.51%
Black or African American	74	73	98.65%		8.22%
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	290	285	98.28%		20.35%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	339	333	98.23%		17.42%
English Learners	186	182	97.85%		12.09%
Students with Disabilities	39	37	94.87%		2.70%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: 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.

Note: 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.

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.

Last updated: 12/17/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00%

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: 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.

Last updated: 12/18/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

This is Aspire’s Guarantee to Parents:

At any Aspire campus, parents can expect:

- A demonstrated improvement in their child’s academic performance;
- An open invitation to attend their child’s classes;
- Easy, open communication with their child’s teacher
- The opportunity to rate the performance of teachers and the school annually; and
- Eligibility to serve on the school’s governing body, the Advisory School Council.

The School recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, the School features:

- Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half-day sessions allow parents to attend school with their children.
- Participation in school decision-making: Aspire includes parent representatives on the Advisory School Council and parent participation on the school’s Teacher Hiring Committee.

- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child’s teachers. The survey results are reviewed by the School staff as well as Aspire’s Home Office and are a factor in personnel decisions such as merit raises.
- Regular communication about student learning and behavior: parents, students, and teachers meet at least twice a year during Family Conferences to plan and assess the students’ learning progress and determine goals. In addition, the School staff will call parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the School’s behavior and academic expectations. In addition, the School tries to create ways for families to invest some time in volunteer service each year. The School provides a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending ASC meetings, serving on parent committees, fundraising, and communicating with other parents.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. The School has a recently-formed Advisory School Council (“ASC”), which meets occasionally as needed, and consists of teachers, parents, and the School Principal. The School’s ASC is intended to assist in developing School policies, engaging the community, and fulfilling certain compliance requirements related to state and federal funding. The ASC may make recommendations about issues related to the School and participate in reviewing parental and community concerns. If necessary, the principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Families interested in participating or learning more about our parent involvement opportunities can contact our school’s main office at (510)567-9631 for additional information.

State Priority: Pupil Engagement

Last updated: 1/6/2020

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

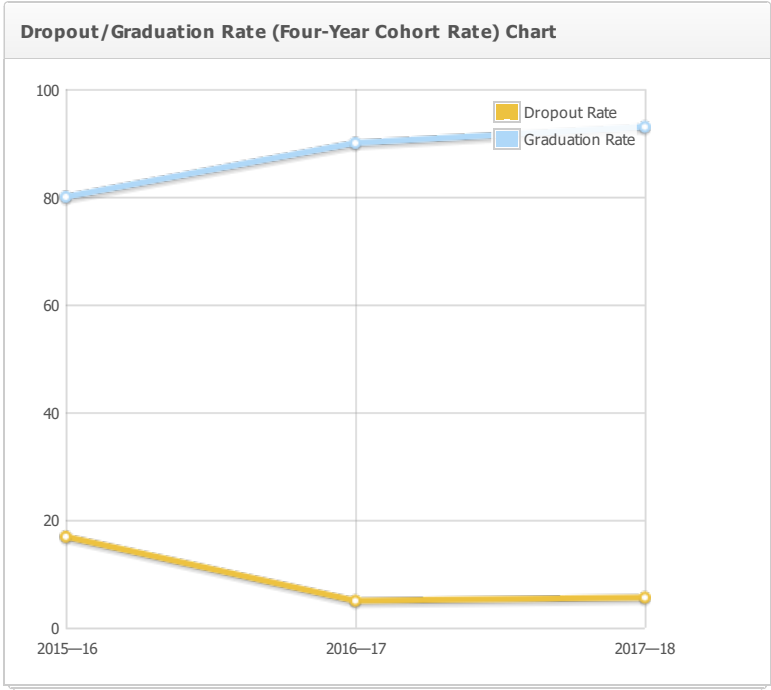
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	16.90%	20.30%	9.70%
Graduation Rate	80.00%	64.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	5.00%	5.60%	13.50%	13.90%	9.10%	9.60%

Graduation Rate	90.00%	93.00%	73.70%	74.80%	82.70%	83.00%
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For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/17/2019

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	14.90%	7.40%	11.80%	4.10%	4.40%	4.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.30%	0.00%	0.10%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

It is the policy of Aspire Public Schools (“Aspire”) to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program (“IIP Program”) to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site. Aspire Office Managers are responsible for the record-keeping and coordination of the safety training programs at their school site.
 Employees - It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders.

Last updated: 12/17/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.00	1	22	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00	6	24	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00	2	13	12
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	11	36	2
Mathematics	27.00	2	16	
Science	28.00	2	13	2
Social Science	27.00	3	13	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	15	28	4
Mathematics	22.00	18	13	1
Science	29.00		12	1
Social Science	33.00		11	2

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	14	27	4
Mathematics	26.00	8	15	3
Science	30.00		12	2
Social Science	27.00	4	11	4

* Number of classes indicates how many classrooms 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.

Last updated: 1/6/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	325.30

*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.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 12/17/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13730.00	\$4245.00	\$9485.00	\$62167.00
District	N/A	N/A	--	\$63149.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/17/2019

Types of Services Funded (Fiscal Year 2018—19)

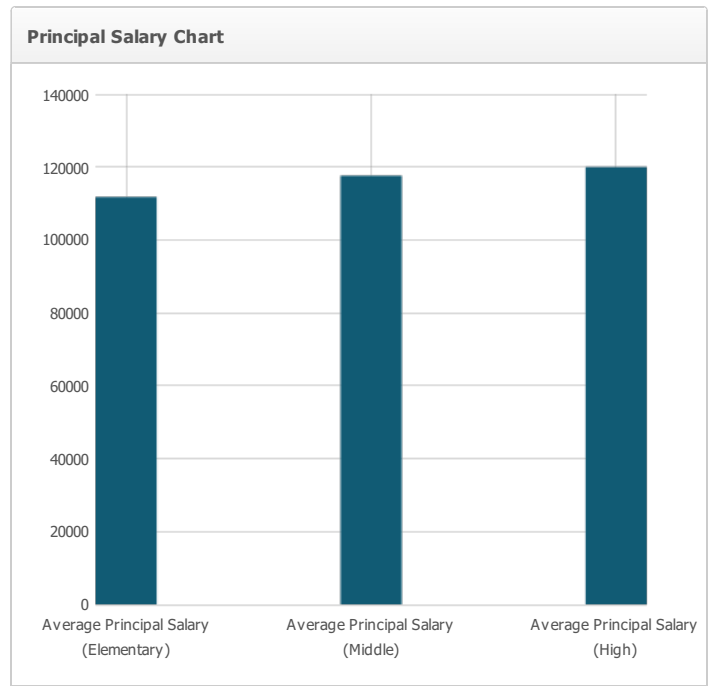
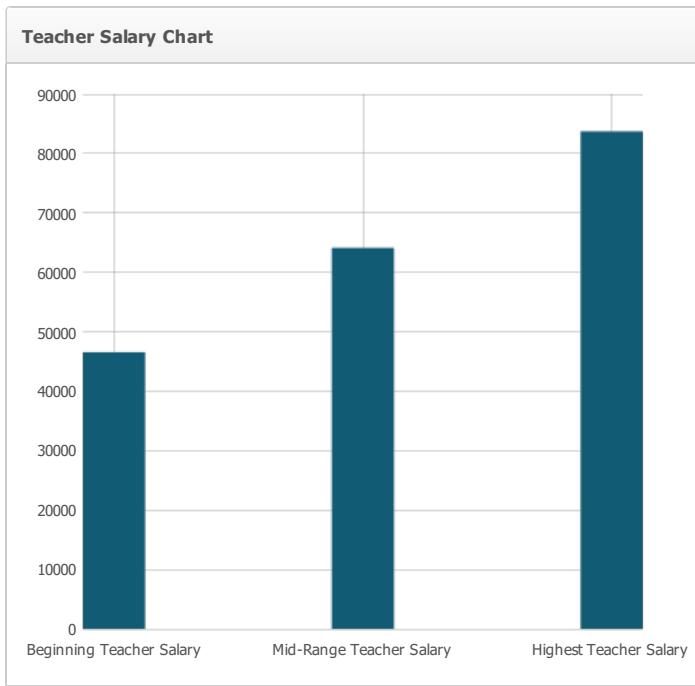
Measure G1 provides funding for staff retention, staffing (turning our part-time Family & Community Partnerships Manager to a full-time role and paying for an additional dean to focus on school culture), and for MS arts programs (for GSP, this includes additional pay for our art teacher to teach an additional middle school art elective to students who normally would not take art and 3 art shows). This funding supports our entire middle school (approximately 280 students). Measure N provides funding for high school to support our career pathway (entrepreneurship). This grant pays for staffing and programs connected to our Linked Learning Entrepreneurship Pathway (including BUILD mentors). This funding supports our entire high school (approximately 320 students). Technolochicas is a partnership for our afterschool (expanded learning) program that provides coding opportunities (on and off-site) for girls (to address the current trends in a lack of women in technology/STEM careers); the program enrolls approximately 35 participants at GSP.

Last updated: 12/17/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$48,612
Mid-Range Teacher Salary	\$64,124	\$74,676
Highest Teacher Salary	\$83,724	\$99,791
Average Principal Salary (Elementary)	\$111,786	\$125,830
Average Principal Salary (Middle)	\$117,636	\$131,167
Average Principal Salary (High)	\$120,003	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/17/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	7.40%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	49	49	46