

**Samuel Gompers Continuation High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

| School Contact Information |   |
|----------------------------|---|
| <b>School Name</b>         | Samuel Gompers Continuation High School   |
| <b>Street</b>              | 715 Chanslor Ave  |
| <b>City, State, Zip</b>    | Richmond, CA 94801  |
| <b>Phone Number</b>        | (510) 231-1402 ext 11502  |
| <b>Principal</b>           | Vincent Rhea  |
| <b>E-mail Address</b>      | vrhea@wccusd.net  |
| <b>Web Site</b>            | <a href="http://www.wccusd.net/site/Default.aspx?PageID=2516">http://www.wccusd.net/site/Default.aspx?PageID=2516</a> |
| <b>CDS Code</b>            | 07-61796-0733253  |

| District Contact Information |  |
|------------------------------|--|
| <b>District Name</b>         | West Contra Costa Unified School District          |
| <b>Phone Number</b>          | (510) 231-1100                                     |
| <b>Superintendent</b>        | Dr. Bruce Harter                                   |
| <b>E-mail Address</b>        | bharter@wccusd.net                                 |
| <b>Web Site</b>              | <a href="http://www.wccusd.net">www.wccusd.net</a> |

## School Description and Mission Statement (Most Recent Year)

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Samuel L. Gompers Continuation High School is the oldest alternative high school in the West Contra Unified School District. Our current enrollment of 160 students is comprised almost equally between Hispanic and African -American students. This enrollment reflects the full integration into Samuel Gompers High School as a premier credit recovery program. The majority of the students referred to Gompers were unsuccessful at their respective comprehensive high schools, typically over a two year period. Further, a significant portion of students placed at Gompers are required by court sanction to return to school. These students have the support of probation officers who regularly monitor their attendance and activities both in and out of the school setting. Finally, a number of our students arrive to Gompers as a result of truancy and behavioral issues at their previous high school(s). Samuel L. Gompers Continuation High School believes that all students can learn and achieve at a high level by maintaining expectations for learning as well as providing one to one assistance to differentiate curriculum accordingly. As such, the instructional program is standards-based and uses multiple measures of assessment to monitor student achievement. By implementing strategic and targeted intervention strategies, the staff continues to explore avenues that will augment intellectual development, self-esteem and motivation and individual resiliency. In short, when students graduate from Samuel L. Gompers, it is our expectation that they will possess the knowledge and skills to be successful young adults in the 21st century.

### **Our Expected Student Learning Results Include:**

- Develop a plan for high school and beyond
- Make continuing and consistent progress toward graduation
- Be informed and empowered to make healthy life choices
- Establish a Personal Plan for Progress
- Make short and long term SMART goals
- Re-evaluate progress towards goals and revise as needed
- Establish appropriate priorities

### **Overcome Challenges:**

- Utilize appropriate skills and behavior to overcome obstacles
- Employ pro-social thoughts and behavior to reduce/prevent cognitive distortions
- Demonstrate self-confidence and self discipline
- Adjust and adapt to new situations
- Belief in their ability to succeed

### **Make Informed Decisions and Think Critically**

- Gather, synthesize, evaluate and integrate information from a variety of sources
- Organize relevant information, make connections and derive conclusions
- Transfer learned skills across the curriculum and to new learning experiences

### **Proficient in Algebra**

- Apply mathematical knowledge to find solutions to real world problems
- Pass the mathematics portion of the CAHSEE

### **Effective Communicators**

- Read, write, speak and listen effectively
- Understand, interpret, analyze and write about what is read or heard
- Demonstrate a knowledge and use of the stages of the writing process
- Pass the English portion of the CAHSEE

### **Responsible Citizens**

- Work individually and cooperatively to achieve effective solutions
- Resolve conflicts through positive, non-violent actions
- Understand personal citizen rights
- Care for and help the school and community
- Initiate learning and change in their lives

### **Skilled in Technological Literacy**

- Use technology as a tool for learning
- Use of varied computer applications
- Use multi-media resources to support/enhance projects and presentations
- Retrieve information via the Internet

### Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 2                  |
| Grade 10                | 11                 |
| Grade 11                | 24                 |
| Grade 12                | 116                |
| <b>Total Enrollment</b> | <b>153</b>         |

### Student Enrollment by Group (School Year 2013-14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 36.6                        |
| American Indian or Alaska Native    | 0.0                         |
| Asian                               | 2.0                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 58.8                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 1.3                         |
| Two or More Races                   | 1.3                         |
| Socioeconomically Disadvantaged     | 96.7                        |
| English Learners                    | 34.6                        |
| Students with Disabilities          | 18.3                        |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
|  | 2012-13 | 2013-14 | 2014-15 | 2014-15  |
| With Full Credential   | 9       | 10      | 6       | 9        |
| Without Full Credential  | 1       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13  | 2013-14  | 2014-15  |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0        | 0        | 0        |
| <b>Total Teacher Misassignments *</b>          | <b>0</b> | <b>0</b> | <b>0</b> |
| <b>Vacant Teacher Positions</b>                | <b>0</b> | <b>0</b> | <b>0</b> |

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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes                     | Percent of Classes In Core Academic Subjects |   |
|---|--|---|
|   | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| <b>This School</b>                      | 100.00                                       | 0.00                                    |
| <b>All Schools in District</b>          | 95.82  | 4.18                                    |
| <b>High-Poverty Schools in District</b> | 95.70  | 4.30                                    |
| <b>Low-Poverty Schools in District</b>  | 99.07  | 0.93                                    |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** August 2012

During the first two weeks of the instructional year, staff completed the sufficient textbook documentation in compliance with the Williams guidelines. The staff at Gompers relies heavily on the core textbooks in all subject areas as supplemental instructional materials are only used to support the base curricular program. Effective the 2015-2016 school year, Samuel Gompers will once again reintroduce READ 180 as an English elective for students in need of intervention services in the area of ELA.

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption  | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|---|
| <b>Reading/Language Arts</b>  | Selected Novels for each grade level.<br>Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3)<br>ELD: High Point Reading<br>Intervention: READ 180.  | Yes                        | 0%  |
| <b>Mathematics</b>            | Prentice Hall, Algebra 1 y Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus   | Yes                        | 0%  |
| <b>Science</b>                | Cambridge Physics Outlet (CPO) High School<br>Chemistry: Prentice Hall Chemistry High School<br>Biology: McDougal Littell Biology Prentice Hall: Biology<br>Pearson Ed: Biology (AP class)<br>Prentice Hall: Exploring Physical Science (AP)<br>Prentice Hall: Environmental Science (AP class)                                 | Yes                        | 0%  |
| <b>History-Social Science</b> | World Geography and Cultures, Glencoe, Cultural Geography<br>High School World History: The Modern World<br>McDougal Littell<br>High School US History: The Americas McDougal Littell<br>High School Economics: McDougal Littell<br>Economics 2007 edition<br>Prentice Hall Magruder's American Government, American Government | Yes                        | 0%  |
| <b>Foreign Language</b>       | EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4)<br>Pearson Prentice Hall: Realidades (Spanish 1,2,3)  | Yes                        | 0%  |

| Core Curriculum Area                          | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| Health  | Glencoe/McGraw-Hill: Teen Health Course   |                                  | 0%  |
| Science Laboratory Equipment<br>(grades 9-12) | Laboratory equipment is provided to meet the needs of all high school classes in science, despite the lack of an actual lab classroom |                                  | 0%  |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Gompers is housed in a temporary portable campus located across the street from the original school. The main site consists of eight classrooms, one counseling office and one main office. Currently, a new high school facility is being built directly across from the portable campus. It is anticipated that the project will take at least two more years before students and staff will be able to transition into the new facility. Although the portables are small, there is adequate space for students due to the fact that our student ratio per class is smaller than comprehensive high schools. However, a major facility challenge that Gompers faces is the absence of a multi purpose room for students to congregate and eat on a daily basis. At present students eat their lunch utilizing various portable classrooms or in the small quad area located outside.

### School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year)                         |               |      |      |   |
|---|---------------|------|------|---|
| Year and month in which data were collected: December 2014                    |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned  |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | [X]           | [ ]  | [ ]  |   |
| <b>Interior:</b><br>Interior Surfaces   | [ ]           | [ ]  | [X]  | Secure metal cabinet to wall (work order submitted), replace transition strip and celotex to walls (work order submitted) |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation          | [X]           | [ ]  | [ ]  |   |
| <b>Electrical:</b><br>Electrical  | [X]           | [ ]  | [ ]  |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | [ ]           | [X]  | [ ]  | Sink is loose (work order submitted)  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | [X]           | [ ]  | [ ]  |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | [X]           | [ ]  | [ ]  |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [ ]           | [X]  | [ ]  | Repair weather strip at entrance door (work order submitted)  |

### Overall Facility Rating (Most Recent Year)

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                | [ ]       | [ ]  | [X]  | [ ]  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| <b>Science (grades 5, 8, and 10)</b> |   |         | 5       | 45       | 47      | 49      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 49  |
| All Student at the School                     | 5   |
| Male  | 7   |
| 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               | 5   |
| English Learners                              |   |
| Students with Disabilities                    |   |
| Students Receiving Migrant Education Services |   |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

| Subject                | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School  |         |         | District |         |         | State   |         |         |
|                        | 2010-11   | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 1   | 6       | 1       | 41       | 43      | 42      | 54      | 56      | 55      |
| Mathematics            | 1   |         |         | 37       | 38      | 38      | 49      | 50      | 50      |
| History-Social Science | 0   | 2       | 0       | 28       | 30      | 32      | 48      | 49      | 49      |

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

| API Rank        | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide       | B       | B       | B       |
| Similar Schools | B       | B       | B       |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

| Group                            | Actual API Change |         |         |
|----------------------------------|-------------------|---------|---------|
|                                  | 2010-11           | 2011-12 | 2012-13 |
| All Students at the School       | -8                | 76      | -58     |
| Black or African American        |                   |         |         |
| American Indian or Alaska Native |                   |         |         |
| Asian                            |                   |         |         |
| Filipino                         |                   |         |         |
| Hispanic or Latino               |                   |         |         |
| Native Hawaiian/Pacific Islander |                   |         |         |
| White                            |                   |         |         |
| Two or More Races                |                   |         |         |
| Socioeconomically Disadvantaged  |                   |         |         |
| English Learners                 |                   |         |         |
| Students with Disabilities       |                   |         |         |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

At Samuel Gompers Continuation High School, students are afforded several opportunities to explore prospective career opportunities. First and foremost, with the introduction of a part-time counselor who solely meets to address college and career options with students, our school has indeed experienced an upward trend in providing with vital information that will assist them achieve their post-secondary goals and aspirations. The counselor is available in the morning hours for students to schedule an appointment to review colleges, trade schools, military options, etc. by reviewing the requirements and expectations for each institution. Secondly, through the establishment of our daily Advocacy period and 7th period Enrichment program, students have access to generating resumes, completing job applications, completing independent research projects as well receiving tutorial assistance. Once again, these programs are instrumental in helping our students realize the skills and qualifications they will need following high school in an effort to be competitive young adults in the 21st century. Furthermore, students at Samuel Gompers participate in a variety of study trips that focus on prospective career opportunities and technical trades. These study trips provide our students with direct knowledge and experience as they learn about an array of career options and possibilities. Finally, it is our goal during the 2015 spring to host a career faire in conjunction with the RYSE Center. Our part-time counselor, overseeing the College and Career program, will serve as the coordinator in working on this joint project with our external support providers.

**Career Technical Education Participation (School Year 2013-14)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | N/A                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | N/A                       |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A                       |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission        | 87.62   |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00    |

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts |   |         | 6       | 42       | 42      | 35      | 56      | 57      | 56      |
| Mathematics           |   |         | 6       | 40       | 41      | 35      | 58      | 60      | 62      |

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.



**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 57                    | 24         | 19       | 57             | 28         | 15       |
| All Students at the School                    | 94                    | 6          |          | 94             | 6          |          |
| Male  | 100                   |            |          | 100            |            |          |
| 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               | 92                    | 8          |          | 93             | 7          |          |
| English Learners                              |                       |            |          |                |            |          |
| Students with Disabilities                    |                       |            |          |                |            |          |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

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.

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           |   |                       |                      |

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

All students and parents are required to attend an Orientation Intake meeting prior to their official enrollment at Samuel Gompers. The district's annual "Back-to-School-Night" and "Open House" events provide parents with the opportunity to meet with the staff and discuss individual student needs or concerns. Further, phone calls are made daily to parents/guardians for students who are absent from school or experiencing truancy issues. The principal also holds monthly conferences with respective parents to review attendance, citizenship and academic progress. Another manner in which parents become actively involved in their son or daughter's education is through the School Site Council, whereby monthly meetings are scheduled to review school wide policies and programs as well as provide recommendations on how to best allocate student funding. As one of our chief priorities for the 2014-2015 school year, the staff at Samuel Gompers established a goal to increase the level of parent involvement by 33%. This goal would be measured and determined by the increase in weekly conferencing with the principal and office staff as well as the formation of an Advocacy period for all staff members to communicate with students, parents and guardians on a daily basis. Currently, the office staff and principal hold approximately 20-25 parent conferences a week to address academic progress, attendance and behavioral issues. With the Advocacy period it is expected that all staff members maintain a weekly log of contacts with respective parents/guardians. This correspondence comes in the form of e-mails, progress updates and telephone calls to the home. One final intervention that has also aided in augmenting parent involvement is the addition of a part-time counselor who is available to meet with students and parents to review college and career opportunities. This vital service has greatly assisted our students in making the necessary preparations for post secondary opportunities.

### State Priority: Pupil Engagement

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

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

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate    | 18.1    | 18.2    | 13.3    | 18.1     | 18.2    | 13.3    | 14.7    | 13.1    | 11.4    |
| Graduation Rate | 76.99   | 75.72   | 79.88   | 76.99    | 75.72   | 79.88   | 77.14   | 78.87   | 80.44   |

### Completion of High School Graduation Requirements (Graduating Class of 2013)

| Group                            | Graduating Class of 2013 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 35.51                    | 80.48    | 84.56 |
| Black or African American        | 35.85                    | 73.72    | 75.90 |
| American Indian or Alaska Native | 0.00                     | 62.50    | 77.82 |
| Asian                            | 0.00                     | 92.72    | 92.94 |
| Filipino                         | 0.00                     | 91.24    | 92.20 |
| Hispanic or Latino               | 35.90                    | 77.11    | 80.83 |
| Native Hawaiian/Pacific Islander | 0.00                     | 75.00    | 84.06 |
| White                            | 0.00                     | 88.44    | 90.15 |
| Two or More Races                | 0.00                     | 300.00   | 89.03 |
| Socioeconomically Disadvantaged  | 35.40                    | 77.61    | 82.58 |
| English Learners                 | 40.48                    | 61.71    | 53.68 |
| Students with Disabilities       | 62.50                    | 62.26    | 60.31 |

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 27.1    | 17.2    | 5.2     | 10.8     | 10.2    | 6.6     | 5.7     | 5.1     | 4.4     |
| Expulsions  | 0.7     | 0.0     | 0.0     | 0.2      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

A process for school safety has been established district wide. Currently, the campus has two campus security personnel. The school is supervised from 7:30 a.m. to 4:00 p.m. daily. All visitors are required to sign in at the office. All school personnel, including students are asked to wear an ID badge and lanyard. Our 2014-2015 school safety initiative is driven by the daily support of our numerous counseling agencies and programs on site. Over the last four years, Samuel Gompers Continuation High School has partnered with The Wright Institute School of Clinical Psychology, Bay Area PeaceKeepers, Bay Area Community Resources, The RYSE center, Community Violence Solutions, Planned Parenthood, etc. to implement coordinated services that support the well-being and safety of all students. Our external support providers participate in the weekly collaboration and provide staff updates relative to their respective programs. As a staff, via collaboration and monthly staff meetings, we consistently review school -wide safety protocols and procedures and make the necessary adjustments to enhance the school environment.

Our current service providers provide the following support and services to students:

#### The Wright Institute:

the School-Based Collaboration (SBC) is a strategic response to a confluence of systemic barriers--including discrimination, violence, racism and poverty--that affect the academic performance and social-emotional development of youth at Gompers Continuation High School. SBC's mission is to foster academic and life success in children from multiply-stressed communities. We approach each school as a system, and looking for the places where clinical skills can make a difference.

**Bay Area PeaceKeepers:**

Bay Area Peacekeepers, Inc. (BAP) seeks to help save lives by bringing hope and change to those that society has discarded and that have been negatively impacted by gangs and neighborhood violence. BAP aims to bring support and advocacy to communities, schools, institutions, and families by being intimately involved with these groups and individuals

**Bay Area Community Resources (DROC program):**

Bay Area Community Resources (BACR) promotes the healthy development of individuals, families and communities through direct services, volunteerism and partnerships in the San Francisco Bay Area. Discovering the Reality of Our Community (DROC) is a youth activated, youth focused, alcohol and other drugs prevention program. We work with students at Gompers High Schools in Richmond, CA.

**The RYSE Center/DROC**

RYSE engages diverse communities of young people in West Contra Costa across an array of programming, services, and recreational activities grounded in social justice, harm reduction, and youth leadership.

**STAND**

a counseling support organization that addresses domestic violence and the formation of healthy relationships.

- Childcare centers at Richmond High for teen parents attending high school.
- Adolescent Parent Program: a half-day school program for pregnant teens. Located at Richmond High, it is open to any WCCUSD student.

**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.

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

| AYP Criteria                                  | School | District |
|---|--------|----------|
| Made AYP Overall                              | No     |          |
| Met Participation Rate: English-Language Arts | Yes    |          |
| Met Participation Rate: Mathematics           | Yes    |          |
| Met Percent Proficient: English-Language Arts | No     |          |
| Met Percent Proficient: Mathematics           | No     |          |
| Met Graduation Rate (if applicable)           | Yes    |          |

**Federal Intervention Program (School Year 2014-15)**

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | In PI     | In PI     |
| First Year of Program Improvement                   | 2011-2012 | 2004-2005 |
| Year in Program Improvement*                        | Year 4    | Year 3    |
| Number of Schools Currently in Program Improvement  | ---       | 23        |
| Percent of Schools Currently in Program Improvement | ---       | 82.1      |

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

| Subject        | 2011-12         |                      |       | 2012-13 |                 |                      | 2013-14 |     |                 |                      |       |     |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |         | Avg. Class Size | Number of Classrooms |         |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+     |                 | 1-22                 | 23-32   | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 21.5            | 9                    | 6     | 3       | 13              | 13                   | 1       |     | 8               | 18                   |       |     |
| Mathematics    | 27.5            | 1                    | 2     | 1       | 15              | 7                    | 2       |     | 27              |                      | 5     |     |
| Science        | 27              | 0                    | 3     | 0       | 21              | 5                    | 1       |     | 27              | 1                    | 4     |     |
| Social Science | 26.7            | 1                    | 7     | 1       | 18              | 10                   | 4       |     | 23              | 5                    | 8     |     |

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 1                                | 200   |
| Counselor (Social/Behavioral or Career Development) | 0                                | ---   |
| Library Media Teacher (Librarian)                   | 0                                | ---   |
| Library Media Services Staff (Paraprofessional)     | 0                                | ---   |
| Psychologist  | .10                              | ---   |
| Social Worker                                       |                                  | ---   |
| Nurse   |                                  | ---   |
| Speech/Language/Hearing Specialist                  | .10                              | ---   |
| Resource Specialist                                 | 1.00                             | ---   |
| Other   |                                  | ---   |

Note: Cells with "----" 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| Level  | Expenditures Per Pupil |                         |                    | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
|  | Total                  | Supplemental/Restricted | Basic/Unrestricted |                        |
| School Site                                  | \$9,588.42             | \$380.73                | \$9,207.68         | \$51,733.78            |
| District                                     | ---                    | ---                     | \$5,547.14         | \$57,253               |
| Percent Difference: School Site and District | ---                    | ---                     | 66.0               | -6.1                   |
| State  | ---                    | ---                     | \$4,690            | \$70,720               |
| Percent Difference: School Site and State    | ---                    | ---                     | 66.3               | -25.8                  |

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Programs and services available at Gompers School include:

- ESEA-Title I
- Economic Impact Aid
- Sp Ed, IDEA Basic Local Entit 1
- Special Ed-E
- Chevron grant for community based providers
- Title 1 monies for Extended Learning summer program
- LCAP funding in alignment with the School Plan for Student Achievement

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$36,777        | \$41,761                                     |
| Mid-Range Teacher Salary                      | \$56,678        | \$66,895                                     |
| Highest Teacher Salary                        | \$75,980        | \$86,565                                     |
| Average Principal Salary (Elementary)         | \$87,412        | \$108,011                                    |
| Average Principal Salary (Middle)             | \$92,657        | \$113,058                                    |
| Average Principal Salary (High)               | \$103,480       | \$123,217                                    |
| Superintendent Salary                         | \$227,250       | \$227,183                                    |
| Percent of Budget for Teacher Salaries        | 31              | 38   |
| Percent of Budget for Administrative Salaries | 5               | 5  |

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

### Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Through weekly collaboration and monthly staff meetings, all members at Samuel Gompers have committed themselves to participating in the following professional development opportunities for the 2014-2015 school year:

- Informational Writing and Reading Courses Through the District
- District Mathematics Workshops
- District CAHSEE Workshops and CAHSEE Classes at the Site
- Common Core State Standards Modules and Implementation of the Common Core Frameworks
- Shared Common Core Modeling
- Establishment of Enrichment Class and Prospective Research Projects
- Utilization of Technology in the Classroom as a Means to Augment Student Engagement
- Implementation of the Advocacy Period
- Coordination with External Counseling and Support Providers.
- Proactive Classroom Management Strategies
- Restorative Justice and Practices
- Review of Explicit Direct Instruction and Lesson Design
- Articulating Instructional Strategies and Activities
- College and Career Awareness
- Development of SMART Goals
- WASC Action Plan Response and Focus Groups
- Safety and Disaster Preparedness
- Promotion of Incentives to Increase Daily Attendance

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.