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 SARConline at the school and/or LEA Web sites.

For more information about the LOFF or LCAP, see the ODE LOFF Web page at http://www.cde.ca.gov/fg/aa/Ic/.

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						
School Name	Samuel Gompers Continuation High School					
Street	715 Chanslor Ave					
Oty, State, Zip	Richmond, CA 94801					
Phone Number	(510) 231-1402 ext 11502					
Principal	Vincent Rhea					

E-mail Address

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 Samuuel Gompers High School as a premier credit recovery program. The majority of the students referred to Compers were unsuccessful at their respective comprehensive high schools, typically over a two year period. Further, a significant portion of students placed at Compers 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 Compers 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 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

Core Curriculum Area

Textbooks and Instructional Materials/
Year of Adoption

From Most Recent Lacking Own Assigned Copy

Health Gencoe/McGraw

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

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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	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

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation			
Number of pupils participating in CTE				
% of pupils completing a CTE program and earning a high school diploma				
% 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.

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 monthy 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 Ste 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)

locali ant an	School				District			S tate		
Indicator	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)

		Graduating Class of 2013				
Group	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			

Average Class Size and Class Size Distribution (Secondary)

J		2011-12		2012-13		2013-14
Subject	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms

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 (Bementary)

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.