

## Growth Public

# California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

## Audria Johnson, Principal

 Principal, Growth Public

### About Our School

Thank you for taking the time to learn more about our school and how we are doing! We are a new school that has recently opened in the Sacramento City Unified School District. We are working our teachers, family members, and our partners to build an extraordinary school here in the Sacramento community. Our mission is to be a diverse, connected community of curious problem solvers, caring innovators and creative change makers that challenge students to take ownership of their learning and find their calling.

Our vision is to prepare students to thrive in high school and for the changing, dynamic world of today and tomorrow.

Graduates will:

Model successful habits for life

Excel at critical thinking & collaboration

Constantly strive for excellence

Be the builders, makers, entrepreneurs and artists who create communities that change the world

We are small but mighty this year with Kindergarten and 1st graders, and we will ultimately grow to a K-8. We believe that our students are superheroes and we should create an environment to bring out their best each and every day. We also know that our world is changing rapidly around us, and as educators we need to create schools that prepare our students for the world they will be entering. We set out to build a learner-centered school where students take ownership of their learning and find their calling. We do this through authentic and robust project-based learning, personalized learning where students self-direct set goals, and finally with a commitment to social emotional learning, as we believe this is a key part of success for our young people.

We hope this helps you to get to know us better.

Audria Johnson, Principal

### Contact

*Growth Public*  
9320 Tech Center Dr.  
Sacramento, CA 95826-2558

Phone: 916-394-5007  
E-mail: [info@growthps.org](mailto:info@growthps.org)



# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Sacramento City Unified
<b>Phone Number</b>	(916) 643-9000
<b>Superintendent</b>	Jorge Aguilar
<b>E-mail Address</b>	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
<b>Web Site</b>	<a href="http://www.scusd.edu">http://www.scusd.edu</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Growth Public
<b>Street</b>	9320 Tech Center Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95826-2558
<b>Phone Number</b>	916-394-5007
<b>Principal</b>	Audria Johnson, Principal
<b>E-mail Address</b>	<a href="mailto:info@growthps.org">info@growthps.org</a>
<b>Web Site</b>	<a href="http://www.growthps.org">www.growthps.org</a>
<b>County-District-School (CDS) Code</b>	34674390135343

*Last updated: 1/9/2018*

## School Description and Mission Statement (School Year 2017-18)

### THE GROWTH PUBLIC SCHOOLS MODEL

At Growth Public Schools, we believe every child has a curiosity and passion to learn; our job is to bring out that curiosity and joy every day. Every element of the school has been designed with this belief in mind.

- **Learning to do.** GPS students are learning to do in an immersive project-based and hands-on learning environment, where they are solving problems, asking questions, and working collaboratively.
- **Learning to be.** GPS students will focus equally on developing the academic and non-academic skills that are critical to their success and happiness.
- **Learning to learn.** GPS students will use their personalized learning plans to research questions, follow instructions and solve problems—admitting when they don't know something and figuring out a solution when they hit a roadblock.

### MISSION

To be a diverse, connected community of curious problem solvers, caring innovators and creative change makers that challenges students to take ownership of their learning and find their calling.

### VISION

GPS will prepare students to thrive in high school and for the changing, dynamic world of today and tomorrow. Graduates will:

- Model successful habits for life.
- Excel at critical thinking and collaboration.
- Constantly strive for excellence.
- Be the builders, makers, entrepreneurs and artists who create stronger communities and change the world.

## WE BELIEVE...

- In the unlimited potential of each child. We operate with the unwavering belief that each individual child has a spark within them that is waiting to be ignited.
- In the power of social emotional learning. We see the benefits of rigorous academics combined with the social emotional tools to be effective in all of the non-academic areas of life that are critical to success.
- Innovation is the path to future success. An entrepreneurial and innovative mindset is part of the essence of our school community. It influences how we see the world and how we approach problems.
- Diversity improves outcomes for all. The future asks us all to live in an interconnected world where different beliefs and perspectives are understood, discussed, and shared through dialogue and knowing each other.

*Last updated: 1/9/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
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*Last updated: 1/9/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	100.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Foster Youth	%

*Last updated: 1/9/2018*

## A. Conditions of Learning

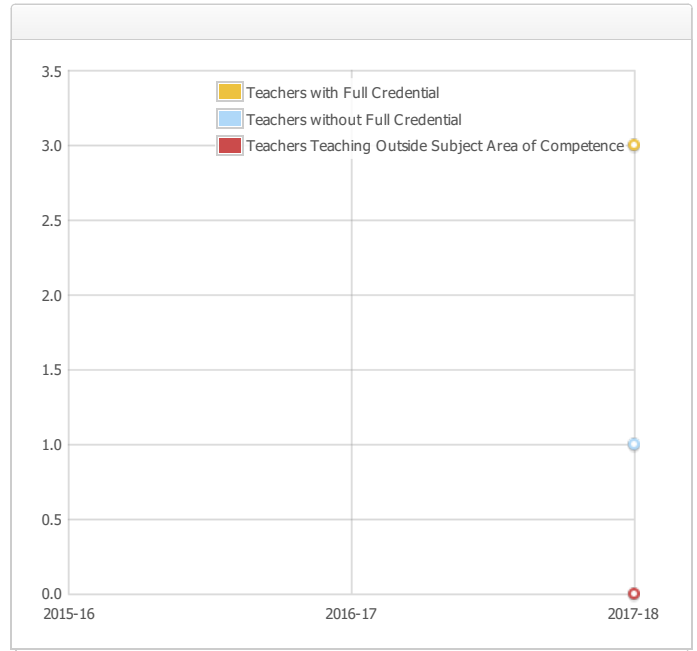
### State Priority: Basic

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		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential			3	3
Without Full Credential			1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0



Last updated: 1/9/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



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: 1/9/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: July 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	- Lexia Core5 Reading (online curriculum) - Fountas and Pinnell guided reading system - Teacher created materials based upon the CCSS for Reading and English/ Language Arts		0.0 %
Mathematics	- ST Math online learning program - Teacher created materials based upon the CCSS for Mathematics		0.0 %
Science	Teacher created project outlines and materials based upon the Next Generation Science Standards		0.0 %
History-Social Science	Teacher created project outlines and materials based upon the CA History/ Social Science Standards		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/9/2018*

## School Facility Conditions and Planned Improvements

N/A

*Last updated: 1/9/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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	Good	
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: January 2018

Overall Rating	Exemplary
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*Last updated: 1/9/2018*



## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

*Last updated: 1/9/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/9/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/9/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/9/2018*

### Career Technical Education Programs (School Year 2016-17)

N/A
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*Last updated: 1/9/2018*

### Career Technical Education Participation (School Year 2016-17)

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

*Last updated: 1/9/2018*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/9/2018

## 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 schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

#### Vision

GPS strives to work closely with parents and families as partners in helping our students achieve their educational goals, as well as to enhance the success of our school. We aim to create a community in which families are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. GPS provides opportunities for parents to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

#### Communications

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. GPS believes it is important that families can easily contact our teachers and staff, and that we regularly inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

#### Family Group Mentor and Parent Communications

Family Group Mentors are GPS parents' primary liaisons to the school and about their child. Parents and mentors have a two-way dialogue and both proactively communicate with each other about student celebrations, challenges, and concerns both academic and behavioral. Mentors reach out to parents via phone, email, or postal mail about their student's academic performance and behaviors at least once per trimester, usually during Explorations. If a student is having significant academic challenges, mentors reach out more frequently. If a student has been involved in any incidents involving their or other community members' safety, either the mentor or school leader will contact the family immediately to discuss the situation and create a plan to address it by involving the student and the teachers, as necessary. It is also important for parents to let mentors know relevant information about a student outside of school if it has an impact on their behaviors or performance at school. If families have a question, concern, or update related to a student's academic performance, they should contact their child's mentor. The mentor will respond within 48 hours and coordinate and communicate with the student's other teachers as needed.

#### Newsletters

All parent and guardian email addresses are automatically subscribed to the school newsletter. If a parent or guardian does not receive either, please contact Maria de la Garma through her email [mdelagarma@growthps.org](mailto:mdelagarma@growthps.org) to update the email address. To unsubscribe, please click on the "Unsubscribe" link at the bottom of the email.

#### Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it's important for every member of our community to be informed about our school and their student. If a family's primary language is not English, a parent can request an interpreter for any school meetings or events. Either the parent or student can make this request to Maria de la Garma through her email [mdelagarma@growthps.org](mailto:mdelagarma@growthps.org) at least 72 hours prior to a meeting. Families can also request a written translation of written materials, if one has not already been provided to Maria de la Garma.

#### Family and School Academic Partnerships

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

#### Parent Events

As a member of a small, diverse school, GPS families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and social emotional learning. These events will also serve to foster building relationships among families and faculty, our school hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

#### Supporting School Success

We believe it takes everyone in the community (parents, students, and faculty) working together to build a successful school. Volunteering, donating, celebrating our school community, recruiting new families, and giving feedback are all ways in which Growth families support the success of GPS.

#### Parent Volunteering

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and GPS believes that all families and communities have something great to offer. We encourage their participation in supporting the school and strengthening the community. There are a variety of opportunities for parents to volunteer at the school or from home through our family organization--Growth Invaluable Family Teams (GIFT). We appreciate any contributions parents can make to their school. Volunteering is not a requirement, and in no way will lack of volunteering have

any impact on a student or family and their standing in the school. For parents interested in volunteering with the school, please reach out to the Office Manager or Principal by calling 916-394-5007 or attend a GIFT meeting. We will attempt to match the needs of the school with the skills, talent, experience, and time of our parents.

**Parent Fundraising**

One of the important roles that GPS families play is in helping our school financially support the unique experiences that make our school community so special. Every gift, regardless of size, counts and makes a difference. While we receive public, state funding to pay for our core educational experience, family fundraising supports the supplemental experiences that help build us into a strong community. Family donations help support student field trips, student activities, enrichment, and other community needs. All donations are tax-deductible. We hope that all members of our community will participate in supporting our school, at whatever level they can. Donations are not a requirement, and in no way will students ever be excluded from school activities that support the academic program because of lack of funds or contributions.

# State Priority: Pupil Engagement

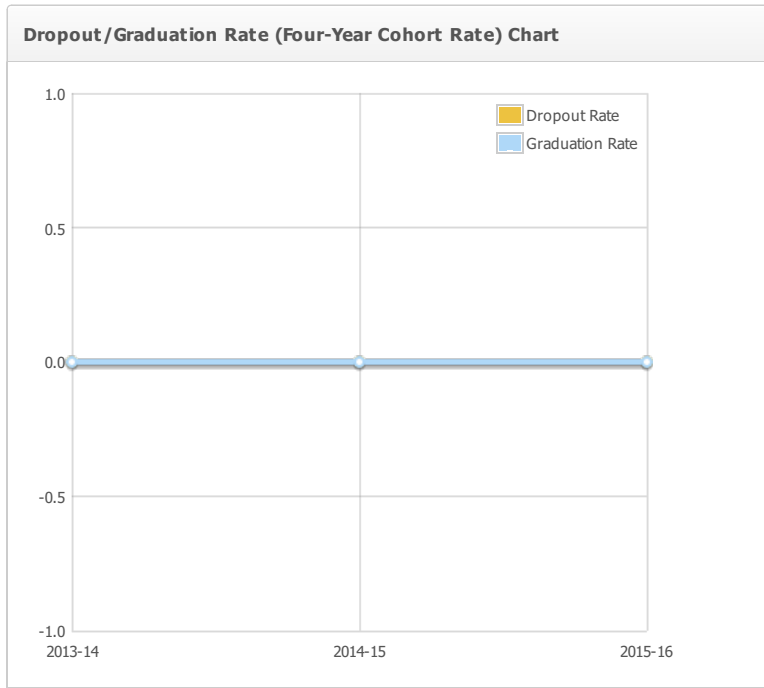
*Last updated: 1/9/2018*

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.0%	80.3%	81.4%	81.0%	82.3%	83.8%



*Last updated: 1/9/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	82.1%	87.1%
Black or African American	--	74.2%	79.2%
American Indian or Alaska Native	--	76.9%	80.2%
Asian	--	91.8%	94.4%
Filipino	--	94.1%	93.8%
Hispanic or Latino	--	79.3%	84.6%
Native Hawaiian or Pacific Islander	--	82.5%	86.6%
White	--	84.9%	91.0%
Two or More Races	--	81.8%	90.6%
Socioeconomically Disadvantaged	--	80.1%	85.5%
English Learners	--	57.6%	55.4%
Students with Disabilities	--	57.2%	63.9%
Foster Youth	--	--	--



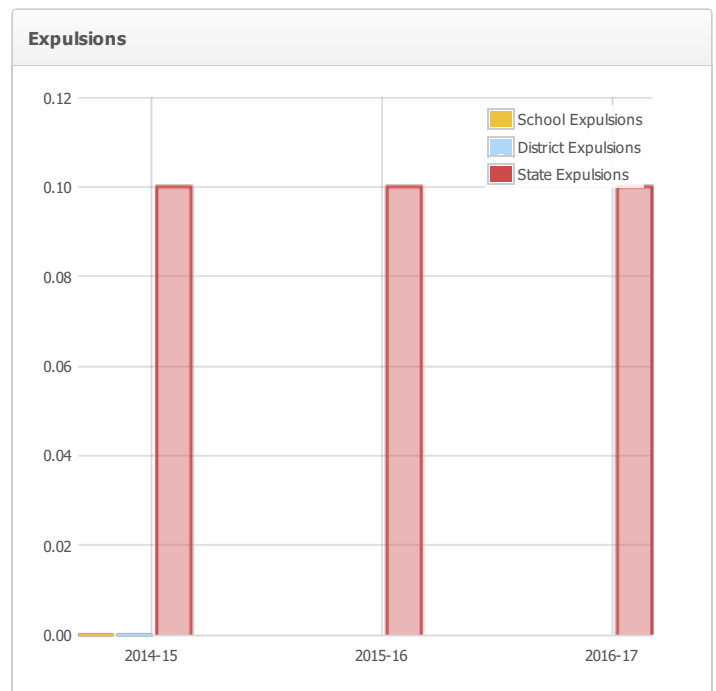
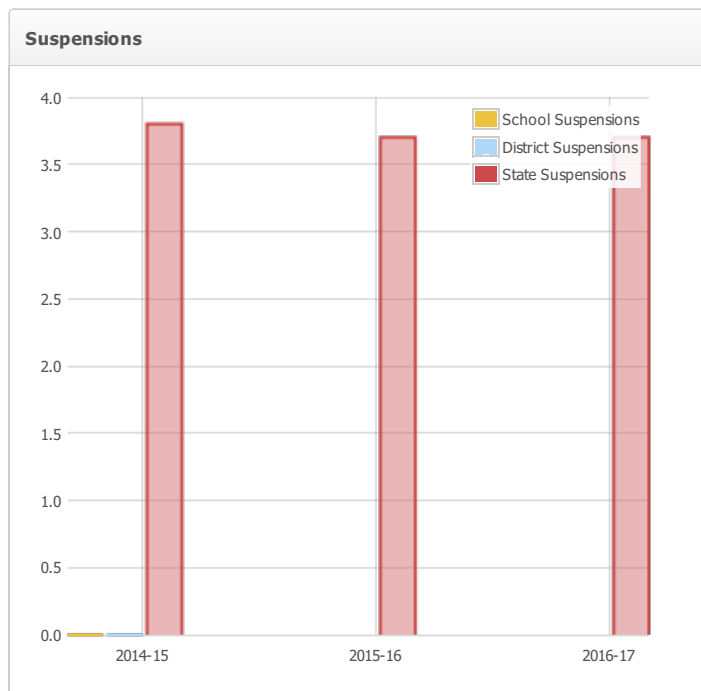
# State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/9/2018

## School Safety Plan (School Year 2017-18)

With the assistance of Legion Security, GPS conducted a threat assessment and developed the Physical Security and Emergency Operations Plan which provides current strategies that are used to ensure a safe school climate and provide emergency preparedness procedures in case of a serious event. The plan was reviewed and approved at a public meeting of the GPS Board of Directors on January 11, 2018. Notice for public comment was provided at the school and on the GPS website. An updated file of all safety-related plans and materials are maintained at the school and is readily available at the school for inspection by the public.

Additionally, GPS has adopted the following policies in our Board approved Student and Family Handbook: Child Abuse Reporting & Procedures, Suspected Child Abuse Reporting Procedures, Suspension & Expulsion/Due Process, Sexual Harassment Policies, Dress Code, Infectious Diseases Prevention Plan. The plan was reviewed and approved at a public meeting of the GPS Board of Directors on July 28, 2017. Notice for public comment was provided at the school and on the GPS website. An updated file of the handbook is maintained at the school and is readily available for inspection by the public.

Last updated: 1/9/2018

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	52
Percent of Schools Currently in Program Improvement	N/A	73.2%

*Last updated: 2/1/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

*Last updated: 2/1/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English									
Mathematics									
Science									
Social Science									

\* 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: 1/9/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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

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

\*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: 1/9/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$6574.0	\$70343.0
Percent Difference – School Site and District	N/A	N/A	-200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	-200.0%	-200.0%

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

Last updated: 1/9/2018

### Types of Services Funded (Fiscal Year 2016-17)

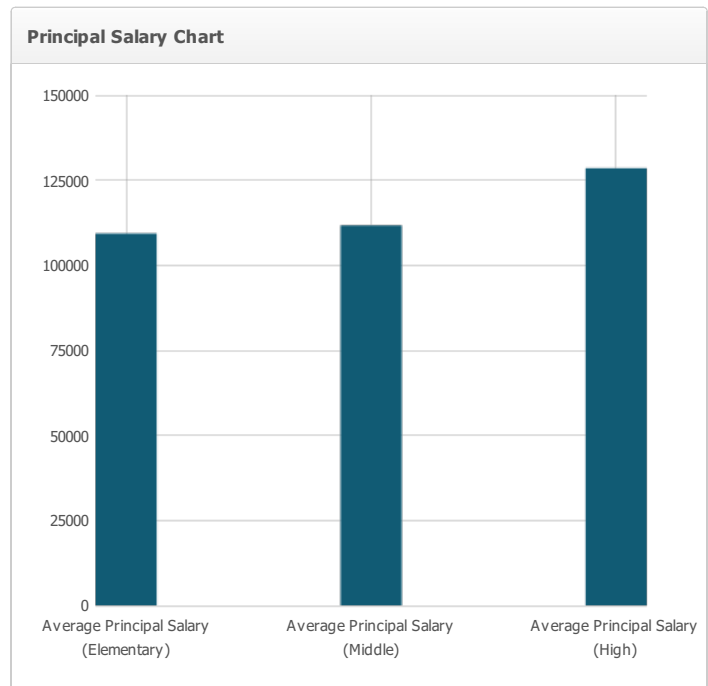
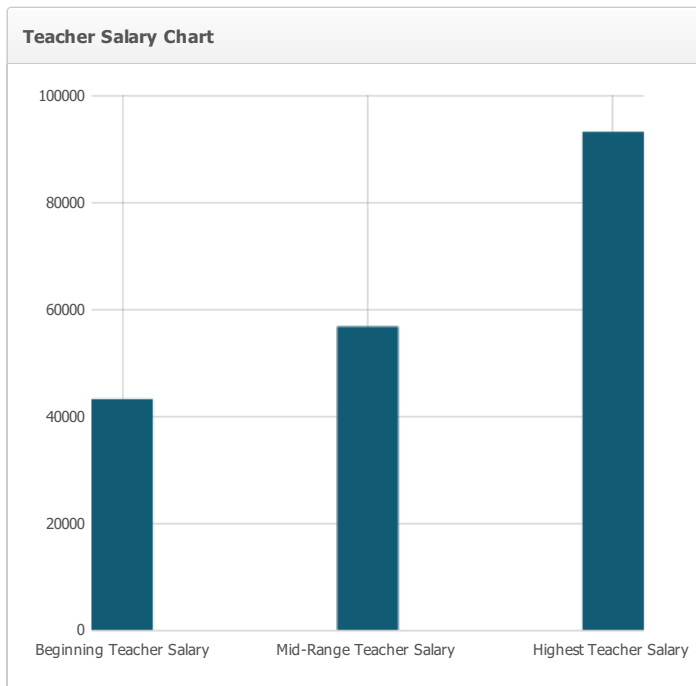
N/A
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Last updated: 1/9/2018

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (Elementary)	\$109,332	\$120,448
Average Principal Salary (Middle)	\$111,735	\$125,592
Average Principal Salary (High)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of Budget for Teacher Salaries	29.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/9/2018

**Advanced Placement (AP) Courses (School Year 2016-17)**

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

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

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

*Last updated: 1/9/2018*

**Professional Development**

Our teachers have an enormous opportunity to grow as educators in the GPS model, especially during Explorations Professional Development time, as they have that time to focus on developing as professionals. We set goals and create professional growth plans for each teacher, and support each teacher to grow into a world-class educator via coaching, check-ins, and professional development days. Teachers have a significant number of professional development days, at the start of the year, weekly, interspersed throughout the regular semester, and during Explorations PD time. A percentage of these professional development days are devoted to data driven instruction and collaboration, but professional development is also aligned with the instructional goals and vision of GPS as well as each teacher's professional goals. GPS uses both external (such as High Tech High's or Summit's teacher development courses) and internal experts to provide professional development to include educational opportunities to reinforce the following:

- Goal setting for the entire school, teachers, and students
- Creating competency based learning and inquiry-based PBL lessons
- Co-planning and collaborating—participating in Professional Learning Communities
- Teaching, executing, and reinforcing clear systems, procedures, routines, and the established norms at GPS and classroom levels to maintain an emotionally and physically safe rigorous learning environment
- Community building amongst the staff in order to build a high trust workplace
- Training in culturally responsive teaching in order to best support a heterogeneous student body
- Data analysis techniques to ensure faculty members are highly skilled in data analysis
- Strategies to support struggling students and/or special populations, such as special education students, EL students, or low income students
- Other needs as determined by data, classroom observations or professional growth plans

*Last updated: 1/9/2018*