

**Aspire Golden State College Preparatory Academy**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	1009 66th Ave. Oakland, CA , 94610-3430	<b>Principal:</b>	Deloris Brown, Principal
<b>Phone:</b>	(510) 567-9631	<b>Grade Span:</b>	6-12

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/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.

## About This School

### Deloris Brown, Principal

Principal, Aspire Golden State College Preparatory Academy

#### About Our School

Welcome to Aspire Golden State College Preparatory Academy, the home of Panther Pride!! I am delighted to welcome our new and returning families to the 2021-2022 school year.

Golden State Prep is a school with strong traditions, and is known for its academic excellence, strong parent support, and dedicated staff. Our GSP Vision: Our students are critically literate and empowered. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities. Our focus on Linked Learning through our Entrepreneurship Pathways, SEL implementation, and reading comprehension continues to provide a well-rounded education for all students.

GSP's staff is knowledgeable, committed, and dedicated to the success of all of our students. We share the belief that through a strong, active collaboration with students, parents, guardians, and community members, we can create a safe and exciting learning environment that challenges all of our students. Each child receives a well-rounded education that comprises California Common Core Standards, California Content Standards in Science, Social Studies, Music, Art, and Physical Education.

As a collective staff, we are looking forward to a productive partnership with you to ensure that your children can achieve their highest potential. We recognize that in order to be successful in school, your children need support from both the home and school. We know a strong partnership with you will make a great difference in your child's education. Thank you for giving us the amazing opportunity to educate your children. We hold this responsibility with the highest regard!

#### Contact

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

Phone: (510) 567-9631

Email: [data-contact@aspirepublicschools.org](mailto:data-contact@aspirepublicschools.org)

## Contact Information (School Year 2020—2021)

### District Contact Information (School Year 2020—2021)

<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	(510) 879-2551
<b>Superintendent</b>	Johnson-Trammell, Kyla
<b>Email Address</b>	<a href="mailto:kyla.johnson@ousd.org">kyla.johnson@ousd.org</a>
<b>Website</b>	<a href="http://www.ousd.org">www.ousd.org</a>

### School Contact Information (School Year 2020—2021)

<b>School Name</b>	Aspire Golden State College Preparatory Academy
<b>Street</b>	1009 66th Ave.
<b>City, State, Zip</b>	Oakland, CA , 94610-3430
<b>Phone Number</b>	(510) 567-9631
<b>Principal</b>	Deloris Brown, Principal
<b>Email Address</b>	<a href="mailto:data-contact@aspirepublicschools.org">data-contact@aspirepublicschools.org</a>
<b>Website</b>	<a href="http://www.aspirepublicschools.org">http://www.aspirepublicschools.org</a>
<b>County-District-School (CDS) Code</b>	01612590118224

Last updated: 1/13/22

## School Description and Mission Statement (School Year 2020—2021)

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

Bienestar (Well being): Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.

Culture of Belonging: At Aspire we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding - no matter one's background or cultural history. Each person is valued and has a place in this community.

Community Partnership: We are all connected and collectively responsible for the well-being of every member of our extended community. When one of us is let down, we are all let down. When one of us succeeds, we all succeed. Only in partnership and by listening deeply to one another, can we create collective movement.

Agency, Self-Determination: Learning, working, and playing require us to feel safe and well. Our spaces and interactions support physical, emotional, cultural, ethnic, academic, and social safety, allowing us to feel secure enough to bring our full selves each day.

Joy: At Aspire we can be our authentic selves and be comfortable sharing all aspects of our identities. We respect and celebrate each other's differences, and approach one another with empathy and understanding - no matter one's background or cultural history. Each person is valued and has a place in this community.

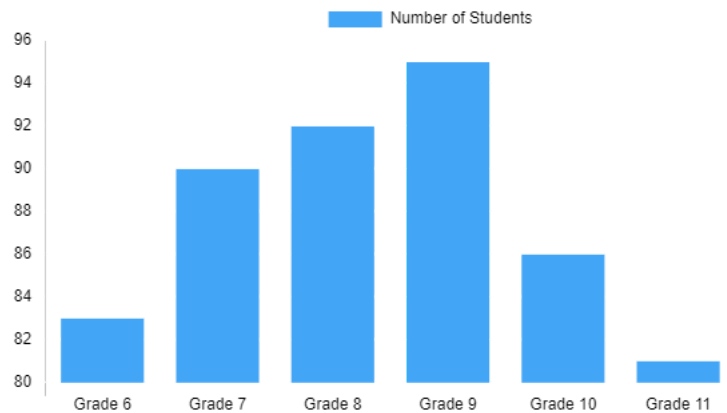
GSP Academy is a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge, and traits to become college-educated leaders in their communities.

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: 1/10/22

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	83
Grade 7	90
Grade 8	92
Grade 9	95
Grade 10	86
Grade 11	81
Grade 12	81
Total Enrollment	608



Last updated: 1/13/22

**Student Enrollment by Student Group (School Year 2020—2021)**

<b>Student Group</b>	<b>Student Group</b>
Black or African American	16.90%
American Indian or Alaska Native	0.20%
Asian	0.30%
Filipino	0.00%
Hispanic or Latino	81.40%
Native Hawaiian or Pacific Islander	0.30%
White	0.50%
Two or More Races	0.20%

<b>Student Group (Other)</b>	<b>Student Group</b>
Socioeconomically Disadvantaged	84.70%
English Learners	24.20%
Students with Disabilities	12.20%
Foster Youth	0.20%
Homeless	0.30%

## **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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-12: CommonLit	Yes	0%
Mathematics	6-8: Eureka Math 9-11: Core Plus	Yes	0%
Science	9: OUSD Biology 11-12: Living By Chemistry	Yes	0%
History-Social Science	6-12: combined resources from TCI, Stanford's Reading Like a Historian The DBQ Project, and Facing History and Ourselves.	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/10/22

## School Facility Conditions and Planned Improvements

No pending planned facility improvements.

Last updated: 1/10/22

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 1/10/22

## 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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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: 1/13/22*



**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	348	53	15.23	84.77	34.62
Male	177	31	17.51	82.49	19.35
Female	171	22	12.87	87.13	57.14
Black or African American	67	2	2.99	97.01	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	49	17.95	82.05	35.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	286	40	13.99	86.01	40.00
English Learners	90	8	8.89	91.11	--
Students with Disabilities	46	5	10.87	89.13	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	348	54	15.52	84.48	22.22
Male	177	31	17.51	82.49	19.35
Female	171	23	13.45	86.55	26.09
Black or African American	67	2	2.99	97.01	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	50	18.32	81.68	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	286	43	15.03	84.97	25.58
English Learners	90	7	7.78	92.22	--
Students with Disabilities	46	5	10.87	89.13	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2019-2020</b>	<b>School 2020-2021</b>	<b>District 2019-2020</b>	<b>District 2020-2021</b>	<b>State 2019-2020</b>	<b>State 2020-2021</b>
Science (grades 5, 8, and high school)	N/A	--	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

*Last updated: 1/13/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	165	8	4.85	95.15	--
Male	77	6	7.79	92.21	--
Female	88	2	2.27	97.73	--
Black or African American	28	2	7.14	92.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	135	6	4.44	95.56	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	0	0	0	0	0
Socioeconomically Disadvantaged	132	7	5.30	94.70	--
English Learners	37	0	0.00	100.00	--
Students with Disabilities	19	3	15.79	84.21	--
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

GSP does not offer career technical education programs.

*Last updated: 1/13/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

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

*Last updated: 1/13/22*

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	66.15%

*Last updated: 1/13/22*

**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 2020—2021)**

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
5	N/A	N/A	N/A
7	--	--	--
9	--	--	--

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/13/22*

## 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 2021-2022)

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)658-2900 for additional information.

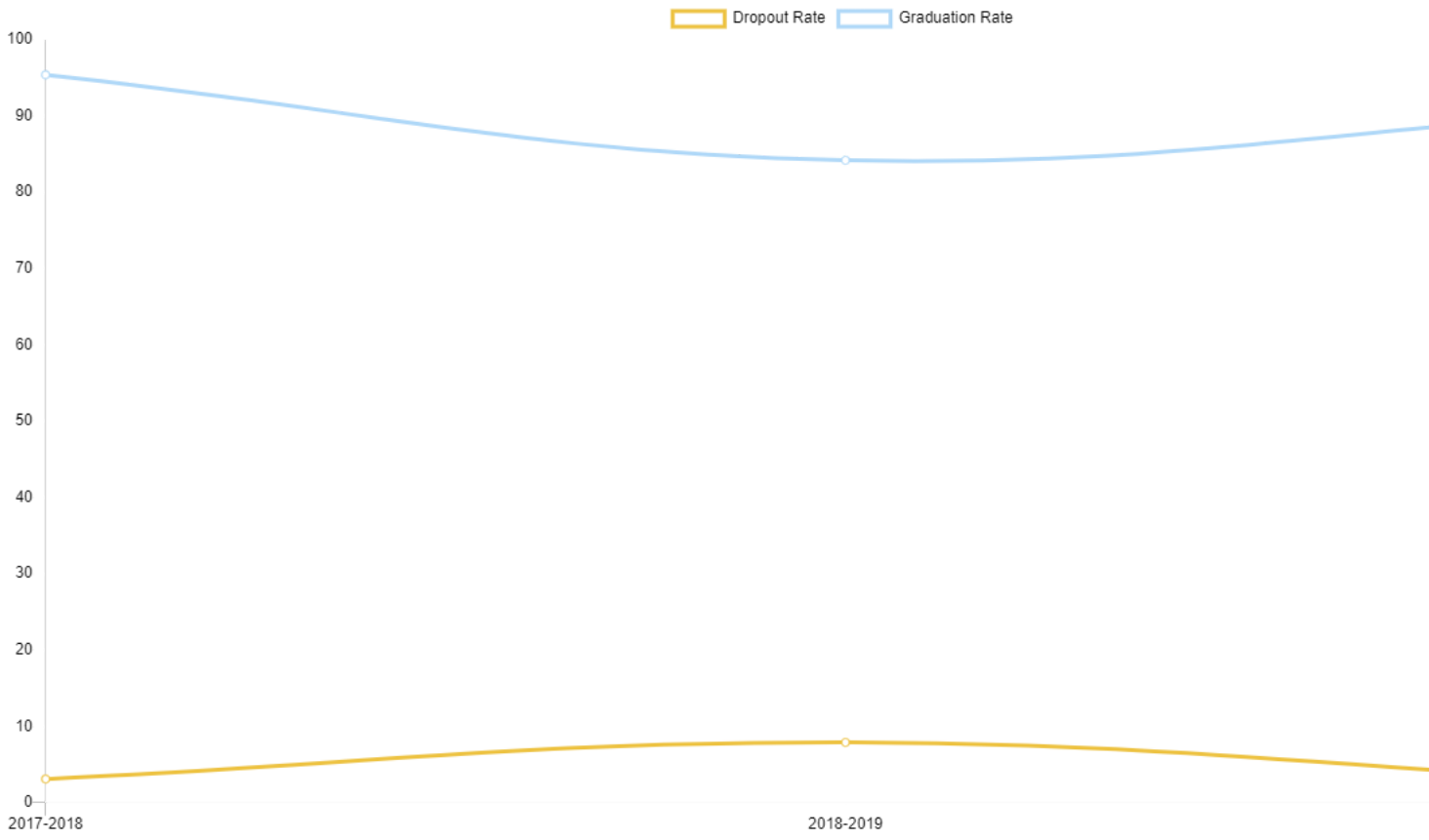
### State Priority: Pupil Engagement

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 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	3.10%	7.90%	2.60%	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	95.40%	84.20%	90.80%	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%



## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	11.78%	11.29%	4.40%	3.64%	3.47%	2.45%
Expulsions	0.00%	0.48%	0.09%	0.07%	0.08%	0.05%

### Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.03%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

*Last updated: 1/13/22*



## School Safety Plan (School Year 2021-2022)

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 the 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: 1/10/22*

## 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 2018-2019

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**				0

\* 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 2019-2020

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	26.00	4	26	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 2020–2021**

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	14.00	32		
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 2018-2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	14	27	4
Math	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	10	17	1
Math	21.00	4	13	
Science	27.00	3	8	2
Social Science	24.00	7	14	

\* 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 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	41	2	
Math	14.00	31	1	
Science	15.00	24		
Social Science	14.00	32	1	

*Last updated: 1/13/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	135.1

Last updated: 1/13/22

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

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	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	6.10

Last updated: 1/13/22

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14715.00	\$4879.00	\$9836.00	\$66494.00
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	-0.60%
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	3.80%	-6.00%

Last updated: 1/14/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

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).

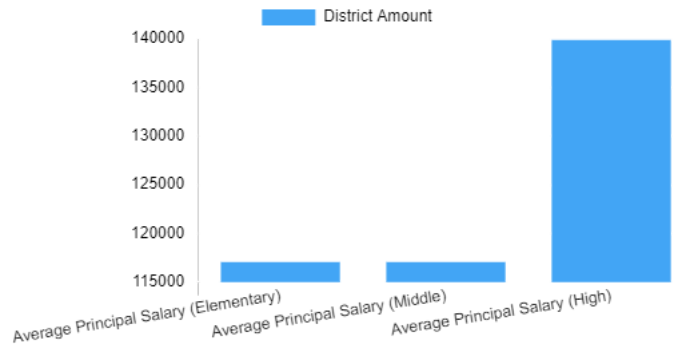
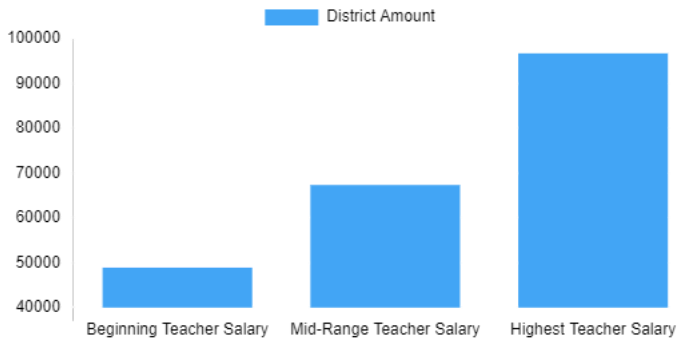
Technolochicas is a partnership for our afterschool (expanded learning) program that provides coding opportunities (on and off-site) for girls (to address the current trends in a lack of women in technology/STEM careers); the program enrolls approximately 35 participants at GSP and professional development). This funding supports our entire middle school (approximately 160 students).

*Last updated: 1/10/22*

**Teacher and Administrative Salaries (Fiscal Year 2019-2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	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:*

**Advanced Placement (AP) Courses (School Year 2020—2021)****Percent of Students in AP Courses** 9.10%

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	2.00%

*Last updated: 1/13/22*

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

**Professional Development**

<b>Measure</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Number of school days dedicated to Staff Development and Continuous Improvement	46	49	52